

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.
2. All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.
3. All students will benefit from improved partnerships and communication with all educational partners.

BOARD OF TRUSTEES REGULAR MEETING

**District Board Room
Center Joint Unified School District Annex
3243 Center Court Lane, Antelope, CA 95843**

Trustee Pope will be participating remotely from
2034 E Crescent Way, Gilbert, AZ 85298

This meeting will be held in accordance with California Government Code Section 59453, Subdivision (e) of the Ralph M. Brown Act (California Government Code Section 54950, et seq.), and the Federal American with Disabilities Act. While this meeting will be physically open to the public, members of the public may view the meeting as televised via our YouTube page (below), or may participate and comment via the application, Zoom (video or call-in options). The link and call-in numbers to the Zoom access will be available on the day of the meeting. Members of the public may address the Board on the topics of our Board agenda in addition to topics that are under the jurisdiction of the Board and are not on the agenda, although, the board, by law, may not take action at this meeting on non-agendized topics. If you wish to make a public comment during Public Comments or public comment time of an item while attending in person, please complete a speaker card. If you wish to make a public comment during Public Comments or public comment time of an item while attending remotely, login to the Zoom link or Zoom Call In number, click the "raise hand" button during the item you wish to comment on. The meeting host will unmute your mic at the appropriate time.

Livestream:

<https://www.centerusd.org/Board/Board-Livestream/index.html>

Wednesday, June 12, 2024 - 6:00 p.m.

- I. CALL TO ORDER & ROLL CALL - 5:30 p.m.**
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
 1. Student Expulsions/Readmissions (G.C. §54962)
- III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**
- IV. CLOSED SESSION - 5:30 p.m.**

Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]

NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.

VI. FLAG SALUTE

In recognition of free speech and the following board agenda item, we welcome all and would like to note that saying the pledge of allegiance is not a requirement to participate in the business of this public board. If you do not say the pledge for religious, political, social, or personal reasons, you are most welcome here as an equal participant in the business of this board.

VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION Info/Action

VIII. ADOPTION OF AGENDA Action

IX. RECOGNITIONS Info

X. ORGANIZATION REPORTS (3 minutes each) Info

1. CUTA – Venessa Mason, President
2. CSEA – Niesha Harris, President

XI. REPORTS/PRESENTATIONS (8 minutes each) Info

Curr & Instr
Facilities

1. **Dashboard Local Indicators for 2024-25** – Mike Jordan
2. **Facilities Update** – Richard Putnam

XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA Public
Comments
Invited

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.

XIII. CONSENT AGENDA (5 minutes) Action

NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.

Governance

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1. Approve Adoption of Minutes from May 15, 2024 Regular Meeting
2. Approve Resolution #33/2023-24: Delegation of Contracting Powers to the Superintendent
3. Approve 2024-2025 Legal Services Agreement and Fees with Atkinson, Andelson, Loya, Ruud & Romo, Attorneys at Law
4. Approve School-Connected Organizations:
 - Fortune Flyers PTO
 - Paws PTO (NoCo)
 - Oak Hill PTA
 - Spinelli Elementary PTO
 - Center Cougar Boosters
5. Approve Classified Personnel Transactions
6. Approve Certificated Personnel Transactions
7. Approve MOU Between CSEA Chapter 610 and CJUSD to Increase Staff Hours for Select Employees
8. Approve New Job Description – Human Resources Technician (Formerly Classified and Certificated Personnel Technicians)
9. Approve MOU Between SCOE and CJUSD for Operation of the CARE Program for the 24-25 School Year
10. Approve 2024-25 Expanded Learning Opportunities Program Services (ELOP) Agreement between Center Joint Unified School District and North Highlands Recreation and Park District

Personnel

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↓

Student Services

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↓	11.	Approve 2024-25 Expanded Learning Opportunities Program Services (ELOP) Agreement between Center Joint Unified School District and Right at School
↓	12.	Approve 2024-25 Expanded Learning Opportunities Program Services (ELOP) Agreement between Center Joint Unified School District and Catalyst Family
Curr & Instr	13.	Approve Memorandum of Understanding (MOU) to Implement the Early Smiles Sacramento Program, which Provides Dental Education Screenings, and Referrals
↓	14.	Approve Renewal of Contract with Campus Clinic for Mental Health Screening
↓	15.	Approve Memorandum of Understanding Between Sacramento County Office of Education (SCOE) and Center Joint Unified School, Agreement # CI:ELA_2025_02 for the 24-25 School Year – Dudley Elementary
↓	16.	Approve Team Assist for the 24-25 School Year - Riles MS
↓	17.	Approve Managed Print & Copier Agreement with Riverside Technologies Inc (RTI)
↓	18.	Approve Surplus Books to Recycle/Discard – Center High
↓	19.	Approve Surplus Books to Recycle/Discard – North Country
Facilities	20.	Approve Change Order #02 for Oak Hill Elementary School Modernization Project #23-03 Between Rodan Builders, Inc and Center Joint Unified School District
Business	21.	Approve Childcare Agreement Between CJUSD and Catalyst Family, Inc
↓	22.	Approve 2024-25 Consolidated Application
↓	23.	Approve Proposition 28 – Art and Music in Schools Annual Report
↓	24.	Approve 2024-25 Agreement with Sutter County Superintendent of Schools to Administer SMAA Reimbursements
↓	25.	Approve Resolution #32/2023-24: CalSHAPE Grant
↓	26.	Approve Resolution #29/2023-24: Education Protection Account
↓	27.	Approve Resolution #30/2023-24: Authorizing Budget Transfer of Funds
↓	28.	Approve Resolution #31/2023-24: Self-Certifying Increased Federal Micro-Purchase Threshold
↓	29.	Approve Payroll Orders: May 2024
↓	30.	Approve Supplemental Agenda (Vendor Warrants): May 2024

XIV. BUSINESS ITEMS

Governance	A.	<u>Second Reading: Policies, Regulations and Exhibits</u>	Action
		Replace BP 0450 - Comprehensive Safety Plan	
		Replace AR 0450 - Comprehensive Safety Plan	
		Replace BP 0460 - Local Control and Accountability Plan	
		Replace AR 0460 - Local Control and Accountability Plan	
		Delete - BP 0470 - COVID-19 Mitigation Plan	
		Replace BP 0500 - Accountability	
		Replace BP 0520 - Intervention in Underperforming Schools	
		Replace AR 1220 - Citizen Advisory Committees	
		Replace BP 1431 - Waivers	
		Delete BP 2300 - Conflict Of Interest Code: Designated Personnel	
		Replace BP 3400 - Management of District Assets/Accounts	
		Replace AR 3400 - Management of District Assets/Accounts	
		Replace BP 3516 - Emergency and Disaster Preparedness Plan	
		Replace AR 3516 - Emergency and Disaster Preparedness Plan	
		Replace BP 3550 - Food Service/Child Nutrition Program	
		Replace AR 3550 - Food Service/Child Nutrition Program	
		Replace BP 3551 - Food Service Operations/Cafeteria Fund	
		Replace AR 3551 - Food Service Operations/Cafeteria Fund	
		Replace BP 3553 - Free and Reduced Price Meals	
		Replace AR 3553 - Free and Reduced Price Meals	
		Replace BP 4111/4211/4311 - Recruitment and Selection	
		Replace AR 4112.5/4212.5/4312.5 - Criminal Record Check	
		Replace E(1) 4112.5/4212.5/4312.5 - Criminal Record Check	
		Replace BP 4118 - Dismissal/Suspension/Disciplinary Action	
		Replace Regulation 4118 - Dismissal/Suspension/Disciplinary Action	
		Replace BP 4140/4240/4340 - Bargaining Units	
		Replace BP 4157/4257/4357 - Employee Safety	
		Replace AR 4157/4257/4357 - Employee Safety	

Replace AR 4157.1/4257.1/4357.1 - Work-Related Injuries
 Replace BP 4218 - Dismissal/Suspension/Disciplinary Action
 Replace AR 4218 - Dismissal/Suspension/Disciplinary Action
 Replace AR 5126 - Awards for Achievement
 Replace BP 5131.2 - Bullying
 Replace AR 5131.2 - Bullying
 Replace BP 5141.21 - Administering Medication and Monitoring Health Conditions
 Replace AR 5141.21 - Administering Medication and Monitoring Health Conditions
 Replace BP 5144 – Discipline
 Replace AR 5144 – Discipline
 Replace BP 5148.3 - Preschool/ Early Childhood Education
 Replace AR 5148.3 - Preschool/ Early Childhood Education
 Replace AR 6115 - Ceremonies and Observances
 Replace BP 6142.8 - Comprehensive Health Education
 Replace BP 6146.1 - High School Graduation Requirements
 Replace BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities
 Replace BP 6170.1 - Transitional Kindergarten
 Replace AR 6173.3 - Education for Juvenile Court School Students
 Replace BB 9140 - Board Representative
 Replace Board Bylaw 9320 - Meetings and Notices
 Replace Board Bylaw 9321 - Closed Session
 Replace E(1) 9321 - Closed Session
 Add E(2) 9321 - Closed Session
 Replace Board Bylaw 9323.2 - Actions by the Board
 Replace E(1) 9323.2 - Actions by the Board

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|----------|---|
| Business | B. <u>Flexible Seating Purchases from One Workplace</u> Action
LCAP Goal 2 Action 2 includes flexible seating to “optimize the learning environment and promote collaboration, autonomy, and student-centered learning through flexible grouping.” Supplemental/Concentration funds will be used to provide new flexible seating for all school sites. |
| ↓ | C. <u>2024 Local Control and Accountability Plan (LCAP) Annual Update</u> Action
Education Code (EC) Section 52062(b)(2) requires that the school district governing board adopt a local control and accountability plan (LCAP) at a public meeting held after, but not on the same day as, the public hearing regarding the LCAP. The Public Hearing was held on Wednesday, June 5, 2024. The LCAP is a three-year plan that establishes districtwide goals, outlines actions, services, and expenditures to enhance student outcomes, and monitors metrics to measure progress. This update concludes our three-year LCAP, assessing the effectiveness of action outlined in the 2021-2024 plan. |
| ↓ | D. <u>Local Control and Accountability Plan (LCAP) Federal Addendum</u> Action
The annual review of the LCAP Federal Addendum is a mandatory component of the ESSA LEA Plan requirements. This complements the LCAP, ensuring our district can fulfill the Every Student Succeeds Act (ESSA) requirements. |
| ↓ | E. <u>2024-27 Local Control Accountability Plan</u> Action
This is a three-year plan detailing Center Joint Unified School District’s goals actions, services, and expenditures to support positive student outcomes. |
| ↓ | F. <u>Budget for Fiscal Year 2024-25</u> Action
The 2024-25 budget is being presented for adoption. |

XV. BOARD / SUPERINTENDENT REPORTS (10 minutes)

Info

- | | | |
|---------------|--|--------|
| XVI. | ADVANCE PLANNING | Info |
| a. | <i>Future Meeting Dates:</i> | |
| i. | <i>Regular Meeting: Wednesday, August 21, 2024 @ 6:00 p.m. – Board Room, Center Joint Unified School District Annex, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual</i> | |
| b. | <i>Suggested Agenda Items:</i> | |
| XVII. | CONTINUATION OF CLOSED SESSION (Item IV) | Action |
| XVIII. | ADJOURNMENT | Action |

CJUSD Mission:

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well-rounded education, and being active citizens of our diverse community.

Agenda Item: XI-1



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Michael Jordan

Initials:

Director of Curriculum, Instruction, and Special Ed.

MDJ

SUBJECT: Dashboard Local Indicators for 2024-25

☐ Action Item

☒ Information Item

Attached Pages _____

BACKGROUND:

By law, the board must be informed of the California Dashboard Local Indicators by June 30 of each school year. The Local Indicators are a self-review evaluation of the following:

Basic Services and Conditions (Priority 1)
Implementation of State Academic Standards (Priority 2)
Parent and Family Engagement (Priority 3)
School Climate (Priority 6)
Access to a Broad Course of Study (Priority 7)
Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
Coordination of Services for Foster Youth (Priority 10, for COEs only)

The local indicators report will be submitted to the California Department of Education and posted on the California Dashboard in November.

RECOMMENDED BOARD ACTION:

No action is required by the board.

PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tool as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 1 is provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school

and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

All fields marked with an asterisk (*) are required

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0



Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): *

0



Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

PRIORITIES

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards) *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Next Generation Science Standards *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

History-Social Science *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards)*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Mathematics – Common Core State Standards for Mathematics*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

History-Social Science*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards)*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Mathematics – Common Core State Standards for Mathematics*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

History-Social Science*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A

Health Education Content Standards*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Physical Education Model Content Standards*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Visual and Performing Arts*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

World Language*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Identifying the professional learning needs of individual teachers *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Providing support for teachers on the standards they have not yet mastered *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

PRIORITIES

Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually reports progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress, successes, and areas of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

At CJUSD, students are provided with a comprehensive support system through the MTSS Blueprint, which offers a range of academic and social-emotional programs tailored to enhance student outcomes. Moreover, the District engages parents through conferences, Student Study Team and IEP meetings, data sharing via Aeries Parent Portal, involvement in PTA and Booster Clubs, as well as Back to School and Open House Nights. Continuous communication channels such as Catapult, Panorama surveys, and the dedicated Student and Family Support Services office further contribute to a holistic approach towards student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

The District's commitment to fostering a more inclusive and equitable environment is reflected in its latest initiative to hire a Communications Director dedicated to enhancing community communications. As the District enters its third year of collaborative work with West Ed on inclusion and equity issues, this strategic move will further amplify the impact of ongoing efforts. A strong and effective communicator at the helm will not only strengthen relationships with the community but also ensure transparent and meaningful dialogues that promote understanding, unity, and progress towards a more inclusive future for all stakeholders.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

The District's commitment to fostering a more inclusive and equitable environment is reflected in its latest initiative to hire a Communications Director dedicated to enhancing community communications. As the District enters its third year of collaborative work with West Ed on inclusion and equity issues, this strategic move will further amplify the impact of ongoing efforts. A strong and effective communicator at the helm will not only strengthen relationships with the community but also ensure transparent and meaningful dialogues that promote understanding, unity, and progress towards a more inclusive future for all stakeholders.

Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability



7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability



8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability



Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

In the realm of building partnerships for improved student outcomes, the Center Joint Unified School District implements a variety of initiatives. These include hosting family events, maintaining active PTAs at sites, engaging with ELAC participants, organizing the Back to School Bash, establishing Site Councils, providing student and parent advisories, fostering communication via social media, offering interpreting services, and extending support to homeless and foster families. Furthermore, the pivotal role played by the Student and Family Support Services in nurturing healthy relationships among families underscores the district's dedication to fostering a supportive and inclusive community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

The CJUSD is committed to improving student outcomes by prioritizing effective communication among all partners. With the introduction of a dedicated Communications Director, the district aims to foster better collaboration between teachers, parents, administrators, and the community at large.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

The District's commitment to fostering a more inclusive and equitable environment is reflected in its latest initiative to hire a Communications Director dedicated to enhancing community communications. As the District enters its third year of collaborative work with West Ed on inclusion and equity issues, this strategic move will further amplify the impact of ongoing efforts. A strong and effective communicator at the helm will not only strengthen relationships with the community but also ensure transparent and meaningful dialogues that promote understanding, unity, and progress towards a more inclusive future for all stakeholders.

Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability



12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability



Seeking Input for Decision-Making Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

Students, parents, and staff members can actively participate and voice their opinions through a diverse range of platforms such as Panorama Surveys, the District Advisory Committee, the English Language Advisory Committee (site-based), District English Language Advisory Committee, PTA, Booster Club, LCAP surveys, Superintendent's Advisory Committee, and Community Comments during Board meetings. Embracing these opportunities not only fosters a sense of inclusivity but also empowers all partners to contribute meaningfully to the decision-making processes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *

The goal for improvement is to increase family participation in school activities such as Panorama surveys, school site councils, ELAC, DELAC, and Booster meetings. By taking part in these initiatives, families have the opportunity to provide valuable input and contribute to decision-making processes on important issues that directly impact the education and well-being of students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. *

The District's commitment to fostering a more inclusive and equitable environment to improve student outcomes is reflected in its latest initiative to hire a Communications Director dedicated to enhancing community communications. As the District enters its third year of collaborative work with West Ed on inclusion and equity issues, this strategic move will further amplify the impact of ongoing efforts. A strong and effective communicator at the helm will not only strengthen partnerships with the community but also ensure transparent and meaningful dialogues that promote understanding, unity, and progress towards a more inclusive future for all partners.

PRIORITIES

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* for Grades 1–6 and Grades 7–12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The Center Joint Unified School District has a Department of Curriculum and Instruction, which ensures that all students at all grade levels have access to and are enrolled in a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites

and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students in the district are enrolled in a broad course of study. The curriculum utilized in core courses across the district is found in the Multi-Tiered Systems of Support (MTSS) document. The MTSS document includes curriculums approved in Tiers I, II, and III. Tier I is offered to all students, while Tier II and III are intervention curriculums.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

There are no barriers to ensuring that all students have access to a broad course of study in the Center Joint Unified School District.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

The CJUSD Department of Curriculum and Instruction will continue to work with each school site to ensure that all students continue to have access to and are enrolled in a broad course of study.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

PRIORITIES

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 6 is provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

STUDENT PANORAMA SURVEYS Over the past three years, the district has effectively boosted student participation rates in the Panorama School Culture surveys, achieving the districtwide goal of 75% participation. Every elementary school and McClellan High School surpassed this target, with Dudley, Spinelli, and Oak Hill greatly exceeding expectations, boasting participation rates of over 95%. The average participation rate among secondary schools climbed to 72%, enriching the representation of secondary students and amplifying their voices within the district.

However, the district fell short of its objectives in measuring school climate and connectedness. Despite establishing a baseline in May 2021, the envisioned 3% improvement in each surveyed area—School Belonging, School Climate, Engagement, Safety, and Student-Teacher Relationships—did not materialize as anticipated. Upon comparing the May 2021 baseline data with the most recent survey results collected in March 2024, concerning trends emerged. In grades 3–5, favorable responses declined across all areas, with significant drops, including double-digit decreases, noted in students' perceptions of school safety, climate, and belonging. For grades 6–12, while student engagement remained steady, there was a slight dip in school belonging. Teacher-student relationships showed a moderate decline from 51% to 42%. Notably, the most significant decline, marked by a double-digit decrease, was observed in students' perceptions of school safety and climate. The following are Spring 2024 student results: Grades 3–5 56% responded favorably to School Belonging 55% responded favorably to School Climate 47% responded favorably to School Engagement 2024–25 Local Control and Accountability Plan for Center Joint Unified School District Page 6 of 116 54% responded favorably to School Safety 70% responded favorably to Teacher-Student Relationships Grades 6–12 28% responded favorably to School Belonging 38% responded favorably to School Climate 23% responded favorably to School Engagement 48% responded favorably to School Safety 41% responded favorably to Teacher-Student Relationships District administrators continue to analyze this data and develop goals and actions for improvement in their Single Plans for Student Achievement.

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials:
SL

SUBJECT: Adoption of Minutes from May 15, 2024 Regular Meeting

☒ **Action Item**

☐ **Information Item**

Attached Pages 8

BACKGROUND:

The minutes from the following meeting are being presented:

Wednesday, May 15, 2024 Regular Meeting

RECOMMENDED BOARD ACTION:

It is recommended that the CJUSD Board of Trustees approve the May 15, 2024 Regular Meeting Minutes.

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING District Board Room Center Joint Unified School District Annex 3243 Center Court Lane, Antelope, CA 95843

Wednesday, May 15, 2024

MINUTES

OPEN SESSION - CALL TO ORDER - Trustee Anderson called the meeting to order at 5:00 p.m.

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Ballin, Mr. Bruno, Mrs. Pope, Mrs. Sammons

Administrators Present: Scott Loehr, Superintendent
Chris Borasi, Director of Personnel & Student Services
Lisa Coronado, Director of Fiscal Services
Mike Jordan, Director of Curriculum, Instruction & Special Education
Richard Putnam, Director of Facilities

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Public Employee Discipline/Dismissal/Release (G.C. §54957)
2. Public Employee Performance Evaluation (**Certificated**) – Superintendent

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION - none

CLOSED SESSION - 5:00 p.m.

OPEN SESSION - CALL TO ORDER - 6:06 p.m.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

The following was reported out during Open Session:

1. Public Employee Discipline/Dismissal/Release (Government Code § 54957) -
In closed session, the Board took action by unanimous vote of all Trustees present to approve the immediate suspension without pay and dismissal of one classified employee # 100423.

In closed session, the Board took action by unanimous vote of all Trustees present to approve the immediate suspension without pay and dismissal of one classified employee # 106418.

2. Public Employee Performance Evaluation (**Certificated**) – Superintendent: No action was taken.

FLAG SALUTE –

The Flag Salute was led by Trustee Bruno.

ADOPTION OF AGENDA

There was a motion to bring the adoption of the agenda to the floor.

Motion: Sammons

Second: Ballin

There were no public comments. There was a motion to approve the adoption of the agenda as amended: move Report #3, Voices Report, to be the first report and pull Consent Agenda Item #8 and #15 for separate consideration.

Motion: Bruno

Second: Pope

Vote: General Consent

(including H. Ortega, *Student Rep*)

RECOGNITIONS

Recognition of Center Joint Unified School District Retirees – Chris Borasi, Director of Human Resources, recognized retiree Sherry Wilson, bus driver. Tracey Seivert, Principal, recognized retiree Jennifer Larmer, teacher at North Country Elementary.

Scott Loehr, Superintendent, acknowledged North Country Elementary for achieving their lowest chronic absentee rate for the school year during the month of April and recognized Spinelli Elementary for having the greatest monthly increase in attendance out of all schools in the month of April. Fortune Elementary was awarded the Attendance Champions Award for the month of April 2024. Fortune Elementary had the highest average daily attendance for that month.

Scott Loehr recognized Harmonie Ortega for her time serving as the Student Board Representative during the 2023-24 school year.

ORGANIZATION REPORTS

1. CUTA – Venessa Mason, President, noted that she appreciates the relationship that they have with the district staff, Mr. Loehr, Mrs. Coronado, Mr. Borasi, Mr. Jordan, and the Board as well. Noted that at the Rep Council meeting today, many teachers were proud to share all of the things going on at the various sites, celebrating the end of another school year. She has a graduating senior; is looking forward to seeing everyone at graduation and looking forward to another successful school year.
2. CSEA – Niesha Harris-Knott, President, was not in attendance. Amy Roenspie, Vice President, announce the Classified Employees of the Year for each site: Center High - Bernadette Poor; District Office - Angela Espinoza; Dudley Elementary - Shelbie Baker; Fortune Elementary - Almarie Crenshaw, McClellan High – Dennis Stephens, North Country Elementary - Tatyana Dorofeyev, Oak Hill Elementary - Kim Kelly, Spinelli Elementary - Kristine Arakelyan, and Riles Middle - Kylie Moore Purdy. They will be honoring all of the classified members next week with gifts to the members and thanking them for a great year. She wished everyone a great summer and noted that she is looking forward to seeing everyone next year.

REPORTS/PRESENTATIONS

3. **Voices, District Student Advisory Council, Report** - Kaydance Watt, Vanessa Estrada, Drew Dixon, Mia Guzman, Chris Elliot, Abby Vang, and Savanah Brighthouse gave a presentation about the purpose of the group and things they have done this year. The students who participated in the group received certificates.

REPORTS/PRESENTATIONS (continued)

1. Twin Rivers Police Update – Lieutenant Kocher, from Twin Rivers Police Department, introduced Sgt. McCoy and Center’s assigned officer for next year, Officer Joseph Brito. He shared that they provide 24 hour emergency services to the district. Officers make regular checks in the area. They help with special events, including graduations. They provide basic law enforcement services, including emergency response, mentoring, traffic enforcement, providing guidance, speaking with school staff members, and can provide active shooter training and how to respond to that. They offer a variety of other services as well. They are a phone call away and will give support to the district. He shared the years of law enforcement experience among the three of them present: he (Lt Kocher) is nearing 29 years, Sgt. Patrick McCoy has 17 years, and Officer Joe Brito has 7 years of law enforcement experience. He also noted the different specialties that they all have. There were questions and comments from the Board.

2. 2023-2024 Panorama School Climate & Culture Survey Update – Ryan Miranda, Student & Family Support Services Program Coordinator and District Homeless & Foster Youth Liaison, covered survey topics, participation rates, explained what “Percent Favorable” is, comparison data through benchmarks, data regarding the Grades 3-5 student survey, data regarding the Grades 6-12 student survey, the staff culture and climate survey, the family-school relationships survey, trends from spring 2021 to present, and considerations for next steps.

4. Human Resources Report – Chris Borasi, Director of Human Resources, reported on the following:

- we have attended 3 job fairs: Sac State, Sacramento County Office of Ed, and Long Beach State. He thanked the team who has promoted the district well: Lisa Coronado, Mike Jordan, Melissa Oliver, and Jason Farrel
- discussed the list of certificated vacancies
- discussed the list of classified vacancies
- currently have 42 employees in ISPH positions and we contracted out for 90 positions
- new job platform, TeamTailor, allows us to look at analytics; next year will be able to compare some of the analytics. Gave examples of some analytics.
- Human Resources is looking at their processes and want to make sure they are onboarding folks in a timely manner.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA –

Public Comments In-Person:

Amie Morisette, staff member, noted that this Saturday is Speech Language Pathologist Day and wanted to give a shout out to all of our pathologists within the district.

Public Comments Online: none

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

- 8.** Ratified Contract with the Special Education Information System (SEIS) to Integrate Data with AERIES Student Information System

There were no public comments. Trustee Bruno noted that with his other job, he works with SEIS so he prefers not to participate in this vote. This item was Board approved.

Motion: Bruno

Second: Sammons

Ayes: Anderson, Ballin, Pope, Sammons,
Ortega (*Student Bd Rep*)

Noes: None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION (continued)

15. Approved WestEd 2024-25 Proposed Scope of Work
Trustee Ballin noted that he pulled this item because he does not agree with the cost of this item.
There was Board discussion. There were no public comments. This item was Board approved.

Motion: Ballin

Second: Sammons

Ayes: Anderson, Bruno, Pope, Sammons,
Ortega (*Student Bd Rep*)

Noes: Ballin

CONSENT AGENDA

1. Approved Adoption of Minutes from April 12, 2024 Special Meeting
2. Approved Adoption of Minutes from April 17, 2024 Regular Meeting
3. Approved 2024-25 Board Meeting Schedule
4. Approved Governance Calendar – Timeline at a Glance 2024-25
5. Approved Classified Personnel Transactions
6. Approved Certificated Personnel Transactions
7. Approved 2024-25 Expanded Learning Opportunities Program Services (ELOP) Agreement between Center Joint Unified School District and Sunrise Recreation and Park District
8. *This item was pulled for separate consideration.*
9. Approved 24/25 Practi-Cal Agreement
10. Approved Professional Service Agreement with Document Tracking Services
11. Approved US Department of Education & ReSolve Math Study Agreement #1579-CJUSD-2000-01
12. Approved Memorandum of Understanding Between Center Joint Unified School District and UCSF 2024-2025 Research Engagement with Multitudes Literacy Screening and Early Intervention Pilot Program
13. Approved 24/25 Designation of CIF Representative to League
14. Approved Surplus Books to Recycle/Discard – Spinelli
15. *This item was pulled for separate consideration.*
16. Ratified Consultant Services Agreement for Hazardous Materials Inspection Services
17. Approved Change Order #01 for Center High School Modernization Project between Landmark Constructors, Inc. and Center Joint Unified School District
18. Approved Change Order #01 for the Oak Hill Elementary School Modernization Project #23-03 Between Rodan Builders, Inc. and Center Joint Unified School District
19. Approved Dudley Elementary School Fencing Project #24-01, Agreement by and between Pisor Fence Division, Inc. and Center Joint Unified School District
20. Approved Spinelli Elementary School Fencing Project #24-02, Agreement by and between Arrow Fence Company and Center Joint Unified School District
21. Approved Dudley Elementary School Painting Portable Buildings Project #24-03, Agreement by and between H.B. Restoration, Inc. and Center Joint Unified School District
22. Approved Dudley Elementary School Painting Portable Buildings Project #24-04, Agreement by and between H.B. Restoration, Inc. and Center Joint Unified School District
23. Approved Spinelli Elementary School Painting Portable Buildings Project #24-05, Agreement by and between Diamond Painting Co. KK and Center Joint Unified School District
24. Approved Dudley Elementary School Resurfacing & Stripe Hardcourt Project #24-06, Agreement by and between Safe Roads DVBE and Center Joint Unified School District
25. Approved Dudley Elementary School Resurfacing & Stripe Parking Lot Project #24-07, Agreement by and between Safe Roads DVBE and Center Joint Unified School District

CONSENT AGENDA (continued)

26. Approved Dudley Elementary School Administration Building Modification Project #24-08, Agreement by and between Kaler General Contractors, Inc. and Center Joint Unified School District
27. Approved Central Freezer Facility at Maintenance & Operations Yard Project #24-09, Agreement by and Between Pro Builders and Center Joint Unified School District
28. Approved Roofing of Permanent and Portable Buildings Project #24-10, Agreement by and between Best Contracting Services, Inc. and Center Joint Unified School District
29. Approved Roofing at Center High School Annex Building Project #24-11, Agreement by and between Mountain Roofing Systems and Center Joint Unified School District
30. Approved Disposal of Surplus Item:
True Refrigerator – ID Tag 003136CNUSD
31. Approved Payroll Orders: April 2024
32. Approved Supplemental Agenda (Vendor Warrants): April 2024

There were no public comments. There were no comments from the Board. The Consent Agenda was Board approved.

Motion: Pope
Second: Sammons

Vote: General Consent
(including H. Ortega, *Student Rep*)
Noes: None

INFORMATION ITEMS

Proposition 28 – Art and Music in Schools (AMS) – this was an information item included in the packet.

Trustee Sammons stepped out of the meeting at 7:24 pm.

BUSINESS ITEMS

A. APPROVED - Resolution #27/2023-24: Resolution Calling for Presidential General District Election - Sacramento County

There was a motion to bring this item to the floor.

Motion: Pope
Second: Ballin

There were no public comments. There was no Board discussion. There was a motion to approve this item.

Motion: Bruno
Second: Pope

Ayes: Anderson, Ballin, Bruno, Pope,
Ortega (*Student Bd Rep*)
Noes: None
Absent: Sammons

BUSINESS ITEMS

B. APPROVED - Resolution #28/2023-24: Declaring an Election Be Held in Its Jurisdiction; Requesting the Board of Supervisors to Consolidate With Any Other Election Conducted on Said Date; and Requesting Election Services by the County Clerk – Placer County

There were no public comments. There was no Board discussion. There was a motion to approve this item.

Motion: Ballin
Second: Pope

Ayes: Anderson, Ballin, Bruno, Pope,
Ortega (*Student Bd Rep*)
Noes: None
Absent: Sammons

C. APPROVED - First Reading: Policies, Regulations and Exhibits

There were no public comments. There was no Board discussion. There was a motion to approve this item.

Motion: Ballin
Second: Pope

Ayes: Anderson, Ballin, Bruno, Pope,
Ortega (*Student Bd Rep*)
Noes: None
Absent: Sammons

Trustee Sammons rejoined the meeting at 7:27 pm.

STUDENT BOARD REPRESENTATIVE REPORTS

1. Harmonie Ortega
 - May 1st was the Hugheys Awards for the Drama students.
 - Dance Concert was held May 8th and 9th.
 - Senior Awards night was yesterday, with a lot of people in attendance.
 - two people from the tennis team made sectionals; they placed 3rd.
 - Seniors have the kukui leis sales happening and will be ending on May 23rd.
 - Sports-O-Rama had a good turnout. Seniors placed 1st, Juniors placed 2nd, Freshmen placed 3rd, and Sophmores placed 4th.
 - Music Dinner Concert, hosted by the Jazz Band, will be May 22nd.
 - There will be a moving up rally.
 - this week is Spirit Week: today is Album Cover Day, tomorrow is Rhyme Without Reason Day.
 - Seniors will take their finals a week in advance; normal finals for Freshman through Juniors will start on the 24th.
 - graduation is May 30th.

BOARD/SUPERINTENDENT REPORTS

Mr. Bruno

- was a judge for the 2nd Annual Oral Language Faire.
- noted that Mr. Platt is leaving the district at the end of the year; he was instrumental in getting his son on track.
- noted that he will miss Ms. Ortega; thanked her for her good insight. He congratulated her on her graduation.

BOARD/SUPERINTENDENT REPORTS (continued)

Mr. Ballin

- thanked Ms. Ortega for her service and that it's been a pleasure to have had her on the board.
- wished all students, faculty, staff, parents and families a safe summer, and to our graduates he wished them the best in their post high school careers.
- attended two sets of school tours: 1-Rex Fortune Elementary, Oak Hill and Dudley Elementary. 2-Center High and Spinelli Elementary. He thanked the principals for the use of their time.
- expressed his sincere condolences to the family of Kirill Trush.
- noted that during these times of conflicts, he appreciates our schools educating our children and providing them a path to the future.
- thanked Mr. Loehr and his executive staff for completing another stellar year.
- wished good luck to Richard Putnam and his team for all of the ongoing projects they will be working on this summer, and looks forward to the results.
- noted that all are welcome to attend meetings in person. Comments on the social media platforms are encouraged. Board email addresses are on the district website.

Mrs. Sammons

- thanked everyone who attended tonight, also those who presented tonight.
- thanked the amazing staff for all that they do.
- was a judge at the Oral Language Faire for Fortune Elementary and Dudley Elementary. She hopes more schools are able to do it in the future.
- attended the Purple Cord Dinner; it was a great evening.
- attended the site visit to Center High and Spinelli Elementary.
- thanked Harmonie for her work on the Board.
- is looking forward to the graduations and promotions.
- is looking forward to the Open Houses.

Mrs. Pope

- thanked Ms. Ortega for her time on the Board; congratulated her on her graduation.
- noted that she was not able to attend in person the previous meeting; she had been traveling.
- noted that she has decided to run for the Board again.
- noted that she will see everyone at graduation.

Mr. Loehr

- thanked Ms. Ortega and noted that it has been a pleasure.
- noted that it is a somber time with the passing of a student. He thanked Mr. Jordan for arranging for the resources to be available to our community.
- noted that the Voices student group shows how much a little thing can make a big impact.
- noted that Mr. Putnam and his team are excited about the work to be done this summer.
- thanked those who have been impacted by our dust; the outcome will be worth it.
- is looking forward to the end of the year activities.

Mrs. Anderson

- noted that Harmonie has been a fantastic Student Board Member.
- noted that the Purple Cord Dinner went well and was well attended.
- noted that she can't believe how fast the school year has gone.
- noted how well Mr. Loehr has handled things that have come his way in the last couple of weeks.
- wished everyone a relaxing summer.

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Special Meeting: Wednesday, June 5, 2024 @ 6:00 p.m. – Board Room, Center Joint Unified School District Annex, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual*
 - ii. *Regular Meeting: Wednesday, June 12, 2024 @ 6:00 p.m. – Board Room, Center Joint Unified School District Annex, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual*
- b. *Suggested Agenda Items: None*

CONTINUATION OF CLOSED SESSION – 7:46 pm

RETURN TO OPEN SESSION – 8:50 p.m.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

- 2. Public Employee Performance Evaluation (**Certificated**) – Superintendent: It was noted that the Superintendent was given a satisfactory evaluation.

ADJOURNMENT – 8:51 p.m.

Respectfully submitted,

Scott A. Loehr, Superintendent
Secretary to the Board of Trustees

Nancy Anderson
Board of Trustees President

Adoption Date



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr, Superintendent

Initials:

SL

SUBJECT: Resolution #33/2023-24: Delegation of Contracting Powers to the Superintendent

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

This resolution delegates powers to the Superintendent during the summer months when the Board will not be in session. Items will be brought to the Board of Trustees for ratification at the next scheduled meeting after summer break.

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve Resolution #33/2023-24: Delegation of Contracting Powers to the Superintendent.

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION # 33/2023-24

Delegation of Contracting Powers to the Superintendent

WHEREAS, the Board of Trustees will not meet during the period of June 13, 2024 to August 21, 2024; and

WHEREAS, personnel transactions, purchasing, construction documents, bids, contracts and/or applications, and grants are received during this time period; and

WHEREAS, decisions regarding these activities must be accomplished and executed in a timely manner; and

WHEREAS, the California Education Code Section 17604 permits delegation of powers by the Board of Trustees to the Superintendent, subject to ratification of the Board of Trustees;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Center Joint Unified School District delegates contracting powers to Scott A. Loehr, Superintendent, subject to ratification by the Board of Trustees at its next scheduled meeting, in accordance with Education Code Section 17604.

PASSED AND ADOPTED by the following vote of the members of the Board of Trustees of the Center Joint Unified School District of Sacramento County, State of California this 12th day of June 2024.

Board of Trustees

Nancy Anderson, President

Howard Ballin, Member

Steven Bruno, Clerk

Delrae Pope, Member

Adrianna Sammons, Member

Agenda Item: XIII-3



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024
TO: Center Joint Unified School District Board of Trustees
FROM: Scott A. Loehr
Superintendent
INITIALS: SI
SUBJECT: 2024-2025 Legal Services Agreement and Fees with Atkinson, Andelson, Loya, Ruud & Romo, Attorneys at Law

**Action Item****Information Item****Attached Pages** 2**BACKGROUND:**

Atkinson, Andelson, Loya, Ruud & Romo, Attorneys at Law are increasing its legal services fees for the 2024-25 school year effective July 1, 2024.

RECOMMENDED BOARD ACTION:

CJUSD Board of Trustees approve the 2024-2025 Legal Services Agreement and Fees with Atkinson, Andelson, Loya, Ruud & Romo, Attorneys at Law.

Agenda Item: XIII-3

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

A PROFESSIONAL LAW CORPORATION

ATTORNEYS AT LAW

2151 RIVER PLAZA DRIVE, SUITE 300
SACRAMENTO, CALIFORNIA 95833-4130
(916) 923-1200

FAX (916) 923-1222
WWW.AALRR.COM

CERRITOS
(562) 653-3200

FRESNO
(559) 225-6700

IRVINE
(949) 453-4260

MARIN
(628) 234-6200

PASADENA
(626) 583-8600

PLEASANTON
(925) 227-9200

RIVERSIDE
(951) 683-1122

SAN DIEGO
(858) 485-9526

May 14, 2024

VIA EMAIL

(sloehr@centerusd.org)

Scott A. Loehr, Superintendent
Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843-9116

Re: Legal Services Agreement and Rates

Dear Superintendent Loehr:

Our cost of providing legal services has increased during the past year. Although our team of experienced education law attorneys makes every effort to perform work as expertly and efficiently as possible, we must increase our hourly rates effective July 1, 2024. Based upon market surveys, our rates continue to be below our competitors.

Our current Agreement for Special Services, Section III.A., authorizes rate increases by providing at least thirty (30) days' written notice. Please accept this as our notice that our rates effective July 1, 2024, will be as indicated below.

Hourly Rates

Senior Partners	\$370.00
Partners/Senior Counsel	\$360.00
Senior Associates	\$330.00
Associates	\$325.00
Non-Legal Consultants	\$230.00
Electronic Technology Litigation Specialist	\$220.00
Senior Paralegals/Law Clerks	\$210.00
Paralegals/Legal Assistants	\$200.00

Fixed Rates

A full day of training (up to 8 hours)	\$6,500.00
A half day of training (up to 4 hours)	\$5,000.00
A two hour training	\$4,000.00

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Scott A. Loehr, Superintendent
May 14, 2024
Page 2

A one hour training

\$3,000.00

We want you to know we appreciate serving your legal needs as your trusted advisors.
Please do not hesitate to contact me if you have any questions or concerns.

Very truly yours,

ATKINSON, ANDELSON, LOYA, RUUD & ROMO



Scott K. Holbrook

SKH/ezb

Agenda Item: XIII-4



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials:
SL

SUBJECT: School-Connected Organizations

☒ **Action Item**

☐ **Information Item**

Attached Pages __2__

BACKGROUND:

The district has received and reviewed the School-Connected Organization-Request for Authorization forms from the following organizations and have determined that they have met the requirements as listed in BP & AR 1230:

- Fortune Flyers PTO
- Paws PTO (NoCo)
- Oak Hill PTA
- Spinelli Elementary PTO
- Center Cougars Boosters

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve the above listed School-Connected Organizations as having met the requirements listed in BP & AR 1230.

Policy 1230: School-Connected Organizations

Status: ADOPTED

Original Adopted Date: 11/16/2016 | **Last Reviewed Date:** 11/16/2016

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting the district's educational and extracurricular programs. The Board appreciates the contributions made by such organizations toward the Board's vision for student learning and for providing all district students with high-quality educational opportunities.

Persons proposing to establish a school-connected organization shall submit a request to the Board for authorization to operate within the district or at a district school.

A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or district. Each school-connected organization shall be subject to its own bylaws and operational procedures or to the rules or bylaws of its affiliated state or national organization, as applicable.

In addition, activities by school-connected organizations shall be conducted in accordance with law, Board policies, administrative regulations, and any rules of the sponsoring school.

The Superintendent or designee shall establish appropriate rules for the relationship between school-connected organizations and the district.

A school-connected organization shall obtain the written approval of the Superintendent or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a district school or the students at that school. (Education Code 51521)

A school-connected organization may consult with the principal to determine school needs and priorities.

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

Regulation 1230: School-Connected Organizations

Status: ADOPTED

Original Adopted Date: 11/16/2016 | **Last Reviewed Date:** 11/16/2016

A school-connected organization's request for authorization to operate within the district or at a district school shall contain, as appropriate:

1. The name and purpose of the organization
2. The date of application
3. Bylaws, rules, and procedures under which the organization will operate, including procedures for maintaining the organization's finances, membership qualifications, if any, and an agreement that the group will not engage in unlawful discrimination
4. The names, addresses, and phone numbers of all officers
5. A list of specific objectives
6. An agreement to grant the district the right to audit the group's financial records, either by district personnel or a certified public accountant, whenever any concern is raised regarding the use of the funds
7. The name of the bank where the organization's account will be located and the names of those authorized to withdraw funds
8. The signature of the principal of the supporting school
9. Planned use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future
10. An agreement to provide evidence of liability and/or directors and officers insurance when and in the manner required by law

Requests for subsequent authorization shall be annually submitted to the Superintendent or designee, along with a financial statement showing all income and expenditures from fundraisers. If the Superintendent or designee proposes to deny the request for reauthorization, he/she shall present his/her recommendation to the Governing Board for approval.

When deemed necessary by the Board or the Superintendent or designee, the authorization for a school-connected organization to conduct activities in the district may be revoked at any time.

Each school-connected organization shall abide by the following rules:

1. The organization shall not act as an agent of the district or school.
 2. The organization shall not use the district's tax-exempt status and identification number; it shall be responsible for its own tax status, accounting, internal controls, financial reporting, retention of records, and other operations.
 3. The organization shall use a separate name and logo. Any use of a name or logo affiliated with the district, a district school, or a school team shall require the prior consent of the Superintendent or designee.
 4. Funds of the school-connected organization shall not be co-mingled with district funds, including associated student body funds.
 5. The organization shall not hire or directly pay any district employee. If a school-connected organization wishes to pay for additional and/or extracurricular services, the person to provide the services shall be hired through the district's personnel department, provided the Board approves the position. At their discretion, employees may volunteer to perform activities for school-connected organizations during nonworking hours.
-

Agenda Item: XIII-5



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 06/12/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources

Initials:

Csb

SUBJECT: Classified Personnel Transactions

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

Classified Resignations, Releases, Promotions, New Hires and Job Title Changes

RECOMMENDED BOARD ACTION:

Approve Classified Personnel Transactions as Submitted

Resignation

Raymond Whitmore resigned his position as College Career Coordinator for Center High School effective May 14, 2024.

Releases

Gholamreza Sadri was released from his position as Custodian for Dudley Elementary School effective May 3, 2024.

Katharine Wilson-Davis was released from her position as Noon Duty Aide for Spinelli Elementary School effective May 30, 2024.

Viktoriia Yatsiuk was released from her position as Bilingual Assistant for Center High School effective May 30, 2024.

Justin Millhollin was released from his position as Mechanic I for the Transportation Department effective May 9, 2024.

Promotions

David Knoll was promoted to Campus Monitor for Center High School effective May 6, 2024.

New Hires

Daphne Lopez was hired as an Office Assistant for Oak Hill Elementary School effective May 28, 2024.

Kelli Twomey was hired as an Communications Coordinator for the Superintendent's Office effective July 1, 2024.

Marcia Lazaro-Camacho was hired as a Human Resources Technician for the Human Resources Department effective June 17, 2024.

Change in Job Title

Michelle Stephens is currently the Certificated Personnel Technician. The job title is being changed to Human Resources Technician, as the updated job title/description is also being board approved. This is effective upon board approval.

Agenda Item: XIII-6



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
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Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 06/12/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources

Initials:

Csb

SUBJECT: Certificated Personnel Transactions

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

Certificated Resignations, Retirements, Leaves, New Hires and Promotions

RECOMMENDED BOARD ACTION:

Approve Certificated Personnel Transactions as Submitted

Resignation

Benjamin Klatt resigned his position as a Secondary Industrial Arts Teacher for Center High School effective May 31, 2024.

Michael Johnson resigned his position as a Secondary Music Teacher for Wilson C. Riles Middle School effective May 31, 2024.

Molly Goodhart resigned her position as an Elementary Teacher for North Country Elementary School effective May 31, 2024.

Allison Kent resigned her position as a Principal on Special Assignment effective June 28, 2024.

Larry Davenport resigned his position as an Assistant Principal for Wilson C. Riles Middle School effective June 30, 2024.

Selena Ueltzen resigned her position as a Physical Education Teacher for Spinelli Elementary School effective May 31, 2024.

Sarah King resigned her position as a Secondary Elective Teacher for Wilson C. Riles Middle School effective May 31, 2024.

Mary Buford resigned her position as an Elementary Teacher for Spinelli Elementary School effective June 27th, 2024.

Retirements

Gloria Wieser-Lewis is retiring from her position as Kindergarten Teacher from Spinelli Elementary School effective May 31, 2024.

Leaves

Jennifer Miller, an Elementary Teacher at Oak Hill Elementary School, has informed the Human Resources Department in writing that she is requesting an unpaid leave of absence from August 2, 2024 to May 30, 2025 for the 2024-2025 school year.

Erica Walters, a Secondary English Teacher at Wilson C. Riles Middle School, has informed the Human Resources Department in writing that she is requesting an unpaid leave of absence from August 2, 2024 to May 30, 2025 for the 2024-2025 school year.

New Hires

Heng Liu was hired as a Secondary Business Teacher for Center High School effective May 13, 2024.

Promotions

Nickea Stalter was promoted as Assistant Principal for Wilson C. Riles Middle School effective July 1, 2024.

Agenda Item: XIII-7



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
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Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6-12-2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources/Student Services

Initials:

CSB

SUBJECT: MOU Between CSEA Chapter 610 and CJUSD.

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

This Memorandum of Understanding is to increase cafeteria staff hours for select employees based on the needs of the nutrition department.

RECOMMENDED BOARD ACTION:

Approve the MOU between CSEA Chapter 610 and CJUSD.

Agenda Item: XIII-7

MEMORANDUM OF UNDERSTANDING
BETWEEN THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
CENTER CHAPTER #610 (CSEA)
AND THE CENTER JOINT UNIFIED SCHOOL DISTRICT (District)

Change in Hours Agreement

This Memorandum of Understanding (MOU) is entered into and between the California School Employees Association and its Center Chapter 610 (CSEA) and the Center Joint Unified School District (District) to address schedule changes to two bargaining unit positions.

1. In accordance with the collective bargaining agreement Article VI (C), the district requests to increase the hours of two bargaining unit positions in the Cafeteria Worker job classification.
2. The parties agree that the increase in hours should be added to the incumbents' base assignment.
3. Position number 162 shall increase from 3.5 hours to 5.5 hours with a schedule of 8:30 am to 2:30 pm daily Monday through Friday.
4. Position number 81 shall increase from 3.5 hours to 5.25 hours with a schedule of 7:15 am to 1:00 pm daily Monday through Friday.
5. Any other change in hours from what has been identified in this agreement will not meet the mutual agreement requirement of the collective bargaining agreement.

For the District:



Chris Borasi, Director of HR

4-10-2024

Date

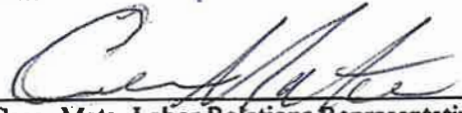
For CSEA:



Niesha Knott-Harris, Ch. 610 President

4/10/24

Date



Cesar Mata, Labor Relations Representative

4/12/2024

Date

Agenda Item: XIII-8



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6-12-2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources/Student Services

Initials:

CSB

SUBJECT: New Job Description - Human Resources Technician (Formerly Classified and Certificated Personnel Technicians)

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

The attached job description for Human Resources Technician is a revised job description for two positions in the Human Resources Office. Both the Certificated Personnel Technician and the Classified Personnel Technician would be replaced with this new job description. This position combines the essential duties of both positions, allowing the Director of Human Resources more flexibility in dividing up duties between the two.

RECOMMENDED BOARD ACTION:

Approve the updated job description for Human Resources Technician.

CENTER JOINT UNIFIED SCHOOL DISTRICT

JOB TITLE: Human Resources Technician

DESCRIPTION OF BASIC RESPONSIBILITIES

To perform specialized and technical tasks in interpretation and application of Certificated/Management salary schedules and teacher credentials.

SUPERVISOR: Director of Human Resources

TYPICAL DUTIES:

1. Maintain employment contracts on all Certificated employees.
2. Compose a variety of letters, bulletins, and memoranda.
3. Maintain personnel records such as applications, references, experience data, and evaluations.
4. Follow-up contacts with applicants.
5. Advertise for all positions both in and out of the District.
6. Evaluate and verify college transcripts and experience records.
7. Determine appropriate salary schedule placement.
8. Prepare employment contracts and amendments.
9. Initiate periodic corrections based on completion of additional units, degrees, work year changes, longevity, and annual increments as well as timely revisions based on work schedule changes, longevity, and annual step increases.
10. Interpret laws and regulations pertaining to credential requirements and assist certificated personnel in obtaining/renewing credentials.
11. Interpret laws and regulations pertaining to worker compensation issues.
12. Serve as the liaison between employee, District worker compensation carrier, and medical providers
13. Review worker compensation claimed absences for medical verification.
14. Research assignments within the District to accommodate employee modified duty.
15. Track worker compensation time authorized and notify thirty-nine (39) month reemployment rights.
16. Verify that all personnel are properly credentialed and alert supervisor when problems arise.
17. Maintain order of employment and employment/credential records.
18. Notify certificated personnel of credential expiration dates.
19. Assure new employees complete all necessary documents including contracts, loyalty oaths, W-4 forms, payroll documents, and other information.
20. Maintain records of status, probationary periods, and tenure of Certificated employees.
21. Maintain position control listings of all authorized classified and certificated positions.
22. Review Personnel Action Forms (PAF's), verify authorization, vacancy, and position profile for Classified positions.
23. Post to position control records, adding/deleting positions or changing profiles as authorized.
24. Prepare a variety of reports or special studies including statistical data for federal and state government or other agencies on employment, ethnic composition, and salaries or wages.
25. Explain and interpret personnel policies, procedures, collective bargaining contracts, and salary schedules.

26. Initiate personnel documents on employee leaves, resignation/retirements, and terminations.
27. Update and maintain employee personnel files and other records.
28. Performs other duties similar to the above in scope and function as required.

EMPLOYMENT STANDARDS:

Knowledge of:

- modern office procedures and practices;
- various office software programs;
- recordkeeping systems and files;
- letter and report writing;
- State Education Code, negotiated contracts, and state credentialing requirements.
- District policies and procedures affecting assigned duties;
- proper English usage, grammar, punctuation, and spelling.

Ability to:

- project friendly and positive image;
- operate standard office equipment/machines such as calculator, copy machine, fax, personal computer and printer;
- type accurately and use word processing at a rate required for successful job performance;
- learn and use assigned computer software at a level of proficiency sufficient to successfully perform assigned duties;
- analyze and interpret data and draw logical conclusions;
- establish and maintain records and reports;
- understand and follow both oral and written directions;
- find and use resource material to compile information from a variety of sources;
- interpret policy and regulations regarding assigned duties;
- perform basic mathematical calculations;
- maintain physical requirements necessary to perform job functions in a safe and effective manner;
- communicate effectively and tactfully in both oral and written forms;
- establish and maintain effective work relationships with those contacted in the performance of required duties.

EDUCATION, EXPERIENCE AND REQUIREMENTS:

- High School Diploma or equivalent;
- Preferred three (3) years of personnel/human resources experience;
- TB Test clearance;
- Criminal Justice Fingerprint clearance.

PHYSICAL CHARACTERISTICS:

- Sufficient vision to read printed material;
- Sufficient hearing to conduct in person and telephone conversations;
- Understandable voice with sufficient volume and clarity to be heard in normal conversation;
- Sufficient dexterity to write, use telephone and standard office equipment;

- Ability to sit for extended periods of time;
- Physical, mental and emotional stamina to endure extended hours under sometimes stressful conditions.

Agenda Item: XIII-9



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6-12-2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources/Student Services

Initials:

CSB

SUBJECT: MOU Between SCOE and CJUSD for Operation of the CARE Program for the 24-25 School Year.

☒ **Action Item**

☐ **Information Item**

Attached Pages 4

BACKGROUND:

This Memorandum of Understanding (MOU) is entered into between the Sacramento County Office of Education hereinafter referred to as SCOE and Center Joint Unified School District.

SCOE and CJUSD enter into this agreement to provide an Alternative Community School Program to meet the needs of CJUSD students, pursuant to California Education Code, section 1980 (authorizing the establishment of county community schools).

This agreement outlines the services provided by SCOE.

RECOMMENDED BOARD ACTION:

Approve the MOU between SCOE and CJUSD for the CARE Program for the 24-25 School Year.

MEMORANDUM OF UNDERSTANDING
Operating Agreement between the Sacramento County Office of Education
and Center Joint Unified School District
for Operation of the CARE Program

I. Parties to Agreement

This Memorandum of Understanding (MOU) is entered into between the Sacramento County Office of Education hereinafter referred to as SCOE and Center Joint Unified School District, hereinafter referred to as DISTRICT.

II. Purpose

SCOE and DISTRICT enter into this agreement to provide an Alternative Community School Program to meet the needs of DISTRICT students, pursuant to California Education Code, section 1980 (authorizing the establishment of county community schools).

III. Services to be Provided

A. SCOE agrees to do the following:

1. Operate a CARE Intervention/Diversion Programs (CARE Program) as a community school for students referred by the DISTRICT, served by SCOE with SCOE entitled to and claiming the Average Daily Attendance (ADA) and California Basic Educational Data System (CBEDS) information as well as enrolling students with SCOE Statewide Student Identifier (SSID) numbers.
2. Assure access for all qualified and eligible students to the community school consistent with all provisions of the California Education Code and the California Code of Regulations related to community schools, and SCOE Board Policies and ARR.
3. Hire and supervise an appropriately credentialed teacher.

B. The DISTRICT hereby agrees to do the following:

1. Provide facilities necessary to house the CARE Program within the DISTRICT in order to serve identified students. DISTRICT shall have the right to restrict or deny use of its facilities to students who disrupt DISTRICT operations.
2. Provide all educational supplies including textbooks, consumable supplies, technology, and printing as provided to other site teachers.
3. Provide classroom furniture for students.
4. Provide district substitute teacher for the CARE Program teacher. DISTRICT will invoice SCOE each quarter for reimbursement of substitute teacher costs.
5. Provide the CARE Program teacher with district e-mail and access to the school's student information system.
6. Provide SCOE all information that is required for CALPADS reporting. (E.g., "Free and reduced lunch forms.")

MEMORANDUM OF UNDERSTANDING
Operating Agreement between the Sacramento County Office of Education
and Center Joint Unified School District
for Operation of the CARE Program

7. Provide SCOE all information that is required for LCAP reporting. (E.g., “Academic outcomes and discipline reports.”)
8. Provide maintenance, custodial services, and utilities.
9. Provide home to school transportation for CARE Program students, as provided to other students.
10. Provide CARE Program students access to lunch with peers, physical education classes, electives, and extra-curricular activities according to the school site student handbook.
11. Provide transportation for CARE Program fieldtrips. DISTRICT will invoice SCOE for reimbursement of field trip transportation.
12. Provide SCOE all attendance and other information necessary to complete the state-required attendance reports.
13. Collaborate with SCOE to administer discipline, when applicable, and use eligibility criteria for sports and school activities for CARE Program students according to the DISTRICT’s written policies and guidelines used for all other students.
14. Provide, when applicable, special education services following any Individual Education Plan (IEP), conduct annual reviews, psychological assessment, and reevaluation.
15. Provide, when applicable, services and accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
16. Provide core and extra-curricular classes not provided by SCOE.

C. Enrollment Process

1. Representatives of both parties (CARE Program teacher, a SCOE administrator, and DISTRICT administrator) will agree on students enrolled in the CARE Program based on attendance, academic, and behavioral data.
2. Representatives of both parties will determine the appropriateness of placement in the CARE Program for students with disabilities and mutually agree on how services will be provided.
3. District will ensure that parents/guardians complete the enrollment paperwork provided by SCOE, which outlines the details of the CARE program. By signing the enrollment paperwork, parents/guardians acknowledge and consent to the sharing of relevant information with SCOE for the purpose of administering the CARE program. District will provide completed enrollment paperwork to SCOE at the time of enrolling a student.
4. If a parent withdraws a student from the CARE Program and later seeks to readmit the student, SCOE and DISTRICT shall jointly determine if readmission to the program is within the student’s best interest.

IV. Terms of Agreement

This MOU is entered into and effective for the **2024-2025** school year and absent a new agreement or termination, continues each year thereafter. If either party wishes to terminate the contract for the subsequent school year, it must provide written notice to the other party by January 15 of the current school year. SCOE reserves the right to discontinue the CARE Program with 30 days prior notice to the DISTRICT if CARE Program enrollment is **less than 17** for any individual class.

MEMORANDUM OF UNDERSTANDING
Operating Agreement between the Sacramento County Office of Education
and Center Joint Unified School District
for Operation of the CARE Program

V. Fiscal

SCOE shall receive funding based on ADA for students enrolled in the CARE Program (CARE ADA): SCOE shall receive funds directly based on ADA reported within the Principal Apportionment Data Collection Software at the “P-2” reporting period. CDE will use the district’s grade-span specific LCFF Base, Supplemental and Concentration rates when calculating the transfer amount.

If SCOE determines it has covered its costs for the CARE Program at the end of the fiscal year and surplus remains, SCOE will distribute 50% of the remaining net income back to the DISTRICT. The payment, based on annual reported ADA, shall be made after June 30 of the current year.

In addition, the DISTRICT is responsible for paying SCOE the difference between CARE Program revenues and the costs to operate the program if the program incurs an annual deficit. SCOE will invoice the DISTRICT for any deficit payment owed after the end of the fiscal year. The DISTRICT agrees to pay such an invoice within 30 days of receipt.

VI. Modification

This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Should changes in legislation, funding mechanism, or the State budget occur that necessitate revision of this MOU, the DISTRICT and SCOE shall meet to revise accordingly. Any changes to this MOU must be agreed to in writing by both parties.

VII. Indemnification

DISTRICT agrees to defend, indemnify, and hold harmless SCOE (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of DISTRICT, its director, agents, officers, or employees arising from DISTRICT’s duties and obligations described in this agreement or imposed by law.

SCOE agrees to defend, indemnify, and hold harmless DISTRICT (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of SCOE, its director, agents, officers, or employees arising from SCOE’s duties and obligations described in this agreement or imposed by law.

This provision shall survive the termination of this Agreement.

MEMORANDUM OF UNDERSTANDING
Operating Agreement between the Sacramento County Office of Education
and Center Joint Unified School District
for Operation of the CARE Program

VIII. Independent Agents

This MOU is by and between two independent agents, SCOE and DISTRICT, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agents. SCOE and DISTRICT shall be expected to independently comply with all relevant laws, including, but not limited to those regarding fingerprinting, criminal background checks, and tuberculosis screening.

IX. Execution of Agreement

The undersigned represent that they are authorized representatives of the parties and hereby execute this Memorandum of Understanding:

Sacramento County Office of Education:

Nick Schweizer
Associate Superintendent

Date

Superintendent or Designee

Date



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Ryan Miranda, Coordinator of Student & Family Support

Initials:

csb

SUBJECT: Expanded Learning Opportunities Program Services (ELOP) Agreement between Center Joint Unified School District and North Highlands Recreation & Park District.

☒ **Action Item**

☐ **Information Item**

Attached Pages 25

BACKGROUND:

This is an agreement between CJUSD and North Highlands Recreation & Park District to provide an Expanded Learning Opportunities Program (ELOP) at Dudley Elementary School for the 2024-2025 school year. The Expanded Learning Opportunities Program (ELOP) provides funding for free afterschool and summer school enrichment programs for unduplicated students in transitional kindergarten through sixth grade.

RECOMMENDED BOARD ACTION:

Approve the agreement between CJUSD and North Highlands Recreation & Park District.

**FY2024-25 ELO-P SERVICES AGREEMENT BETWEEN
CENTER JOINT UNIFIED SCHOOL DISTRICT AND
NORTH HIGHLANDS RECREATION & PARK DISTRICT.**

This ELO-P Services Agreement (the “Agreement”) is entered into on August 7, 2024 (“Effective Date”) by and between the **CENTER JOINT UNIFIED SCHOOL DISTRICT**, a California public school district (“District”), and **NORTH HIGHLANDS RECREATION & PARK DISTRICT** (“Provider”), a California non-profit corporation, for the purpose of providing service for the Expanded Learning Opportunities Program (ELO-P) at certain school sites of the District.

WHEREAS, Government Code section 53060 authorizes District to enter into a contract to obtain special services in administrative matters;

WHEREAS, District desires to engage Provider to perform the services as more particularly described on Attachment “A” “Statement of Work” which is attached hereto and incorporated herein by this reference (“Services”).

WHEREAS, Provider has the necessary qualifications by reason of training, experience, preparation and organization, and is agreeable to performing and providing such Services, upon and subject to the terms and conditions as set forth below in the Agreement.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto mutually agree to the terms and conditions of this Agreement, as follows:

1. **CONDITIONS.** Provider will have no obligation to provide services under this Agreement until the District’s Governing Board has approved this Agreement.

2. **NATURE OF RELATIONSHIP.** The parties agree the relationship created by this Agreement is that of independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with District, and not as a partner, coventurer, agent, or employee of District, and nothing contained herein shall be construed to be inconsistent with this relationship or status and is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of District or to bind the District in any manner. If any governmental entity with competent jurisdiction holds or otherwise determines that the District is a partner, joint venturer, co-principal, employer or co-employer of Provider, Provider shall indemnify, defend, and hold-harmless the District with respect to any and all claims for loss, liability, or damages arising as a consequence of that determination, as well as any associated expenses, costs, taxes, penalties, and interest charges incurred by District. Except for any materials, procedures, or subject matter agreed upon between Provider and District, Provider shall have complete control over the manner and method of performing the Services. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this agreement.

3. **NON-EXCLUSIVITY.**

A. During the term of this agreement Provider may, independent of Provider's relationship with the District, without breaching this Agreement or any duty owed to the District, act in any capacity, and may render services for any other entity.

B. During the term of this Agreement the District may, independent of its relationship with the Provider, without breaching this Agreement or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the District.

4. **SERVICES.**

A. Provider shall provide District with the services, which are described on Attachment "A" Statement of Work (the "Work" or "Services") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is an ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services. Provider shall use its best efforts to complete all phases of the Work according to such timetable. In the event that there is any delay in completion of the Work arising as a result of a problem within the control of District, Provider and District shall cooperate with each other to work around such delay. However, District shall not be responsible for any additional cost or expense to Provider as a result of such delay unless specifically agreed to in writing by the District. In addition to the specifications and/or requirements contained in the Statement of Work and any warranty given by Provider hereunder, the Statement of Work may set forth those performance criteria agreed between District and Provider whereby the District can evaluate whether Provider has satisfactorily completed the Work ("Performance Criteria").

B. Provider, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to meet its obligations under this Agreement. No substitutions of materials or service from those specified in this section shall be made without the prior written consent of the District.

5. **TERM.** The term of this Agreement shall commence as of **August 7, 2024**, and shall end on **June 30, 2025**, unless sooner terminated as provided for hereinafter. Upon written agreement of the parties prior to the expiration of the term then in effect, and provided that sufficient grant funds are available to administer the ELO-P, this Agreement may be renewed for additional consecutive terms of one (1) year each, with each such term ending as of June 30th of the following year. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.

6. **PAYMENT AND EXPENSES.**

A. **Payments.** All payments due to Provider are set forth in the "Schedule of Fees" attached hereto and incorporated herein by this reference. Provider shall send District monthly

statements indicating Provider's fees and costs incurred and their basis and any current balance owed. If no Provider's fees or costs are incurred for a particular time period, or if they are minimal, the statement may be held by the Provider and combined with that for the following time period unless a statement is requested by the District. All payments due Provider are set forth in "Schedule of Fees" and shall be paid by the District within thirty (30) days of receipt of a proper invoice from Provider, which invoice shall set forth in reasonable detail the services performed. The District reserves the right, in its sole and absolute discretion, to reject any invoice that is not submitted in compliance with the District's standards and procedures. In the event that any portion of an invoice submitted by a Provider to the District is disputed, the District shall only be required to pay the undisputed portion of such invoice at that time, and the parties shall meet to try to resolve any disputed portion of any invoice. The rates set forth in "Schedule of Fees" are not set by law, but are negotiable between Provider and District.

B. Nonappropriation of Funds

1. If at any time during the Agreement Term the District's then-current annual budget does not appropriate sufficient funds to pay for the ELO-P Services to be provided pursuant to this Agreement, this Agreement shall terminate and be of no further force or effect. In such event, the District shall have no liability to pay any funds to the Provider or furnish any other consideration under this Agreement, and the Provider shall not be obligated to perform any provisions of this Agreement.

2. If, in any fiscal year during the Agreement Term, the District Board reduces or terminates funding for purposes of this Agreement, the District shall have the option to either cancel this Agreement, without liability to or recourse by the Provider, or offer to enter into an amendment to this Agreement that reflects the reduced funding amount.

C. Grant Funding

Provider hereby acknowledges that District's payments to Provider are specifically conditioned upon the District's receipt of grant funding from the State of California specifically for the ELO-P Program. If District's receipt of such grant funding is for any reason delayed or suspended, the District reserves the right to suspend payments to Provider until such time as grant funding resumes and the District shall have no obligation to pay the Provider for services provided pursuant to this Agreement except to the extent of such grant funding received by the District. In such event, however, the Provider may suspend performance of the ELO-P services until such time as the grant funding resumes. If such grant funding terminates, the District shall have no obligation to continue payments to the Provider, other than for services satisfactorily completed prior to termination of the grant funding, and this Agreement shall be deemed and construed to automatically terminate immediately upon termination of the grant funding. In the event this Agreement so terminates, the Provider shall terminate its performance pursuant to this Agreement, provided that the provisions of this Agreement that expressly or implicitly survive termination shall remain in effect.

7. ASSIGNMENT AND SUBCONTRACTORS.

A. Assignment. Provider shall not assign, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the prior written consent of the District, which may be withheld by the District in its sole and absolute discretion for any reason. Any attempted

assignment, sublet, or transfer in violation of this Agreement shall be grounds for the District, in its sole discretion, to terminate the Agreement.

B. Subcontracting.

1. The Provider may contract with a third party (each a “Lower Tier Provider”) for performance by the Lower Tier Provider of a portion of the ELO-P Services, or any special education or other ancillary or related services required for the Provider to perform the ELO-P Services, only upon, in each case, written consent of the District given in advance of the Provider entering into the subcontract. The District, in its reasonable discretion, may grant, deny, delay, or condition any such consent. If the Provider is authorized to subcontract in accordance with this Section, the Provider shall incorporate all provisions of this Agreement into each such subcontract, provided that a Lower Tier Provider shall only be required to perform such portion of the ELO-P Services as described in the subcontract. Without limiting the foregoing, the Provider shall in each case cause the Lower Tier Provider to procure and maintain insurance during the term of the corresponding subcontract, or for such longer period as required by this Agreement. A Lower Tier Provider’s insurance shall provide coverage at least as broad as the coverage described in Section 14 herein, and shall have coverage limits not less than the limits set forth in Section 14 herein.

2. Each Lower Tier Provider’s insurance coverage shall comply with all of the following:

a. Any and all deductibles and self-insured retentions must be declared to and approved by the District. At its option, District may require that a Lower Tier Provider, at no cost to the District: (i) cause its insurer to reduce, to levels specified by the District, or eliminate such deductibles or self-insured retentions as pertain to District, and its officers and employees; or (ii) procure and provide to the District a bond or other financial instrument guaranteeing payment of the deductible or self-insured retention, together with any losses and related investigations, claim administration, and defense expenses.

b. The general liability and automobile liability policies are to provide, or be endorsed to provide, as follows:

1. The District, the Governing Board of the Center Joint Unified School District (“District Board”) and each individual member thereof, and the District’s other officers, employees, contractors, subcontractors, volunteers, agents, and other representatives (each, not including the District, a “District Representative”) are to be named as additional insureds with respect to all liability arising out of activities by or on behalf of the Lower Tier Provider in connection with the ELO-P Services. The coverage shall contain no special limitations on the scope of protection afforded to any of the District Representatives.

2. For any and all claims related to the services performed under this Agreement, a Lower Tier Provider's insurance coverage shall be primary insurance as it pertains to District, and its officers and employees, shall be excess of Lower Tier Provider's insurance and shall not contribute with it.

3. Any failure to comply with reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to District or any of its officers or employees.

4. A Lower Tier Provider's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

5. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be suspended, voided, canceled by either party, reduced in coverage or in limits except after thirty (30) days prior written notice by certified mail, return receipt requested, to District.

C. Insurance is to be placed with insurers admitted by the State of California and with a current A.M. Best's rating of no less than A:VII, unless otherwise acceptable to District.

D. Each Lower Tier Provider shall furnish District with original endorsements effecting coverage required by this clause and a declarations page for each policy. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms provided by District. All endorsements are to be received and approved by District before work commences. As an alternative to District's forms, a Lower Tier Provider's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement. All Certificates of Insurance shall reference District's contract number. Notwithstanding the last sentence of Subsection 7.B.1 herein, if the Provider enters into subcontracts for the provision of transportation services, Provider shall ensure in each case that the subcontract requires the Lower Tier Provider to procure and maintain general liability and vehicle insurance with per-occurrence limits of at least \$2,000,000.

8. **TERMINATION OR AMENDMENT.**

A. **Mutual Agreement.** This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party sixty (60) days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this agreement shall, at the option of the District, become District property. The Provider shall be entitled to receive just and equitable compensation for any satisfactory work completed on such items prior to termination of the Agreement.

B. **Termination for Default.** District may, by written notice to Provider, terminate this Agreement in whole or in part at any time because of the failure of Provider to fulfill its contractual obligations and following a reasonable opportunity to cure. Upon receipt of such notice, Provider shall:

1. Immediately discontinue all services affected (unless the notice directs otherwise); and

2. Deliver to District all information and material as may have been involved in the provision of services whether provided by District or generated by Provider in the performance of this Agreement, whether completed or in process. Termination of this Agreement shall be as of the date of receipt by Provider of such notice.

E. If the termination is due to the failure of Provider to fulfill its contractual obligations, District may take over the services, and complete the services by contract or otherwise. In such case, Provider shall be liable to District for any reasonable costs or damages occasioned to District thereby. The reasonable expense of completing the services, and any other costs or damages otherwise resulting from the failure of Provider to fulfill its obligations, shall be charged to Provider and shall be deducted by District out of such payments as may be due to Provider.

F. If, after the notice of termination for failure to fulfill contract obligations, it is determined that Provider has not so failed, the termination shall be deemed to have been effected for the convenience of District pursuant to Section 8.A.

G. Provider shall not be entitled to anticipatory or consequential damages as a result of any termination under this section. Payment to Provider in accordance with this section shall constitute Provider's exclusive remedy for any termination hereunder. The rights and remedies of District provided in this section are in addition to any other rights and remedies provided by law or under this Agreement.

9. NOTICES.

Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns. If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the District and the Provider as follows:

To District	Center Joint Unified School District 8408 Watt Avenue Antelope, CA 95843 Attention: Ryan Miranda, District Coordinator
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To Provider	North Highlands Recreation & Park District 6040 Watt Avenue North Highlands, CA 95660 Attention: Rachel Robertson, Recreation Superintendent
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10. **ADDITIONAL WORK.** If changes in the work seem merited by the Provider or the District, and informal consultations with the other party indicate that a change is warranted, it shall be processed by the District in the following manner:

a. A letter outlining the changes shall be forwarded by requesting party with a statement of estimated changes in services, fees and/or time schedule.

b. A written amendment to this Agreement shall be prepared by the District and executed by all parties before Provider or District is expected to perform any such services.

Any such amendment to the Agreement shall not render ineffective or invalidate unaffected portions of this Agreement.

11. **COMPLIANCE WITH LAWS.** Provider hereby agrees that Provider, officers, agents, employees, and subcontractors of Provider in connection with the performance of the ELO-P Services, and without limiting anything else in this Agreement, shall comply with: (i) all applicable federal, state and local laws, regulations, ordinances, rules and other governmental requirements, including, without limitation, Education Code Section 46120; (iv) all applicable policies and regulations of the District; (ii) minimum wages laws; (iii) prohibitions against discrimination. Without limiting the foregoing, the Provider acknowledges that, in accordance with Education Code Section 46120(b)(2), certain requirements of the After School Education and Safety Program set forth in Education Code Section 8482 *et seq.* are applicable to the ELO-P Services. Provider shall indemnify the District with respect to any and all liabilities and losses that arise from the Provider's failure to comply with any of the foregoing.

Provider, officers, agents, employees and/or subcontractors of Provider shall secure and maintain in force for the full term of this Agreement, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of all the Services, materials, or supplies necessary for completion of the Services described.

Provider shall be responsible for all costs of clean up and/or removal of spilled regulated substances as a result of Provider's services or operations performed under this Agreement.

12. **NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

Provider represents and agrees that it does not and shall not discriminate on the basis of race, religion, color, sex, age, sexual orientation, disability or national origin.

13. **INDEMNIFICATION. [TO BE REVIEWED BY THE DISTRICT'S INSURANCE CARRIER]**

The Provider shall indemnify and hold-harmless the District and the District Representatives (collectively, the "District Indemnitees"), and each of them, with respect to any and all losses, damages, judgments, costs and expenses (including, but not limited to, attorney's fees and other legal costs), and other liabilities of whatever nature (each a "Liability" and, if referring to more than one, the "Liabilities") that arise from the activities in connection with this Agreement by the Provider, any Lower Tier Provider, or any person or entity within the control of either. With respect to each claim, demand, action, and other proceeding within the scope of the foregoing indemnification obligation, the Provider shall defend the District Indemnitees, using qualified and

experienced legal counsel reasonably acceptable to the District, but retained by the Provider at its sole cost and expense. If the Provider refuses tender of any defense within the scope of the Provider's obligations pursuant to this Section: (i) the Provider shall nonetheless continue to be bound by its obligations pursuant to this Section; and (ii) the Provider shall be deemed and construed to have waived any and all rights to claim or otherwise assert that the District provided an inadequate defense of the matter tendered to the Provider. Notwithstanding the foregoing, to the extent any Liability is attributable to the negligence or willful misconduct of both Parties (directly or through their respective officers, employees, contractors, subcontractors, or other representatives), then, in connection with that Liability, the Parties shall be responsible and liable on a comparative basis.

14. INSURANCE. [TO BE REVIEWED BY DISTRICT'S INSURANCE CARRIER]

Provider shall procure and maintain for the duration of the Agreement insurance against claims for injuries to persons or damage to property, which may arise from or in connection with performance under this Agreement by Provider, its agents, representatives, or employees.

A. Insurance coverage shall be at least as broad as:

1. Insurance Services Office Commercial General Liability coverage (occurrence from CG 0001).
2. Insurance Service Office form number CA0001 (Ed. 1/87) covering Automobile Liability, code 1 (any auto).
3. Worker's Compensation insurance as required by the State of California and Employer's Liability Insurance.

B. Provider shall maintain limits of insurance no less than:

1. General Liability: \$1,000,000.00 per occurrence for bodily injury, personal injury, and property damage. If Commercial General Liability Insurance or other form with a general aggregate limit is used, the general aggregate limit shall be thrice the required occurrence limit (\$3,000,000.00).
2. Automobile Liability: \$1,000,000.00 per accident for bodily injury and property damage.
3. Employer's Liability: \$1,000,000.00 per accident for bodily injury or disease.

C. Provider shall provide supplemental medical injury insurance for program students injured during after school program activities. The maximum medical pay per student injury is \$10,000. Provider's insurance shall take effect after student's health insurance and District's supplemental insurance have been expended.

D. A policy of professional errors and omissions liability insurance (“PL Policy”) with policy limits of not less than One Million Dollars (\$1,000,000.00), combined single limits, per occurrence or claim, and Three Million Dollars (\$3,000,000.00) aggregate. If the policy is written as a “claims made” policy, the retroactivity date shall be prior to the Effective Date, including, without limitation, any and each renewal or replacement policy. Provider shall keep the PL Policy in full force and effect at all times during the Agreement Term and until the date that is four (4) years after termination of this Agreement. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the effective date of this Agreement, Provider shall purchase “extended reporting” coverage for a minimum of four (4) years after termination of this Agreement.

E. A policy of abuse-molestation insurance (“AM Policy”) that: (1) is separate from the general liability, E&O liability, and other insurance policies that the Provider may have in effect; (2) is written on an “occurrence” basis; (3) has coverage limits of not less than \$3,000,000 per occurrence and \$6,000,000 aggregate; (4) provides coverage for direct and vicarious liability associated with sexual misconduct and other physical abuse, and for verbal, emotional, mental, and other non-physical abuse; (5) covers acts and omissions by, among others, personnel directly providing the ELO-P Services to District students or otherwise having contact with District students (whether directly employed by the Provider or otherwise); (6) provides coverage for the District prior to any determination that an accused abuser is guilty; and (7) provides for payment of defense costs outside of the AM Policy’s coverage limits. The Provider shall comply with any and all risk management controls reasonably required by the insurer that issues the AM Policy.

F. For all insurance coverage procured by Provider, the following terms apply:

1. Any deductibles or self-insured retentions must be declared to and approved by District. At its option, District may require Provider, at Provider’s sole cost, to: (a) cause its insurer to reduce to levels specified by District or eliminate such deductibles or self-insured retentions as pertain to the District or any of its officers or employees, or (b) procure a bond or other financial instrument guaranteeing payment of the deductible or retention, and all losses and related investigations, claim administration, and defense expenses.

G. The general liability and automobile liability policies, workers’ compensation policy, and the AM Policy shall provide, or be endorsed to provide, as follows:

1. The District and each of the District Representatives shall be named as Additional insureds with respect to all liability arising out of activities by or on behalf of Provider in connection with this Agreement and/or the ELO-P Services. The coverage shall contain no special limitations on the scope of protection afforded to District or any of the District Representatives.

2. For any claims related to the services, Provider’s insurance coverage shall be primary insurance with respect to District and its officers and employees. Any insurance or self-insurance maintained by District or any of its officers or employees shall be excess of Provider’s insurance and shall not contribute with it.

3. Any failure to comply with reporting or other provisions of the policies, including, without limitation, a breach of any of the Provider's warranties, shall not affect coverage provided to District or any of its officers or employees.

4. Provider's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

5. Each insurance policy required by this clause shall be endorsed to provide that coverage shall not be terminated, suspended, voided or canceled, or coverage limits reduced, except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to District.

H. Insurance is to be placed with insurers admitted by the State of California and with an A minus (A-), VII, or better rating from A.M. Best.

I. Provider shall furnish District with original endorsements effecting coverage required by this clause. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms provided by or approved by the District. All endorsements are to be received and approved by District before the ELO-P Services commence. Upon request by the District, the Provider shall cause its insurer(s) to provide complete, certified copies of the insurance policies requested by the District, including the endorsements required by this Agreement. All Certificates of Insurance shall reference the District's contract number for this Agreement on the face of the certificate. The foregoing obligation to provide certified copies of insurance policies shall survive the expiration of the Agreement Term or any earlier termination of this Agreement.

15. CLEARANCE REQUIREMENTS.

A. Effective as of January 1, 2022, Education Code Section 45125.1 ("Section 45125.1") requires that each entity having a contract with a local educational agency ("LEA") shall ensure that each of the personnel interacting with students outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a valid criminal records summary as described in Education Code Section 44237. In addition, the contracting entity shall immediately provide subsequent arrest and conviction information it receives to the LEA. Section 45125.1 authorizes LEA's to require compliance with the requirements for personnel other than those directly employed by the contracting entity. Because students may be present during activities undertaken by the Provider and/or Lower Tier Providers, and because there will be no corresponding "immediate supervision," the Provider, in connection with such activities, shall comply in all respects with Section 45125.1. Without limiting the foregoing, the Provider shall require and be responsible for ensuring compliance, by each and every person who will be at, on, or in the ELO-P Location in connection with the installation, maintenance, operation, repair, reconstruction, removal, and/or other purposes related to the Services, with all California Department of Justice guidelines and requirements relating to fingerprinting and criminal-history background checks. In the event Section 45125.1 is repealed or superseded, Provider, following receipt of written notice from the District, shall comply with such successor or other requirements as provided by law or other governmental requirement.

B. The Provider shall certify in writing to the District, from time to time as necessary, and on a certification form to be provided by the District upon request, that no person assigned to or who otherwise will be present at, on, or in the School or other places where any ELO-P Services are to be provided to students has been convicted of any felony as described in Education Code Section 45122.1. Education Code Section 45122.1 defines a violent felony as any felony listed in subdivision (c) of Penal Code Section 667.5, and a serious felony as any felony listed in subdivision (c) of Penal Code Section 1192.7. The executed certification form must have attached a list identifying all persons to whom the certification applies.

C. The Provider shall prohibit and prevent each and every person who will be at, on, or in any ELO-P Location (including, not only all persons for whom Provider is directly responsible, but also any and all persons for whom any Lower Tier Provider is responsible) from being present at, on, or in the vicinity of any ELO-P Location unless and until Provider provides the required certification for such person to the District.

16. HEALTH AND SAFETY MANDATES.

A. **HEALTH AND SAFETY.** Provider shall comply with all applicable federal, state, local, and District laws, regulations, ordinances, policies, and procedures regarding student health and safety.

B. **INCIDENT/ACCIDENT REPORTING.** Provider shall submit accident or incident reports pursuant to the procedures specified by the District.

C. **CHILD ABUSE REPORTING.** Provider hereby agrees that all staff members, including volunteers, are familiar with and agree to its child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11166. A written statement acknowledging the legal requirements of such reporting and verification of staff adhere to such reporting shall be submitted to the District at District's request. Provider must develop and/or maintain a written child abuse reporting procedure.

D. **REPORTING OF MISSING CHILDREN.** Provider assures District that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the District at District's request.

E. **TUBERCULOSIS ASSESSMENT AND EXAMINATION.** Prior to commencing the ELO-P Services and at its sole cost and expense, the Provider shall: (i) comply with the assessment and examination procedures required pursuant to Section 49406; and (ii) certify to the District, using the form attached as Exhibit "C" to this Agreement, that he/she is free of tuberculosis risk factors or, if risk factors are present, is free of infectious tuberculosis.

F. **BLOOD-BORNE PATHOGENS AND OTHER INFECTIOUS MATERIALS.** If this Agreement contemplates that the Provider will furnish any medical assistance to District students or otherwise potentially be subjected to any occupational exposure as defined in 29 CFR

1901.1030(b), then, notwithstanding that the Provider is an independent contractor and not an employee of the District, the Provider shall comply with all applicable U.S. Department of Labor, Occupational Health and Safety Administration (“OSHA”) safety and health standards and other requirements set forth in 29 CFR 1901.1030. For avoidance of doubt, 29 CFR 1901.1030(b) defines occupational exposure, as of the Effective Date, to mean “reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee’s duties.”

G. COVID-19 RELATED REQUIREMENTS.

1. In connection with and for all purposes of this Agreement and the ELO-P Services, the Provider shall be responsible, at its cost, for compliance with any and all orders and guidance issued by public health and/or other governmental officials (“Public Health Orders”) that are intended to slow the spread of the coronavirus that causes COVID-19 (“Coronavirus”), regardless of whether those are in effect as of the Effective Date or take effect thereafter. In addition, the Provider shall indemnify, hold-harmless, and defend the District, in accordance with this Agreement, with respect to any and all liabilities that may arise from: (i) the failure by the Provider to fully and satisfactorily comply with any Public Health Order; and/or (ii) the COVID-19-related infection, injury, or death of any person or persons in connection with any such failure by the Provider.

2. The Provider, at its cost, shall procure any and all personal protective equipment (“PPE”) that reasonably is required for the Provider’s use in connection with the ELO-P Services. For purposes of the foregoing, such PPE may include, without limitation and as applicable, any and all gloves, face shields, goggles, “surgical” face coverings, and similar equipment designed to protect the wearer from injury or help prevent wearer exposure to infection by the Coronavirus. In no event shall the District be responsible or liable, regardless of the basis or bases for responsibility or liability, if the Provider is unable to procure or timely procure any necessary PPE. However, in any such event, if the health and safety of District students could, therefore, be endangered, the Provider shall provide notice to the District and, at the Provider’s cost and to the extent PPE reasonably can be made available without impairing any District operations, the District will attempt to provide sufficient PPE from any stock that it has on hand.

3. Immediately upon becoming aware or reasonably suspecting that the Provider, any District student, or any other person was infected with the Coronavirus at any time the person was present in or at any ELO-P Location, the Provider shall: (i) give written notice to the District; and (ii) take all steps required and/or recommended by the Public Health Orders, including, without limitation and if applicable, seeking to identify, through contact tracing, those who may have been exposed to the Coronavirus and otherwise taking steps necessary to limit the number of additional people who may become exposed to the Coronavirus. Any and each failure by the Provider to give such notice when required by this Section shall constitute a material default by the Provider of its obligations pursuant to this Agreement.

17. **ARBITRATION.** Any dispute arising under this Agreement, including, without limitation, all disputes relating in any manner to the performance or enforcement of this Agreement shall be resolved by binding arbitration in the County pursuant to the rules of the American Arbitration Association (AAA), as amended or as augmented in this Agreement (the “Rules”). The

parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys' fees and costs. Either party may bring an action in court to compel arbitration under this Agreement and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within thirty (30) days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind.

The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. The document demand and response shall conform to Code of Civil Procedure section 2031. The deposition notice shall conform to Code of Civil Procedure section 2025. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025 and 2031.

18. **ATTORNEYS FEES.** In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or arbitrator, shall be entitled to recover its reasonable attorney's fees and costs incurred in connection with such actions or proceeding.

19. **MAINTENANCE OF RECORDS/CONFIDENTIALITY.**

A. In connection with this Agreement and the ELO-P Services, the Provider shall prepare and maintain all records ("Provider Records") as are: (i) consistent with generally accepted accounting principles and good business practices; and (ii) required by State of California and federal laws and regulations. The Provider shall maintain all Provider Records for a period of at least seven (7) years after final payment to the Provider pursuant to this Agreement. For purposes of this Agreement, "Provider Records" shall include, but are not limited to: student records as defined by California Education Code section 49061 (b); registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of the ELO-P Services; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; liability and worker's compensation insurance policies; after school agency certifications; statements of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; federal/state payroll quarterly reports (e.g., IRS Form 941, California Form DE3D, DE 938, DE 9, et cetera);

bank statements and canceled checks; and complaints, demands, claims, court filings, witness statements, and similar documents.

B. The Provider shall make the Provider Records available for inspection and copying, by the District, the California State Auditor and other governmental entities with competent jurisdiction, at all reasonable times within the record retention period specified in Subsection 19.A. herein. Notwithstanding the foregoing, if the District or other governmental entity commences during such record retention period, but does not complete within such record retention period, an audit or other review for which the Provider Records are required, the Provider shall make the Provider Records available in accordance with this Subsection until such time as the audit or other review has been completed and closed.

C. With respect to and as applicable to the Provider and all authorized Lower Tier Providers, all of the following shall be deemed and construed to be confidential: (i) this Agreement; all communications and information obtained by Provider from District relating to this Agreement; and all information developed by Provider in connection with this Agreement and/or the ELO-P Services (including, without limitation, all student records and the identity of District students being served by Provider). Except as provided in Subsections 19.D and 19.G., neither the Provider nor any Lower Tier Provider, without prior written consent of an authorized District representative, shall divulge to, or discuss with, any third party either the work or services provided hereunder, or any communication or information in connection with such services or work, except as required by law. Prior to any disclosure that the Provider believes may be required by law, the Provider shall give notice to the District and a reasonable period of days, but in no event fewer than ten (10) business days, for the District to seek a protective order or otherwise prevent disclosure. Except for disclosures required by law, the Provider shall not use or disseminate any communications or information obtained from District, or developed by the Provider or any Lower Tier Provider in connection with this Agreement and/or the ELO-P Services, for any purpose other than the performance of this Agreement, without District's prior written consent.

D. At the conclusion of the performance of this Agreement, Provider shall return to District all written materials constituting or incorporating any communications or information obtained from District or developed by the Provider or any Lower Tier Provider in connection with this Agreement. Upon District's specific approval, Provider may retain copies of such materials, provided that such materials shall remain at all times subject to the requirements of Subsection 19.C herein.

E. Provider may disclose to any authorized Lower Tier Provider or other District approved third party, any information otherwise subject to Subsection 19.C that reasonably is required for the performance of the Lower Tier Provider's responsibilities in connection with this Agreement and/or the ELO-P Services. The Provider shall require in each of its written subcontracts that the Lower Tier Provider comply in all respects with the requirements of this Section 19, and shall provide a copy of each such subcontract to District prior to the Lower Tier Provider commencing performance pursuant to the subcontract.

F. Provider represents and warrants that it shall not publish, cause to be disseminated, or otherwise disclose through any press release, public statement, or marketing or selling effort, any information that is confidential in accordance with this Section 19 without the express written

approval of District given in advance of disclosure, which approval the District in its sole discretion may grant, deny, or condition.

G. Provider's obligations pursuant to this Section 19 relating to information deemed confidential shall survive cancellation, termination, or expiration of the Agreement Term.

H. Provider shall maintain confidential information, including, among others, District student records, in a secure location and, as applicable, on secure servers or other equipment, as reasonably sufficient to ensure confidentiality and prevent unauthorized access. Provider shall maintain a current list of the names and positions of each and all employees of the Provider and any and all authorized Lower Tier Providers who have access to confidential records. Provider shall maintain an access log for each District students record which lists: (i) each and all persons, agencies, and other organizations that request or receive information from the record; and (ii) the legitimate interests for such request or receipt of information from the record. Such log shall be maintained as required by California Education Code section 49064 and, notwithstanding anything to the contrary, shall include the name, title and agency/organization affiliation, and date/time of access for each individual requesting and/or receiving information from any District student's record.

I. The Provider shall not record in the foregoing log any information regarding access to the District student's records by: (i) the District student's parent; (ii) an individual to whom written consent has been executed by the District student's parent; or (iii) employees of District or Provider having a legitimate educational interest in requesting or receiving information from the record. For purposes of this paragraph, "employees of the District or Provider" does not include employees of Lower Tier Providers. Provider shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by State of California and federal laws and regulations.

J. Without limiting anything else in this Agreement, and in connection with the ELO-P Services, the Provider: (i) shall be responsible for ensuring compliance in all respects, by its personnel and the personnel of all Lower Tier Providers, with the privacy-related requirements described in Attachment "C" to this Agreement ("Privacy Requirements"); and (ii) acknowledges that portions of the provisions set forth in the foregoing subsections of this Section are intended to implement such Privacy Requirements.

20. **NATURE OF AGREEMENT.** This Agreement constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes other ELO-P agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

21. **BINDING EFFECT.** This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

22. **WAIVER.** No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

23. **SEVERABILITY.** It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.

24. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.

25. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.

26. **COUNTERPART EXECUTION; ELECTRONIC DELIVERY.** This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

27. **PROHIBITED ACTS AND INTERESTS.**

A. Provider represents that Provider has no existing financial interest and shall not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance of services required under this Agreement and that no person having any such interest shall be subcontracted in connection with this Agreement, or employed by Provider. Provider shall not conduct or solicit any non-District business while on District property or time.

B. Provider shall also take all necessary steps to avoid the appearance of a conflict of interest and shall have a duty to disclose to District prior to entering into this Agreement any and all circumstances existing at such time that pose a potential conflict of interest.

C. Provider warrants that it has not directly or indirectly offered or given, and shall not directly or indirectly offer to give, any employee, agent, or other representative of District any cash or non-cash gratuity or payment with a view toward securing any business from District or influencing such person with respect to the conditions or performance of any contracts with or

orders from the District, including without limitation, this Agreement. Any breach of this warranty shall be a material breach of each and every contract between District and Provider.

D. As a material obligation of this Agreement, the Provider shall comply with any and each District code of conduct applicable to the Provider, and shall cause compliance with such code of conduct by all Lower Tier Providers.

E. Should a conflict of interest issue arise, Provider agrees to fully cooperate in any inquiry and to provide District with all documents or other information reasonably necessary to enable District to determine whether or not a conflict of interest existed or exists.

F. Neither Provider nor its employees, nor its Lower Tier Providers of their employees, shall give or offer to give any campaign contribution to any member of District in violation of Government Code section 84308.

G. No District official or employee, spouse or economic dependent of such official or employee, shall have any direct financial interest in any transaction resulting from this Agreement.

H. Failure to comply with the provisions of this Section shall constitute grounds for immediate termination of this Agreement, in addition to whatever other remedies District may have.

IN WITNESS WHEREOF, the parties have executed as of the Effective Date.

Center Joint Unified School District
DISTRICT

North Highlands Rec. & Park District
PROVIDER

By: _____
Signature

Signature

Name

Scott Graham
Name

Title

District Administrator
Title

ATTACHMENT “A”
STATEMENT OF WORK

DESCRIPTION OF WORK:

Provider will work with District in the Expanded Learning Opportunities Program (ELO-P) to provide after school programming to first through third grade students in the District. The Provider’s programs will be offered at certain school sites listed in “**Exhibit A**”. The ELO-P will engage student participants in activities that promote collaboration and introduce students to a variety of age-appropriate experiences.

The ELO-P provides a balanced approach of play and academics. Staff use child guided inspiration to support learning, taking their cues from children’s interest and expanding into activities and projects. Provider ELO-P personnel will meet with District teachers to discuss goals, strengths, and challenges as it relates to the children attending and build adult guided experiences to complement school day learning.

The Provider shall specifically ensure, in part, that all Professional Staff who directly supervise pupils meet the minimum qualifications to serve as an Instructional Aide in the District, forty-eight (48) passing units in related fields or pass the district’s Instructional Aide Exam. The District human resources department will administer the “Instructional Aide Examination” for the expanded learning program staff hiring pool and will provide verification to Provider for their hiring process. As an alternative, the district agrees to accept a third party, nationally recognized testing agency issued Paraprofessional certification.

Under the agreement, Provider will:

- ☐ Provide expanded learning programs in conjunction with school day instructional minutes to equal at least nine (9) hours of care on each operating school day
- ☐ If applicable, Provide expanded learning programs on intersession or non-school days equal to nine (9) hours each day
- ☐ Commit to good faith effort requirement to reach out to all families on unduplicated list
- ☐ Handle enrollment process
- ☐ Record student attendance daily and submit reports to District monthly
- ☐ Serve a nutritious snack daily provided by District during program hours
- ☐ Serve lunch and nutritious snack during intersession
- ☐ Maintain a 12:1 student-to-staff ratio per ELO-P assurances for TK-6th grade students
- ☐ Provide opportunities for NHRPD staff to attend District-run ELO-P meetings
- ☐ Provide curriculum materials
- ☐ Provide technology devices to be used by NHRPD staff
- ☐ Provide Wi-Fi in gymnasium where ELO-P operates
- ☐ Provide janitorial services

- ☐ Provide utilities and water
- ☐ Provide gymnasium for programming in kind

The District will:

- ☐ Provide a list of unduplicated students to Provider
- ☐ Enroll and report student attendance in State system
- ☐ Approve of Provider's Instructional Aide Exam, or provide alternate exam to be administered
- ☐ Assist the Provider in hiring as needed by posting positions on the district's internal job board
- ☐ Notify families of admission to the program
- ☐ Provide nutritious breakfast and snack daily to be served by Provider

WORK SCHEDULE:

Program dates: August 7, 2024 – June 30, 2025

Number of days: school days: one hundred and eighty (180) / intersession days: forty-seven (47)

Program hours before school days: 7:30am to start of school

Program hours after school days: dismissal to 6PM, dependent on bell schedule*

Program hours intersession days: Nine (9) hours

Locations: at certain school sites listed in ***Exhibit A***

**Expanded learning program hours combined with school day instructional minutes to equal at least nine (9) hours per day.*

ATTACHMENT "B"
SCHEDULE OF FEES

FEES:

Total Amount Not To Exceed \$693,140.00

- a. Except as otherwise provided herein, District agrees to compensate Provider for services rendered under this Agreement for the Term not to exceed the current ELO-P Program and the current budget in the amount of \$693,140.00, as provided in "Exhibit B". This Agreement represents a fee-for-service agreement in accordance with the ELO-P fund.
- b. Provider shall submit itemized monthly invoices with expenses for services provided and administration fees under this Agreement. All funds expended under this agreement will be in accordance with state ELO- P funding guidelines and in alignment with the mutually agreed upon budget in "Exhibit B". All expenses under this Agreement are to cover the costs associated with children enroll, up to seventy two (72) children at Capehart Gymnasium, into the ELO-P referred by the District. All expenses incurred under this Agreement are subject to an annual audit. Compensation shall be made based on the satisfactory delivery of the services described herein as well as detailed attendance reports according to District standards. District shall pay Provider the invoiced amount within thirty (30) days from receipt of the invoice. Should a dispute arise related to the amount invoiced, the District will contact Provider within the thirty (30) day timeframe to resolve.
- c. District will not withhold any federal or state income tax for payment made pursuant to this Agreement but will provide Provider with a statement of earnings at the end of each calendar year. Provider is hereby advised that such statement of earnings shall if required, be provided to the Internal Revenue Service and the State Franchise Tax Board.
- d. Both Parties to this agreement recognize the current fiscal crisis of the State and District and acknowledge that funding could be cut or reduced by the State. Therefore, if at any time during the performance of the Agreement there is no fund or reduced funding for the program or the District determines, at its sole discretion, to suspend or abandon the work under this Agreement, District shall have the right to terminate or reduce the performance of Provider's services hereunder by giving written notification to Provider of District's intention to terminate or reduce services. In the event the Agreement is terminated or reduced, Provider shall be paid for their services rendered, including non-cancellable obligations, to the date of termination or adjusted to meet or reflect reduced services provided.

PAYMENT SCHEDULE:

Provider will invoice District by the fifteenth (15th) of each month for the prior month. The invoice will include the following support items:

- The Enrollment and Attendance report per Site (Location)
- Itemized expenses report for all locations

ATTACHMENT "C"

PRIVACY REQUIREMENTS

1. Family Educational Rights and Privacy Act. The Family Educational Rights and Privacy Act set forth in 20 U.S.C. Section 1232g ("FERPA") and 34 CFR Part 99, the federal regulations that implement FERPA, set forth requirements for protecting the privacy of parent and student information, including, among others, requirements for maintaining the confidentiality of personally identifiable information (e.g., names, addresses, telephone numbers, dates of birth, test scores, et cetera). To the extent, in connection with the ELO-P Services, the Provider accesses, obtains, stores, uses, or discloses any information within the scope of FERPA (regardless of whether inadvertently, accidentally, purposefully, or otherwise), then, without limiting anything else in this Agreement, the Provider shall comply with any and all applicable requirements of FERPA and its implementing regulations.

2. Health Insurance Portability and Accountability Act. The Health Insurance Portability and Accountability Act, Public Law 104-191 ("HIPAA") and the federal regulations that implement HIPAA, set forth requirements for, among other things, use and disclosure of individuals' health information, including, among others, requirements for individuals to control use of their health information and for entities possessing such health information to properly protect it from unauthorized disclosure. In addition, the Health Information Technology for Economic and Clinical Health Act of 2009, Public Law 111-5 ("HITECH") and the federal regulations that implement HITECH, address concerns associated with electronic transmission of health information and establishes penalties for violations. To the extent, in connection with the ELO-P Services, the Provider accesses, obtains, stores, uses, or discloses any information within the scope of HIPAA and/or HITECH (regardless of whether inadvertently, accidentally, purposefully, or otherwise), then, without limiting anything else in this Agreement, the Provider shall comply with any and all applicable requirements of HIPAA and/or HITECH, and their respective implementing regulations.

3. Student Online Information Protection Act. Division 8, Chapter 22.2 (commencing with Section 22584) of the California Business and Professions Code, which is the Student Online Personal Information Protection Act ("SOPIPA"), sets forth privacy laws for operators of websites, online services, and applications that are marketed and used for K-12 school purposes, even if those operators do not contract with educational agencies. To the extent, in connection with the ELO-P Services, the Provider accesses, obtains, stores, uses, or discloses any information within the scope of SOPIPA (regardless of whether inadvertently, accidentally, purposefully, or otherwise), then, without limiting anything else in this Agreement, the Provider shall comply with any and all applicable requirements of SOPIPA.

4. Children's Online Privacy Act. California Education Code Section 49073.1 sets forth requirements for contracts for third-party storage, management, and retrieval of pupil records and contracts for digital educational software that authorizes any third-party to access, store and use pupil records, including, among others, requirements for limitations and procedures relating to access and use of information maintained by educational agencies and information acquired directly from pupils. To the extent, in connection with the ELO-P Services, the Provider accesses, obtains, stores, uses, or discloses any information within the scope of Section 49073.1 (regardless of whether inadvertently,

accidentally, purposefully, or otherwise), then, without limiting anything else in this Agreement, the Provider shall comply with any and all applicable requirements of Section 49073.1. For such purposes, the provisions specified in Section 49073.1 are deemed and construed to be incorporated into this Agreement by this reference.

5. Children's Online Privacy Protection Rule. The Children's Online Privacy Protection Act of 1998 set forth in Title 15 USC Section 6501 *et seq.* ("COPPA") prohibits unfair or deceptive acts or practices in connection with the collection, use, and/or disclosure of personal information from and about children on the internet. To the extent, in connection with the ELO-P Services, the Provider accesses, obtains, stores, uses, or discloses any information within the scope of COPPA (regardless of whether inadvertently, accidentally, purposefully, or otherwise), then, without limiting anything else in this Agreement, the Provider shall comply with any and all applicable requirements of COPPA.

6. Reporting of Incidents. In the event, in connection with the ELO-P Services, the Provider becomes aware of any violation of any of the foregoing provisions described in this Attachment B, then, within twenty-four (24) hours of becoming aware of the violation (in each case, an "Incident"), the Provider shall submit a written report of the Incident to the District, which shall include, without limitation, a reasonably detailed description of the related facts known by the Provider and copies of any and all documentation relating to the Incident that is within the possession or control of the Provider.

EXHIBIT A
NHRPD ELO-P Locations

1. Capehart Gymnasium in partnership with Dudley Elementary

As enrollment demands, other locations may be added with mutual written consent through an addendum to this original agreement. Program costs will be reevaluated for additional fee-for-service per location to accommodate the needs of the programs.

EXHIBIT B BUDGET

									REVENUE	SALARIES	SUPPLIES
DAYCARE PROGRAMS											
<u>EXPANDED LEARNING (DRAGON'S DEN)</u>											
72	Participants @	22.00	day x	180	days =	285,120.00			\$ 285,120.00		
Program Salaries										\$	191,440.00
1	FT Rec. Coord	\$ 1,860.92	/pay period		pp x	26	pp weeks =	See below in "Program Supplies"			
1	TK Site Coord.	\$ 21.00	/hr x	30	hrs/wk x	39	wks =	\$	24,570.00		
7	Rec. Leader	\$ 19.00	/hr x	6.5	hrs/day x	180	days =	\$	155,610.00		
10	Monthly Trainir	\$ 19.00	/hr x	2	hrs/month x	10	months =	\$	3,800.00		
10	Pre-Season Tr	\$ 19.00	/hr x	4	hrs/day x	1	day =	\$	760.00		
0	Workers Comp	\$ -						\$	6,700.00		
Program Supplies											
2197	\$ 960.00	Phone									
2314	\$ 500.00	Clothing									\$ 119,708.92
2332	\$ 1,500.00	Food									
2444	\$ 200.00	First Aid									
2591	\$ 2,080.00	Fingerprint/Internet/Procure									
2851	\$ 2,500.00	Rec Services									
2852	\$ 6,850.00	Equipment/Rec. Sups									
	\$ 12,000.00	PGE, SMUD, Water									
	\$ 3,000.00	Cleaning Supplies									
	\$ 10,000.00	Maintenance									
	\$ 48,863.92	FT Salary									
	\$ 11,255.00	FT Benefits									
	\$ 20,000.00	Admin Fee									
	\$119,708.92										
TOTAL REVENUE		\$	285,120.00	TOTAL EXPENDITURES		\$	311,148.92	TOTAL		\$	(26,028.92)

EXHIBIT B BUDGET CONTINUED

										REVENUE	SALARIES	SUPPLIES
EXPANDED LEARNING INTERSESSION OCTOBER CAMP												
72	Participants @	\$	122.00							\$	8,784.00	
Program Salaries												
1	TK Site Coord.	\$	21.00	/hr x	30	hrs/wk x	1	wks =	\$	630.00		
12	Rec. Leader	\$	19.00	/hr x	5.5	hrs/day x	5	days =	\$	6,270.00		
Program Supplies												
2332	\$	200.00	Food									\$ 900.00
2852	\$	250.00	Rec. Supplies									
2851	\$	450.00	Rec Services									
2314	\$	-	Clothing									
	\$	900.00										
TOTAL REVENUE			\$8,784.00			TOTAL EXPENDITURES			\$7,800.00		TOTAL	\$984.00
EXPANDED LEARNING - FALL BREAK CAMP												
72	Participants @	\$	75.00							\$	5,400.00	
Program Salaries												
1	TK Site Coord.	\$	21.00	/hr x	24	hrs/wk x	1	wks =	\$	504.00		
12	Rec. Leader	\$	19.00	/hr x	5.5	hrs/day x	3	days =	\$	3,762.00		
Program Supplies												
2332	\$	100.00	Food									\$ 750.00
2852	\$	200.00	Rec. Supplies									
2851	\$	450.00	Rec Services									
	\$	750.00										
TOTAL REVENUE			\$5,400.00			TOTAL EXPENDITURES			\$5,016.00		TOTAL	\$ 384.00
EXPANDED LEARNING - SPRING BREAK CAMP												
72	Participants @	\$	122.00							\$	8,784.00	
Program Salaries												
1	TK Site Coord.	\$	21.00	/hr x	30	hrs/wk x	1	wks =	\$	630.00		
12	Rec. Leader	\$	19.00	/hr x	5.5	hrs/day x	5	days =	\$	6,270.00		
Program Supplies												
2332	\$	200.00	Food									\$ 950.00
2852	\$	300.00	Rec. Supplies									
2851	\$	450.00	Rec Services									
	\$	950.00										
TOTAL REVENUE			\$8,784.00			TOTAL EXPENDITURES			\$7,850.00		TOTAL	\$ 934.00
EXPANDED LEARNING - SUMMER KIDS CAMP (June 2025)												
72	Part @	\$	122.00	wk x	3	wks =	\$	26,352.00		\$	26,352.00	
72	Part @	\$	75.00	wk x	0	wks =	\$	-				
Program Salaries												
1	PT Site Coord.	\$	21.00	/hr x	7	hrs/day x	15	days =	\$	2,205.00		
12	Rec. Leader	\$	19.00	/hr x	5.5	hrs/day x	15	days =	\$	18,810.00		
Training												
1	PT Site Coordi	\$	21.00	/hr x	7	hrs =			\$	147.00		
10	Rec. Leader	\$	19.00	/hr x	7	hrs =			\$	1,330.00		
Program Supplies												
2314	\$	950.00	Clothing/Swag									\$ 4,392.86
2332	\$	300.00	Food									
2444	\$	42.86	First Aid									
2851	\$	1,700.00	Rec. Services									
2852	\$	700.00	Rec. Supplies									
2871	\$	700.00	Transportation									
	\$	4,392.86										
TOTAL REVENUE		\$	26,352.00			TOTAL EXPENDITURES			\$	26,884.86	TOTAL	\$ (532.86)

Agenda Item: XIII-11



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Ryan Miranda, Coordinator of Student & Family Support

Initials:

csb

SUBJECT: Expanded Learning Opportunities Program Services (ELOP) Agreement between Center Joint Unified School District and Right at School.

☒ **Action Item**

☐ **Information Item**

Attached Pages 10

BACKGROUND:

This is an agreement between CJUSD and Right at School to provide an Expanded Learning Opportunities Program (ELOP) at Rex Fortune Elementary School for the 2024-2025 school year. The Expanded Learning Opportunities Program (ELOP) provides funding for free afterschool and summer school enrichment programs for unduplicated students in transitional kindergarten through sixth grade.

RECOMMENDED BOARD ACTION:

Approve the agreement between CJUSD and Right at School.

SERVICES AGREEMENT

By and Between:

RIGHT AT SCHOOL, LLC

and

CENTER JOINT UNIFIED SCHOOL DISTRICT

This SERVICES AGREEMENT (“Agreement”) is entered into this 2nd day of May, 2024 (the “Effective Date”) by and between Right at School, LLC (the “Provider”), and Center Joint Unified School District (the “District”).

RECITALS

- A. The District and the Provider wish to enter into an agreement that defines their relationship, describes services that the Provider will provide for and on behalf of the District, and establishes the manner in which services will be provided.
- B. The Provider has expertise in providing services of the type described in this Agreement and has the necessary knowledge, skill, and experience to provide those services for the District.
- C. The District desires to retain the Provider to provide the services described in this Agreement at the schools within the District identified on or pursuant to Exhibit A (the “School(s)”).

NOW, THEREFORE, in consideration for the foregoing and mutual covenants contained in this Agreement, the Parties agree as follows:

Section 1. **Incorporation of Recitals.** The foregoing recitals are incorporated into and made a part of this Agreement.

Section 2. **Term.** This Agreement is for a term commencing on the Effective Date and continuing through June 30th, 2025 (the “Term”), unless the Agreement is terminated sooner in accordance with the terms of this Agreement. After the Term of this Agreement, the District will have the right to renew on an annual basis, subject to the Termination provisions of this Agreement.

Section 3. **Scope of Services.** The Provider agrees to provide the services described in Exhibit A to this Agreement (the “Services”) for and on behalf of the District in accordance with the terms and conditions of this Agreement.

Section 4. **Statement of Work.** The Provider or its subcontractors will be responsible for performing the Services; providing all materials necessary for the Services; and paying all taxes, employees’ salaries or contracts, and other expenses associated with performing the Services. The Provider or its subcontractors will be responsible to direct and control the performance of the Services on a day-to-day basis and to provide and supervise all personnel

who perform the Services. The District, from time to time, may request changes to the Scope of Services. Any amendments to this Agreement must be made in writing and signed by both Parties.

Section 5. Independent Contractor. The relationship between the Provider and the District shall be that of independent contractor.

Section 6. Schedule for the Services. The District and Provider will cooperate to develop a schedule for the Services that is mutually agreeable to the Parties. For each session, the schedule will include the starting and ending time, the location or locations in the School(s) where the Provider will perform the Services, and any other information that the Parties mutually deem appropriate. Given the current pandemic, the district and provider recognize that the schedule for the services provided may change based on District, state, and federal requirements.

Section 7. Enrollment of Students. The Parties will cooperate to provide information regarding the Provider's Services to parents and students and to enroll students in the Services in the manner set forth in Exhibit A.

Section 8. Payment. Where the District has determined it will cover some or all of the cost of program tuition for students, the District shall pay Provider directly in the amounts and on the schedule set for in Exhibit B ("the Program Fee"). For all other students and/or portion of students' fees, Provider shall be solely responsible for charging and collecting tuition from the parents or legal guardians of enrolled students. The Program Fee or any portion thereof not received within thirty (30) days after its due date (the "Delinquency Date") shall automatically (and without notice) incur a one-time late charge of five percent (5%) of the delinquent amount. Further, in addition to any rights provided to Provider in this Agreement, any portion of the Program Fee not paid prior to the Delinquency Date shall bear interest from the Delinquency Date at the "Delinquency Interest Rate" of five percent (5%) per annum. Notwithstanding the above, if the Delinquency Interest Rate exceeds the maximum interest rate allowed by law, the Delinquency Interest Rate shall be reduced to the highest rate allowed by law.

Section 9. Staffing by Provider. The District has retained the Provider to perform the Services because of its expertise and the skill and experience of its professional staff and personnel, and the skill and experience of its subcontractors. The Provider must maintain and use sufficient staff to effectively fulfill the Provider's obligations under this Agreement, and the Provider's personnel, and any subcontractor's personnel, must be fully qualified to perform their respective duties.

Section 10. Confidential Information.

A. Acknowledgment of Confidentiality. The Parties acknowledge that they may be exposed to confidential and proprietary information of the other party including, without limitation, curriculum and instructional materials, other technical information (including functional and technical specifications, designs, analysis, research, processes, computer programs, and methods), business information (including marketing, financial, and personnel information), intellectual property, trade secrets, and other information designated as proprietary

or confidential expressly or by the circumstances in which it is provided ("Confidential Information"). Confidential Information does not include (i) information already known or independently developed by the recipient, (ii) information in the public domain through no wrongful act of the recipient, or (iii) information received by the recipient from a third party who was free to disclose it.

B. **Covenant Not to Disclose or Misuse Confidential Information.** Each Party agrees that, with respect to the other Party's Confidential Information, it shall not, without the other Party's prior written approval, use, disclose to third parties, alter, or remove the Confidential Information in a manner not expressly authorized by this Agreement except as approved in advance by the owner of the information. Each Party shall use at least the same degree of care in safeguarding the other Party's Confidential Information as it uses in safeguarding its own confidential information.

C. **Ownership of Curriculum and Instructional Materials.** All curriculum, instructional materials, and other documents and items are the property of the Provider and are to be treated as proprietary and confidential. Such items shall not be used by the District or School(s) for any purpose without the express written consent of the Provider.

D. **Student Records.** The Provider will comply with the relevant requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and all other applicable federal and state law regarding the confidentiality of personally identifiable student information provided by the District. Any release of information contained in student education records provided by the District must be approved by the District. To protect the confidentiality of student education records provided by the District, the Provider will limit access to such records to those employees who reasonably need access to them in order to perform their responsibilities under this Agreement.

Section 11. **Compliance with Laws.** The Provider and its subcontractors must perform the Services in compliance with all applicable federal, state, county, and local laws and regulations and all applicable District and School policies and rules in effect now or later and as amended from time to time, including the Drug Free Workplace Act, FERPA, the Protection of Pupil Rights Amendment, the Health Insurance Portability and Accountability Act, and all applicable non-discrimination laws.

Section 12. **Background Checks.** The Provider will comply with all applicable background check laws for its employees and subcontractors that (i) will have contact with children through their performance of the Services, and (ii) are not also employed by the District, including TB testing and a Department of Justice LiveScan at the Provider's expense. For any District employees who perform Services for the Provider, the Provider shall be entitled to rely on the District's criminal background check and determination of suitability for employment, and the Provider shall not be required to perform any additional background check or determination of suitability for such persons.

Section 13. **Insurance.** Provider, at its own expense, shall procure and maintain the following insurance policies, at a minimum, in the following amounts:

A. Workers' Compensation and Employers' Liability Insurance. Workers Compensation insurance affording workers' compensation benefits for all employees as required by state and federal laws, and Employers' Liability Insurance covering all employees who are to provide Services under this agreement, with a bodily injury per accident limit of liability of at least \$ 1,000,000, bodily injury by disease limit each employee of \$1,000,000 and bodily injury by disease policy limit of \$1,000,000. The workers' compensation policy must contain a waiver of subrogation clause.

A. Commercial General Liability Insurance (Primary and Umbrella). Commercial General Liability Insurance or equivalent with limits of not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate for bodily injury, personal injury and property damage liability.

B. Automobile Liability Insurance. Automobile Liability Insurance when any motor vehicle (whether owned, non-owned or hired) is used in connection with Services to be performed, with limits of not less than One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage.

C. Umbrella/Excess Liability Insurance: Umbrella or Excess Liability Insurance with limits not less than Four Million Dollars (\$4,000,000) per occurrence, which will provide additional limits for Provider's general liability, automobile liability, and Employer's Liability insurance policies.

D. Professional Liability Insurance: Professional Liability insurance with limits not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate.

E. Sexual Abuse and Molestation Insurance: Sexual Abuse and Molestation Insurance with limits not less than Five Million Dollars (\$5,000,000) per occurrence and Five Million Dollars (\$5,000,000) in the aggregate.

F. The Provider shall include the District as an additional insured to the insurance policies described above (excluding the Worker's Compensation Insurance Policy).

Section 14. Termination.

A. Termination for Default. Either Party may terminate this Agreement if the other Party materially fails to observe or perform any covenant, obligation, or provision of this Agreement, and the Party's material failure continues for a period of thirty days after it receives a written notice of default from the other Party.

B. Termination for Convenience. Either Party may terminate this agreement for convenience upon 90 days written notice to the other party.

C. Payment for Services Rendered. In the event of any termination, the Provider may charge tuition and fees and shall be obligated to pay usage fees to the District in accordance with Exhibit B up to the date the Agreement is terminated.

Section 15. Cooperation. Each Party agrees to cooperate with the other Party with respect to the performance of the Services in an effort to provide quality programming for students within the District and School.

Section 16. Indemnification.

A. The Provider agrees to indemnify, defend and hold harmless the District and/or Schools and its Board of Directors and its employees from and against claims, liabilities, damages, losses, costs and expenses (including attorneys' fees), to the extent arising out of or resulting from the gross negligence or willful misconduct of the Provider.

B. The District and/or Schools agree to indemnify, defend and hold harmless the Provider, its board of directors, officers, agents and employees from and against claims, liabilities, damages, losses, costs and expenses (including attorneys' fees), to the extent arising out of or related to the gross negligence or willful misconduct of the District and/or Schools.

Section 17: General Provisions.

A. Notices. All notices, billings, and other correspondence required to be given to either Party pursuant to this Agreement shall be sent by email or facsimile or delivered or mailed to the following addresses:

If to the Provider
Right at School, LLC
909 Davis Street, Suite 500
Evanston, IL 60201

If to the District:
Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

B. Recordkeeping. The Provider shall maintain books and records relating to the performance of the Services including records of the enrollment of students, collection of tuition and fees, and payment of fees the District. The District shall have a right to inspect such records upon notice to the Provider at a time that is mutually convenient for the Parties.

C. State Funding for Expanded Learning Opportunity Program (ELOP). Should projected or actual state funding for Expanded Learning Opportunity Program change, both parties agree to meet to discuss resulting financial impact and renegotiate the terms of the agreement.

D. Entirety. This Agreement, together with the Exhibits attached hereto, constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made by either Party.

E. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

F. Severability. In case any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

G. Authority to Execute. Each Party represents and warrants to the other that this Agreement has been duly authorized and that the person who executed this Agreement is authorized to do so on behalf of the Party. This Agreement may be executed in two or more counterparts.

H. Assignment. Neither Party may assign this Agreement in whole or in part without the prior written approval of the other Party.

I. Exhibits. The following exhibits are incorporated into and made a part of this Agreement:

Exhibit A – Scope of Services

Exhibit B – Service Payment Terms

[SIGNATURE PAGES FOLLOW]

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year first written above.

CENTER JOINT UNIFIED SD

RIGHT AT SCHOOL, LLC

By: _____

By: _____

Its: _____

Its: _____

Date: _____

Date: _____

EXHIBIT A
SCOPE OF SERVICES

The following scope of services has been agreed to by the Provider and District:

1. Right At School operates after-school programming at the District's following schools:
 - a. Rex Fortune Elementary, 4601 Upland Drive, Roseville, CA 95747
2. Right At school operates after school programming beginning August 7th, 2024 – June 30th, 2025, at School A.
3. Right At School will specifically provide:
 - A Manager(s) to oversee all aspects of all the District's programs, providing a direct link for all District administrators.
 - Well-qualified and trained staff. All staff are trained using our innovative blended learning training model and receive extensive instruction before entering the program.
 - All program management and oversight, including structure, scheduling, etc.
 - Ongoing new enrichment units throughout the year.
 - One-stop parent registration through our portal system.
 - Support (through our toll-free customer service call-center) for any parent questions or issues.
 - Marketing materials and other information to promote the programs to interested families.
 - Ongoing outreach to your PTA and District community to build relationships and solicit feedback.
 - If/should a paid family program begin, the following discounts would apply:
 - 10% sibling and military discount
 - 75% district employee discount
4. Right At School also offers other enrichment programming, including, but not limited to, winter-break, spring-break, summer-break, and teacher in-service day programming (collectively "Other Programs"). If the District desires to retain the Provider to operate any Other Program(s) and Provider agrees to operate the Other Program(s), the Parties may add the Other Program(s) to this Scope of Services by a written amendment that is signed by both parties and that specifies (1) the Other Program(s) to be provided and (2) the payment terms applicable to the Other Program(s).

EXHIBIT B

SERVICES PAYMENT TERMS

School Year 2024/25: August 7th, 2024 – June 30th, 2025

1) ELOP After School Year 24/25 Pricing - 180 Academic Days

Hours: End of school day - 6:00pm

TK/K - \$3,395 per student - **The District will pay for a minimum of 10 students to enroll**

1st-6th grade - \$2,590 per student - **The District will pay for a minimum of 20 students to enroll**

Total cost to the District for 30 students = \$85,750

2) ELOP Non-Instructional Day Pricing - 30 Days

Hours: 8:30am - 5:30pm

Summer Intersession #1: July 8th, 2024-August 2nd, 2024

TK/K-6th grade - \$400 per student - **The District will pay for a minimum of 30 students to enroll.**

Total cost to the District for 30 students = \$12,000

Additional 20 Days of Summer Programming #2: May 30th, 2025-June 27th, 2025 (excluding June 19th)

TK/K-6th grade - \$400 per student - **The District will pay for a minimum of 30 students to enroll.**

Total cost to the District for 30 students = \$12,000

Identified ELOP Intercessions Dates for the 24/25 School Year:

- July 8-August 2 (20 days)
- October 7-11 (5 days)
- January 6 (1 day)
- April 14-17 (4 days)

Summary

The District will pay for a minimum of 30 students to enroll. For the 180 academic days, the 30 non instructional days, and the additional 20 summer camp days, the total cost to the District will be \$109,750.

Additional increments

By mutual agreement, the District may choose to pay for additional students to attend in the increments below. The same terms and procedure as above apply, including but not limited to calculation of the aggregate additional payment over the applicable term and payments on a monthly basis

10 students - TK/K-grade 180 days after school = \$33,950

20 students - 1st -6th grade 180 days after school=\$51,800

20 students - TK/K-6th grade 30 Non-Instructional Days = \$8,000

Payment

The District is required to pay all bills within 30 days of receipt. Failure to do so may result in the reduction of services until the bill has been paid.

By mutual agreement, the District and Provider may add additional dates of service, services, and rates to the Provider Fee Schedule



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Ryan Miranda, Coordinator of Student & Family Support

Initials:

CSB

SUBJECT: Expanded Learning Opportunities Program Services (ELOP) Agreement between Center Joint Unified School District and Catalyst Family.

☒ **Action Item**

☐ **Information Item**

Attached Pages 15

BACKGROUND:

This is an agreement between CJUSD and Catalyst Family to provide an Expanded Learning Opportunities Program (ELOP) at Spinelli and North Country Elementary schools for the 2024-2025 school year. The Expanded Learning Opportunities Program (ELOP) provides funding for free afterschool and summer school enrichment programs for unduplicated students in transitional kindergarten through sixth grade.

RECOMMENDED BOARD ACTION:

Approve the agreement between CJUSD and Catalyst Family.

SY24-25 Center Unified
August 5, 2024 - June 30, 2025
2 Sites, 180 School Days, 35 Intersession Days, 200 Children

	Contract Total	Per Child	Child Per Day
Revenue	\$ 757,346	\$ 3,787	\$ 17.61
Expense	\$ 757,346	\$ 3,787	\$ 17.61
Net	\$ -	\$ -	\$ -

Direct Exp Total	Admin Fee	Contract Total
	15.000%	
\$ 658,561	\$ 98,784	\$ 757,346
Admin Fee is charged only off of the direct		

Expenses by line item are an estimate, Provider shall have the authority to reallocate funds among line items without requiring prior approval from District.							
--	--	--	--	--	--	--	--

Series	Line Item	Grand Total	Total Expenses	Admin	Per Loc	% of Cost	Child/Day
Classified Personnel Wages & Salaries							
2000	Total Classified Personnel Wages & Salaries	\$ 519,426	\$ 519,426		\$ 259,713	68.6%	\$ 12.08
Payroll Taxes & Benefits							
3000	Total Payroll Taxes & Benefits	\$ 113,026	\$ 113,026		\$ 56,513	14.9%	\$ 2.63
Supplies, Outreach, and Food							
4000	Total Supplies, Outreach, and Food	\$ 15,560	\$ 15,560		\$ 7,780	2.1%	\$ 0.36
Contracts & Services							
5000	Total Contracts & Services	\$ 10,550	\$ 10,550		\$ 5,275	1.4%	\$ 0.25
Equipment & Replacement							
6000	Total Equipment & Replacement	\$ -	\$ -		\$ -	0.0%	\$ -
Administrative & Overhead							
	Admin Fee %	15.000%	\$ 98,784	\$ -	\$ 98,784	\$ 49,392	13.0% \$ 2.30
7000	Total Administrative & Overhead	\$ 98,784	\$ -	\$ 98,784	\$ 49,392	13.0%	\$ 2.30
			\$ -				
Totals							
	Totals	\$ 757,346	\$ 658,561	\$ 98,784	\$ 378,673	100.0%	\$ 17.61

**FISCAL YEAR 2024 -2025 SERVICE AGREEMENT
BETWEEN**

Center Joint Unified School District

AND

CATALYST FAMILY INC.

This Service Agreement (this “Agreement”) is made as of August 5, 2024, between the Center Joint Unified School District, a California public school district (“District”), and **CATALYST FAMILY INC.** (“Provider”), a California non-profit public benefit corporation, for the purpose of providing services for Expanded Learning (“ExL”) at certain school sites of the District.

WHEREAS, the Expanded Learning Opportunities Program ("ELO-P") provides funding for before and after school and intersession enrichment programs for qualified pupils in transitional kindergarten (TK) through middle school as described in California Education Code (EC) Section 46120 amended by AB 181 (Chapter 52, Statutes of 2022), AB 185 (Chapter 571, Statutes of 2022), and SB 114 (Chapter 48, Statutes of 2023);

WHEREAS, After School Education and Safety (“ASES”) funds before and/or after school education and enrichment programs for students in transitional kindergarten (TK) through ninth grade (K-9) as described in California Education Code (EC) Section 8482.3 (a-b);

WHEREAS, a Local Education Agency (“LEA”) defined as a school district or charter school that serves classroom-based instructional programs, not including a charter school established pursuant to Education Code Section 47605.5, is eligible for funding;

WHEREAS, LEAs are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning programs offered across attendance areas pursuant Education Code Section 46120 (b)(6);

WHEREAS, “expanded learning” means before school, after school, summer, or intersession programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences as defined in Education Code Section 8482.1;

WHEREAS, the District desires to hire Provider, and Provider agrees, to provide an ExL program to District students in TK through 6th grade, pursuant to Education Code Sections 46120 (b)(1) and (d);

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties mutually agree to the terms and conditions of this Agreement, as follows:

1. **CONDITIONS.** Provider will have no obligation to provide the Services (as defined below) until District returns a signed copy of this Agreement.

2. **NATURE OF RELATIONSHIP.** The parties agree the relationship created by this Agreement is that of independent contractor. In performing the Services, Provider shall be, and at all times is, performing as an independent contractor of District, and not as a partner, co-venturer, agent, or employee of District, and nothing contained herein shall be construed to be inconsistent with this relationship or status and is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of District or to bind the District in any manner. Except for any materials, procedures, or subject matter agreed upon between Provider and District, Provider shall have complete control over the manner and method of performing the Services. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this Agreement.
3. **NON-EXCLUSIVITY.** During the term of this Agreement, Provider may, independent of Provider's relationship with the District, without breaching this Agreement or any duty owed to the District, act in any capacity, and may render Services for any other entity.
4. **SERVICES.** Provider shall provide District with Expanded Learning services (the "Work" or "Services"), which are described on the Statement of Work ("SOW") attached hereto and incorporated herein by this reference. The SOW shall contain a timetable for completion of the Work or if the Work consists of ongoing Services, the SOW shall set forth the mutually agreed schedule for providing the Services. Provider shall use its best efforts to complete all phases of the Work according to such timetable. In the event that there is any delay in completion of the Work arising as a result of a problem within the control of District, Provider and District shall collaborate to work around such delay. However, District shall not be responsible for any additional cost or expense to Provider as a result of a delay outside of the District's control unless specifically agreed to in writing by the District. In addition to the specifications and/or requirements contained in the SOW and any warranty given by Provider hereunder, the SOW may set forth those performance criteria agreed between District and Provider whereby the District can evaluate whether Provider has satisfactorily completed the Work. Provider, shall furnish the tools, supplies, labor, and materials necessary to meet its obligations under this Agreement, unless mutually agreed upon in advance. District, at District's sole cost and expense, shall provide the buildings, play yards, and furnishings necessary to meet the requirements under this Agreement at locations in Exhibit A. This includes providing timely access to locked and/or armed buildings. Any and all building keys are supplied at the District's sole expense and discretion. Provider will immediately report any lost or stolen keys.
5. **TERM.** The term of this Agreement shall commence as of July 1, 2024 and shall end on June 30, 2025, unless sooner terminated as provided here. Upon written agreement of the parties prior to the expiration of the term then in effect, and provided that sufficient grant funds are available to administer the program, this Agreement may be renewed for additional consecutive terms of one (1) year each, with each such term ending as of June 30th of the following year by executing an addendum, with a new Exhibit A and B replacing the prior Exhibit A and B. All Services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.

6. **PAYMENT AND EXPENSES.** All payments due to Provider are set forth in the “Summary of Fees” attached hereto as Exhibit B and incorporated herein by this reference. **District will pay Provider up to \$ 757,346 the Maximum Reimbursable Amount ("MRA") for the term, which may be amended by mutual agreement of the parties and/or upon a renewal of this Agreement.**

Provider shall send District monthly invoices indicating Provider’s fees and costs incurred, their basis, and any current balance owed. If no Provider’s fees or costs are incurred for a particular time period, or if they are minimal, the statement may be held by the Provider and combined with the following time period unless requested by the District. All payments due to Provider set forth in Exhibit B shall be paid by the District within 30 days of receipt of invoice from Provider, which invoice shall set forth in reasonable detail the Services performed.

The fees and costs set forth in Exhibit B, including personnel wages and salaries, **are an estimate and subject to change.** In addition, Provider retains the sole authority to decide the compensation and compensation adjustments as needed for personnel. Such adjustments may include, but are not limited to, traditional salary increases, one-time disbursement, or a combination thereof. Provider shall have the sole authority to reallocate funds among the budgeted line items outlined in Exhibit B without requiring prior approval from District. This authority is subject to the condition that all reallocations are made in support of reasonable and necessary expenses directly related to the objectives of this contract and shall not exceed the contract’s MRA within the term of this agreement.

7. **ASSIGNMENT AND SUBCONTRACTORS.** Provider shall not assign, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the prior written consent of the District, in the District’s reasonable discretion. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and subconsultants as Provider may deem appropriate to assist in the performance of Services herein. Any attempted assignment, sublease, or transfer by Provider in violation of this Agreement shall be null and void and of no force and affect, and shall be grounds for the District, in its sole discretion, to terminate this Agreement.

8. **TERMINATION OR AMENDMENT; FORCE MAJEURE.** This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 60 days advance written notice. In the event of termination of this Agreement prior to completion of the specified Services, Provider shall provide, upon request of the District, copies of records and information pertaining to individual students. Provider retains all ownership rights of all finished or unfinished projects, documents, data, studies, and reports prepared by Provider. In the event of termination prior to or upon completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this Agreement for the District will, at the option of the District, be turned over to the District for its perpetual use. Provider will however, retain title to, and the right to use such projects, data, studies, and reports in future business endeavors so long as the District's identifying information and any information protected by student privacy is removed. The Provider shall be entitled to receive just and equitable compensation for any work completed on such items prior to termination of this Agreement.

Each of the parties shall be excused from performance hereunder during the time and to the extent such party is prevented from obtaining, delivering, or performing due to the following causes, to the extent beyond its reasonable control: act(s) of God, accident, riots, war, terrorist act, epidemic, pandemic, quarantine, civil commotion, breakdown of communication facilities, breakdown of web host, breakdown of internet service provider, natural catastrophes, governmental acts or omissions, changes in laws or regulations, national strikes, fire, explosion or generalized lack of availability of energy. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

9. **NOTICE.** Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns. If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the District and the Provider as follows:

To District	<u>Center Joint Unified School District</u> <u>8408 Watt Avenue</u> <u>Antelope</u> , CA. <u>95843</u> Attention Contact: <u>Ryan Miranda, Expanded Learning Coordinator</u>
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To Catalyst	Catalyst Family Inc. 350 Woodview Ave., Suite 100 Morgan Hill, CA. 95037 Attention: Susan Dumars, President
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10. **ADDITIONAL WORK.** If changes in the Work seem merited by the Provider or the District, and the parties agree that a change is warranted, it shall be processed in the following manner:
- A letter outlining the changes shall be forwarded by the requesting party with a statement of estimated changes in Services, fees and/or time schedule.
 - A written amendment to this Agreement shall be prepared by the party requesting the change and executed by all parties before Provider is expected to perform any such Services.

Any such amendment to this Agreement shall not render ineffective or invalidate unaffected portions of this Agreement.

11. **APPLICABLE LAW.** This Agreement shall be governed by and construed in accordance with the laws of the State of California.

Provider hereby agrees that Provider, and its officers, agents, employees, and subcontractors shall obey all local, state, and federal laws and regulations in the performance of this Agreement.

Provider shall, and shall cause its officers, agents, employees and/or subcontractors to, secure and maintain in force for the full term of this Agreement, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of all the Services.

12. **NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY.** Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, or national origin.
13. **MUTUAL INDEMNIFICATION.** To the fullest extent permitted by California law, both Parties shall defend, indemnify, and hold harmless the other party, its agents, representatives, officers, consultants, employees, trustees, and volunteers (referred to as 'the Indemnified Parties') from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage, or injury of any kind, in law or equity, including, without limitation, the payment of all consequential damages ('Claims'), arising out of, pertaining to, or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of the Indemnifying Party, its officials, officers, employees, subcontractors, contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or action done, permitted, or suffered by the Indemnifying Party in conjunction with this Agreement, unless the claims are solely caused by the negligence or willful misconduct of the Indemnified Party.
14. **INSURANCE.**
 - a. During the term of this Agreement, Provider shall procure, pay for and keep in full force and effect (1) General Liability insurance for death and bodily injury no less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) annual aggregate, (2) Automobile (vehicle) Liability insurance including owned and non-owned vehicles (3) Sexual Misconduct no less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) annual aggregate, (4) Professional Liability Coverage no less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) annual aggregate, with respect to the Services provided by, or on behalf of, Provider under this Agreement, and (5) Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Provider from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000. If the District determines that additional insurance coverage is necessary, the District will reopen negotiations with Provider to modify the terms of this Agreement.

General Liability and Sexual Misconduct policies shall name the District as "additional insured," with the endorsement issued as a separate document.

- b. The policies of insurance shall be carried with responsible and solvent insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the required coverage shall be submitted to District upon contract execution.
 - c. Provider hereby agrees that it shall not knowingly cancel or change the insurance coverage policies provided and submitted to the District without first giving the District 30 days prior written notice. Should any such policy of insurance be canceled or changed, Provider agrees to immediately provide District true and correct copies of all new or revised certificates of insurance.
 - d. The District, at its sole cost and expense and for the full term of this Agreement, shall obtain and maintain all of the minimum Insurance requirements set forth in subsection (a) above in addition to Building and Property Insurance. All or a portion of the required insurance may be satisfied through the use of a self-insurance program. The District must provide an affidavit of self-insurance, or pooled insurance, if any. Provider and its officers, trustees, employees, agents, and volunteers are to be covered as additional insured on all policies of insurance required under this Agreement. The coverage shall contain no special limitations on the scope of the protection afforded to Provider or its officers, trustees, employees, agents, or volunteers.
15. **SAFETY AND SECURITY.** Provider shall be responsible for ascertaining from the District all of the rules and regulations pertaining to safety and security, particularly when children are present.

Certain entities that contract with a school district are required to comply with Education Code Section 45125.1 regarding fingerprinting requirements unless the District determines that Provider will have limited contact with students.

- ☒ Provider and any and all subcontractors are required to comply with Education Code Section 45125.1, Fingerprint certification requirements. Provider must provide proof that fingerprint certification requirements have been fulfilled prior to commencing any Services for the District under this Agreement.
 - ☐ Provider and its subcontractors are not required to comply with Education Code Section 45125.1, Fingerprint certification requirements.
16. **DISPUTE RESOLUTION; ARBITRATION; ATTORNEY'S FEES.** The parties shall attempt in good faith to resolve any dispute arising out of or relating to this Agreement promptly by negotiation between executives who have authority to settle the controversy and who are at a higher level of management than the persons with direct responsibility for administration of this Agreement. In resolving any dispute, the parties shall in good faith consider the reasons for the establishment of the program and the objectives of Expanded Learning, including without limitation the promotion of the overall interests of the families served. Any party may give the other party written notice

of any dispute not resolved in the normal course of business. Within 15 days after delivery of the notice, the receiving party shall submit to the other a written response. The notice and response shall include with reasonable particularity (a) a statement of each party's position and a summary of arguments supporting that position, and (b) the name and title of the executive who will represent that party and of any other person who will accompany the executive. Within 30 days after delivery of the notice, the executives of both parties shall meet at a mutually acceptable time and place. Unless otherwise agreed in writing by the negotiating parties, the above-described negotiation shall end at the close of the first meeting of executives described above ("First Meeting"). Such closure shall not preclude continuing or later negotiations, if desired. All offers, promises, conduct and statements, whether oral or written, made in the course of the negotiation by any of the parties, their agents, employees, experts and attorneys are confidential, privileged and inadmissible for any purpose, including impeachment, in arbitration or other proceeding involving the parties, provided that evidence that is otherwise admissible or discoverable shall not be rendered inadmissible or non-discoverable as a result of its use in the negotiation. At no time prior to the First Meeting shall either side initiate an arbitration or litigation related to this Agreement except to pursue a provisional remedy that is authorized by law or by the rules of the Judicial Arbitration and Mediation Service ("JAMS") or by agreement of the parties. However, this limitation is inapplicable to a party if the other party refuses to comply with the requirements of the first sentence above. All applicable statutes of limitation and defenses based upon the passage of time shall be tolled while the procedures specified above in this paragraph are pending and for 15 calendar days thereafter. The parties will take such action, if any, required to effectuate such tolling.

Any dispute that is not resolved pursuant to the prior paragraph will be submitted to binding arbitration in Sacramento, California, administered by JAMS before an experienced arbitrator licensed to practice law in California and selected in accordance with the rules of JAMS. The arbitration shall be administered by JAMS in accordance with JAMS' expedited rules governing commercial arbitration. Notwithstanding the foregoing, the arbitrator is specifically directed to limit discovery to that which is essential to the effective prosecution or defense of the action. The arbitrator shall apportion the costs of the arbitration, together with the attorney's fees of the parties, in the manner deemed equitable by the arbitrator, it being the intention of the parties that the prevailing party ordinarily be entitled to recover its reasonable costs and fees, including without limitation, reasonable fees and expenses of attorneys. Judgment upon any award rendered by the arbitrator may be entered by any court having jurisdiction.

17. **DOCUMENT RETENTION.** After Provider's services to District conclude, Provider shall, upon the District's request and expense, deliver copies of documents for all matters in which Provider has provided Services to the District, along with any property or documents of the District in Provider's possession and/or control. If the District does not request District's document(s) relating to a particular Work or Services, Provider will retain

District's document(s) for a period of two (2) years after completion of the Work or Services. If District does not request delivery of the applicable District's document(s) at the end of the aforementioned two (2) year period, Provider will have no further obligation to retain such District's document(s) and may, at Provider's discretion, destroy such District's documents without further notice to the District. At any point during the aforementioned two (2) year period, District may request delivery of the document(s) at District's expense. Notwithstanding the foregoing, medical records relating to students shall not be destroyed by Provider without the prior written consent of District.

18. **NATURE OF AGREEMENT.** This Agreement constitutes a binding expression of the understanding of the parties with respect to the Services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes other ELO-P agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.
19. **BINDING EFFECT.** This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.
20. **WAIVER.** No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.
21. **SEVERABILITY.** It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.
22. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.
23. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.
24. **COUNTERPART EXECUTION: ELECTRONIC DELIVERY.** This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

IN WITNESS WHEREOF, the parties have executed this agreement on the date below their signatures.

Center Joint Unified School District
District

Catalyst Family Inc.
Provider

By: _____
Signature

By: _____
Signature

Scott A. Loehr
Name

Susan Dumars
Name

Superintendent
Title

President
Title

Date

Date

STATEMENT OF WORK

DESCRIPTION OF WORK:

Provider partner with District to provide Expanded Learning services programming to TK through 6th grade students in the District. The Provider's programs will be offered at certain school sites listed in Exhibit A attached hereto. The Services will engage student participants in activities that promote collaboration and introduce students to a variety of age-appropriate experiences.

The Provider will provide a balanced approach of play and academics. Staff use child guided inspiration to support learning, taking their cues from children's interest and expanding into activities and projects. Designated Provider personnel can meet with District teachers to discuss goals, strengths, and challenges for the children attending and build adult guided experiences to complement school day learning.

Provider shall specifically ensure that all professional staff who directly supervise pupils meet the minimum qualification to serve as an Instructional Aide in the District. For professional staff to qualify as an Instructional Aide in the District, such staff must do all marked with a check:

- ☒ Have a high school diploma or the equivalent. Required
- ☒ Two years of college (48 units). Not Needed
- ☒ A.A. degree (or higher). Not Needed
- ☒ Pass a local assessment of knowledge and skills in assisting in instruction, also known as an Instructional Aide examination. (This is an assessment that is required by the District.) Not Needed
- ☐ Food Handler Certificate Not Needed
- ☒ The District also has the specific requirements: Can have 48 units, AA Degree, or Pass the assessment.

If an Instructional Aide examination is required as part of the District's minimum qualifications, the following will apply:

- ☐ The District has developed its own examination and will administer its own examination and provide verification to Provider that the professional staff has passed the examination.
- ☐ The District has developed its own examination and has given Provider privileges to administer the District's examination.
- ☒ The District agrees to use the examination and/or assessment developed by Provider, which the District has reviewed and approved.
- ☐ The District agrees to use the examination and/or assessment developed by the following third party, which the District has reviewed and approved: _____

It is understood that the above requirements reflect the District's requirements for the Instructional Aide applicant to provide services to the District and that such requirements are the District's alone as informed by state guidelines.

District, as the LEA, is responsible for the oversight of any community partners or subcontractors. Provider and District will agree to the following:

Provider will:

- ☒ Provide in-person Services for school days per the Work Schedule that, when added to the District's provided daily instructional minutes, recess, and meals, is no less than nine (9) hours per instructional day.
 - ☒ Provide 3 professional development days for staff.
 - ☒ Provide Services at least 30 non-school days, during summer or intersession periods per the Work Schedule, no less than nine (9) hours per day.
 - ☒ Ensure and verify that all employees fulfill requirements set forth by the district (including but not limited to background checks, TB requirements, minimum education, qualifications).
 - ☒ Notify families of admission to the program.
 - ☒ Enroll children in Provider's student information system (SIS) and maintain wait list, or upon agreement of the parties, access District's SIS as required to perform obligations under this Agreement.
 - ☒ Record student attendance daily and submit reports to District monthly.
 - ☒ Provide a monthly invoice to the District which includes detailed costs and fees.
 - ☒ Serve a snack daily on school days provided by District
 - ☒ Serve breakfast, snack, and lunch during intersession days provided by District
 - ☒ Maintain a 10:1 student-to-staff ratio for TK/K students and 20:1 for first grade and up pursuant to ELO-P regulations.
 - ☒ Provide opportunities for Provider staff to attend District-run Expanded Learning meetings.
 - ☒ Provide curriculum and program materials.
 - ☒ Provide technology and devices for students and/or staff use during program hours.
 - ☒ Submit Health/Safety Reports and Ratio Headcount documentation as required.
-
-

District will:

- ☒ Provide UPP list (unduplicated pupils) to Provider prior to service commencement.
 - ☒ Notify families of eligibility to the program and offer enrollment information.
 - ☐ If applicable, administer Instructional Aide Examination to Provider's staff, giving Provider a testing schedule of dates and times when the test will be administered and providing verification of pass/fail; alternatively, District agrees to accept administration by Provider.
 - ☒ Complete and submit any and all required reports due to the State.
 - ☒ Provide access to a kitchen and/or adequate food prep space, storage area, and access to refrigeration (especially for child medication).
 - ☒ Provide technology and devices for students and/or staff use during program hours.
 - ☒ Assist the Provider in hiring by posting positions on the District's internal job board as needed.
 - ☒ Collaborate to establish procedures and resources to serve children with special needs/IEPs.
 - ☒ Provide Wi-Fi access in all spaces/rooms where Services are provided.
 - ☒ Provide janitorial services and building access daily, including designated intersession days.
 - ☒ Remit payment for invoices from Provider within 30 days of receipt.
 - ☒ Provide classrooms or multi-purpose room for Services in kind.
 - ☒ Transport eligible students to/from non-participating Expanded Learning locations to/from participating ELO-P. locations on school days and intersession days as applicable.
 - ☐ Para-educator 1:1 support for children with IEPs (provided by District)
-

WORK SCHEDULE (SCHOOL YEAR):

Intersession Dates: 10/7-10/11/24, 11/25-11/27/24, 4/14-4/17/25

Intersession Program Hours: 8:00am-5:00pm

Number of Intersession Days: 12

Locations: Cyril Spinelli, North Country

School Year Program Dates: 08/07/2024 _ 05/29/2025

School Year Program Hours: Dependent on bell schedule, varies by campus

Number of School Days: 180 *See attached calendar of school days*

Locations: *See Exhibit A*

WORK SCHEDULE (SUMMER INTERSESSION):

Summer Dates: 6/2-6/30/25 (excluding June 19, holiday)

Summer Program Hours: 8:00am-5:00pm

Number of Summer Days: 20

Summer Locations: Cyril Spinelli, North Country

Maximum Enrollment: 200

SCHEDULE OF FEES

FEES:

Annual MRA: \$ 757,346

(Initial amount, and subject to Section 6 of this Agreement)

- a. Except as otherwise provided herein, and subject to Section 6 of this Agreement, District agrees to compensate Provider for Services rendered under this Agreement for the initial FY such amount up to the current Expanded Learning funding and the current budget of \$ 757,346, as provided in Exhibit B attached hereto. This Agreement represents a fee-for-service agreement. Compensation for any renewal term shall be subject to Section 6 of this Agreement.
- b. Provider shall submit itemized monthly invoices detailing the fees payable to Provider and expenses incurred for Services provided for the applicable period. All funds expended under this Agreement will be in accordance with State Expanded Learning guidelines and in alignment with Exhibit B. All expenses under this Agreement are reasonable and necessary costs associated with Services for the children enrolled, up to a maximum of 200 children across all locations into the program. All expenses incurred under this Agreement are subject to an annual audit. District shall pay Provider the invoiced amount within 30 days from receipt of the invoice. Should a dispute arise related to the amount invoiced, the District will contact Provider within the 30-day time frame to resolve.
- c. District will not withhold any Federal or State income tax for payment made pursuant to this Agreement but will provide Provider with a statement of earnings at the end of each calendar year. Provider is hereby advised that such statement of earnings shall if required, be provided to the Internal Revenue Service and the State Franchise Tax Board.
- d. Both parties recognize and acknowledge that funding could be cut or reduced by the State. Therefore, if at any time during the term of this Agreement, there is no funding or funding for the program is reduced or the District determines, at its sole discretion, to suspend or abandon the Work under this Agreement, District shall have the right to terminate or reduce the performance of Provider's Services hereunder by giving 30 days' written notification to Provider of District's intention to terminate or reduce Services. In the event this Agreement is terminated or the Services reduced, Provider shall be paid for Services rendered, including non-cancellable obligations, to the date of termination or adjusted to meet or reflect reduced Services provided.

PAYMENT SCHEDULE:

Subject to Section 6 of this Agreement, Provider will invoice District by the 16th of each month for the prior month. The invoice will include the following support items:

- The Enrollment and Attendance report for each location
- Itemized expenses report including all locations
- Start-up costs as applicable
- Admin/Indirect Fees equivalent to 15.00 % of total cost

EXHIBIT A

Catalyst ExL Locations

1.	North Country	Occupancy:	100	Start Date:	08/05/2024
2.	Cyril Spinelli	Occupancy:	100	Start Date:	08/05/2024
3.		Occupancy:		Start Date:	
4.		Occupancy:		Start Date:	
5.		Occupancy:		Start Date:	
6.		Occupancy:		Start Date:	
7.		Occupancy:		Start Date:	
8.		Occupancy:		Start Date:	
9.		Occupancy:		Start Date:	
10.		Occupancy:		Start Date:	
11.		Occupancy:		Start Date:	
12.		Occupancy:		Start Date:	
13.		Occupancy:		Start Date:	
14.		Occupancy:		Start Date:	
15.		Occupancy:		Start Date:	
16.		Occupancy:		Start Date:	
17.		Occupancy:		Start Date:	
18.		Occupancy:		Start Date:	
19.		Occupancy:		Start Date:	
20.		Occupancy:		Start Date:	

As enrollments increase, locations may be added upon mutual written consent of the parties through an addendum to this Agreement. Costs will be reevaluated for additional fee-for-service per location to accommodate the needs of the program. Location "Start Date" is projected and subject to change.

EXHIBIT B
Summary of Fees

24-25 School District Calendar



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan

Initials:

Director of Curriculum, Instruction, and Special Ed.

MDJ

SUBJECT: Memorandum of Understanding (MOU) to implement the Early Smiles Sacramento Program, which provides dental education, screenings, and referrals.

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

The CJUSD is requesting to continue the partnership with the Early Smiles Sacramento Program and the Center for Oral Health to provide dental education, screenings, and student referrals.

Program Description

Center for Oral Health (COH), a California nonprofit organization with the mission to improve oral health, especially of vulnerable populations, through innovation, research, education, and advocacy, is partnering with various stakeholders in Sacramento City and County to deliver Oral Health Education, Screenings, Preventive Dental Care, and Navigation to facilitate access to care, especially for Medi-Cal/Denti-Cal beneficiaries that encounter significant barriers to access dental care. Through the Early Smiles Sacramento program, COH partners with Liberty Dental Plan, Access Dental, and Health Net to address and alleviate barriers to optimal oral health for children 0-20 throughout Sacramento County by providing oral health screening and prevention services, targeted oral health education, and navigating participants through the healthcare system to ensure utilization and access to care.

RECOMMENDED BOARD ACTION:

The CJUSD recommends the board approve the renewal of the MOU with the Early Smiles Sacramento Program.

Memorandum of Understanding
Between the Center for Oral Health and
Center Joint Unified School District

PARTIES AND PURPOSE

Center for Oral Health (COH), a California nonprofit organization with the mission to improve oral health, especially of vulnerable populations, through innovation, research, education and advocacy, is partnering with various stakeholders in Sacramento City and County to deliver Oral Health Education, Screenings, Preventive Dental Care and Navigation to facilitate access to care, especially for Medi-Cal/Denti-Cal beneficiaries that encounter significant barriers to access dental care. Through the Early Smiles Sacramento program, COH partners with Liberty Dental Plan, Access Dental, and Health Net to address and alleviate barriers to optimal oral health for children 0-20 throughout Sacramento County by providing: oral health screening and prevention services, targeted oral health education, and navigating participants through the healthcare system to ensure utilization and access to care.

Solutions to community issues are most effectively resolved when there is a high degree of community ownership. Therefore, whenever possible, COH engages community-based organizations to partner in the implementation of interventions that address the oral health concerns of their residents. Marshaling the community's internal resources and assets, and strategically focusing, respecting and reinforcing the natural adaptive, supportive, and developmental capacities of communities to meet the needs of many, if not most, community members requires an insider's understanding of that community. To create significant impact, COH lends its expertise to strengthen a community's existing capacity to successfully change health outcomes in a sustainable fashion.

Under this Memorandum of Understanding (MOU), Center Joint Unified School District ("District") and District COH will work together to implement the Early Smiles Sacramento Program.

PARTNER RESPONSIBILITIES

COH will:

- Act as the coordinating agency with regards to the administration, implementation and reporting on any contract awarded in response to Early Smiles Sacramento.
- Work with the District to ensure compliance with regulations and requirements of the District and the California Department of Education.
- Train or secure training for COH personnel and partner personnel on the Early Smiles Sacramento Program.
- Provide coordination of education, screening, and navigation services to ensure integrity in the implementation of the Early Smiles program across all components: education; screening; and navigation.
- Provide materials and supplies, as necessary, to ensure the consistent delivery of services

across all components of Early Smiles education, screening, and navigation. Materials and supplies may include, but are not limited to teaching aids, health education brochures based on chosen curricula, oral hygiene supplies such as tooth brushes, tooth cloths, and toothpaste, programmatic forms such as patient intake forms, questionnaires, evaluation or satisfaction surveys, and consumable dental supplies such as fluoride varnish, gauze, gloves, and mirrors.

- Certify that, pursuant to Education Code Section 45125.1, COH will have conducted the required criminal background check of all its personnel who may have contact with District pupils and shall certify that none of those personnel have been reported by the Department of Justice as having been convicted of a serious or violent felony as specified in Penal Code sections 667.5(c) and/or 1192.7(c). As such, COH will provide a list, signed under penalty of perjury, of the names of COH personnel who may come in contact with District pupils. COH will keep this list current and will notify the District of any additions/deletions as they occur.
- Regularly update Center Joint Unified School District on the progress of the Early Smiles Sacramento program.
- Not less than semiannually, conduct meeting with all Early Smiles partner organizations to discuss the implementation of Early Smiles, the outcomes to date, and facilitate sharing sessions for partner networking and resource exchanges.
- To the fullest extent allowed by law, COH shall defend, indemnify, and hold harmless Center Joint Unified School District, its officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error or omission by COH or its directors, officers, agents, employees, volunteers, or guests arising from COH's duties and obligations described in this Agreement or imposed by law.
- COH shall ensure and provide liability insurance coverage and shall Center Joint Unified School District as an additional insured.

Center Joint Unified School District will:

- Designate a member of its staff to participate with designated representatives of COH in planning, implementing and coordinating COH services.
- Permit access to the District classrooms as appropriate and necessary for COH services.
- Permit COH to perform services for children/adults, under the general supervision of a regular district employee.
- To the fullest extent allowed by law, the District shall defend, indemnify, and hold harmless COH and its officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error or omission by the District or its directors, officers, agents, employees, volunteers, or guests arising from the District's duties and obligations described in this MOU or imposed by law.

MONITORING AND REPORTING

COH shall maintain all records of services provided, including but not limited to monthly summary sheets, and other primary source documents. COH shall submit monthly, quarterly, and year-to-date progress reports including progress on participants served, narrative on lessons learned, and client success stories due within 10 business days of the end of the reporting period.

TERM AND TERMINATION OF THIS AGREEMENT

The term of this MOU is proposed to be for the three (3) year period commencing on date of final signatures through June 30, 2027 subject to the availability of funds awarded to Center for Oral Health. This agreement may be terminated at any time upon thirty (30) days written notice from one party to the other, or immediately by mutual consent.

AMENDMENTS

After execution, this MOU may be modified or amended only in a written amendment signed by both parties. The foregoing sets forth the terms and conditions of the agreement between COH and Center Joint Unified School District. This agreement shall be in effect upon signing by both parties.

Signature
Center Joint Unified School District

Date

Signature
Tiffany Turner
Chief Operating Officer
Center for Oral Health

Date



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Michael Jordan

Initials:

Director of Curriculum, Instruction, and Special Ed.

MDJ

SUBJECT: Renew contract with Campus Clinic

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

The Center Joint Unified School District has worked with Campus Clinic for three years. This school year, CJUSD contracted with Campus Clinic to provide mental health screening for all middle school students. As a result of the screener, over thirty students were identified to have significant mental health needs, such as suicide ideation, needing immediate intervention. Campus Clinic set up these students with mental health professionals to participate in virtual individual therapy sessions. These sessions are charged to the student's private health insurance carrier. The only cost to the district for this important service is \$5.00 per student survey.

The CJUSD wants to continue its partnership with Campus Clinic and provide a mental health screener for all middle and high school students next school year. This is a quick and efficient way to identify our students with significant mental health needs and get them the assistance they require.

Attached is the general contract with Campus Clinic, which comes at no cost to the district. In addition, you will find the first addendum (mental health screener) the district proposes we utilize in August 2024 and potentially two other times during the school year.

RECOMMENDED BOARD ACTION:

The school board approve the contracts with Campus Clinic for this potentially lifesaving service.

CAMPUS CLINIC PROGRAM FUNDING AGREEMENT

THIS CAMPUS CLINIC PROGRAM FUNDING AGREEMENT (“**Agreement**”) is made and entered into as of the later of **July 1, 2024** or the last date signed below (the “**Effective Date**”) by and between Campus Clinic, LLC a Delaware limited liability company (“**Company**”), and Center Joint Unified School District, a California Local Educational Agency (“**School**”). School and Company are at times referred to herein as a “**Party**” or, collectively, as the “**Parties**.”

RECITALS

A. School is a California Local Educational Agency serving **Preschool through 12th grade students**.

B. Company is a services organization that provides on-campus health care facilitation services and contracts with schools, school districts, and/or similar public entities (collectively, “**School Customers**”) to coordinate and contract on behalf of School Customers with licensed health care, dental, mental health, and other licensed health professionals (collectively, “**Clinical Services Providers**”) as well as lab and diagnostic service entities. Clinical Services Providers provide medical, behavior, or oral health services (collectively, “**Clinical Services**”) for certain School Customer populations at their campuses, including students and/or staff (collectively, “**Campus Clinic Programs**”).

C. The Parties desire to enter into this Agreement to memorialize mutually agreeable terms on which Company from time to time will submit proposals to School for funding Campus Clinic Programs (each, a “**Program Funding Proposal**”) and on which School will provide such funds (“**Program Funds**”).

D. Each arrangement between the Parties under this Agreement for the funding of a Campus Clinic Program will be memorialized in an addendum to this Agreement (each, a “**Program Funding Addendum**”).

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein and for other good and valuable consideration, the receipt and sufficiency of which is acknowledged by the Parties hereto, Company and School agree as follows:

ARTICLE 1 **PROGRAM FUNDING**

1.1 **Program Funding Proposal**. Company shall submit a Program Funding Proposal to request Program Funds from School for a Campus Clinic Program. Company shall include such information in a Program Funding Proposal as School may request from time to time.

1.2 **Program Funding Addendum**. For each Program Funding Proposal that School approves, the Parties shall memorialize a Program Funding Addendum setting forth, at a minimum: (a) the name and description of the proposed Campus Clinic Program; (b) the amount of Program Funds and timeline for payment or disbursement thereof, as well as any associated invoicing or billing requirements with which Company shall comply; and (c) such other terms and conditions as the Parties mutually agree. Upon execution of the Program Funding Addendum, School will be deemed to have approved and authorized payment of, and Company will be deemed to have accepted such payment, of Program Funds

in an amount set forth in the Program Funding Addendum. Each Program Funding Addendum is made a part of this Agreement and incorporated herein by this reference. In the event of a conflict between the terms of this Agreement and the terms of a Program Funding Addendum, the terms of this Agreement will prevail, unless the Program Funding Addendum explicitly states that the Parties desire to supersede a term of this Agreement and, if so, which one(s).

1.3 Conditions of Program Funding. School shall make the Program Funding available to Company on the following conditions:

(a) Company shall use the Program Funds for such purposes as School authorizes and as provided in the Program Funding Addendum.

(b) Company shall promptly notify School if significant changes or events occur during the term of this Agreement or any Program Funding Addendum which are reasonably likely to impact the progress or completion of the objectives and/or deliverables of the Campus Clinic Program.

(c) Company shall maintain accurate and complete books, documents, and records with respect to: (i) Campus Clinic Programs, including the status and progress of their implementation; and (ii) the expenditure of Program Funds pursuant to this Agreement.

(d) Company shall provide to School such reports as are described in the Program Funding Addendum or as School otherwise may reasonably request from time to time (collectively, “**Reports**”). As School may request, Reports will document the activities and achievement of the Campus Clinic Program objectives and deliverables, including overall outcomes and financial expenditures.

(e) Company will retain the authority and discretion to contract with Clinical Services Providers and any other third party with which Company intends to subcontract or otherwise engage to implement the Campus Clinic Program or perform any of Company’s obligations under a Program Funding Addendum (each, a “**Subcontractor**”). Company shall cause any Subcontractor to comply with all terms and conditions of this Agreement. In the event School objects to Company’s engagement of a Subcontractor, School shall provide Company with written notice of objection as soon as reasonably practicable.

(f) Company shall meet and confer from time to time with School to evaluate the Campus Clinic Program, the sufficiency of Program Funds for the Campus Clinic Program, and the need for additional Program Funds.

(g) Throughout the term of this Agreement: (i) Company shall procure and maintain general commercial liability insurance with liability limits of not less than \$1 million per occurrence and \$3 million in the annual aggregate; and (ii) cause any Clinical Services Provider who provides Clinical Services that are funded under a Program Funding Addendum to procure and maintain professional liability insurance with liability limits of not less than \$1 million per occurrence and \$3 million in the annual aggregate.

(h) Company shall ensure that no Campus Clinic Program differentiates or discriminates in the provision of any services to School Customer Patients on the basis of race, color, national origin, ancestry, religion or non-religion, sex, marital status, sexual orientation, gender identity, gender expression, age, medical condition, medical history, genetics, evidence of insurability, or claims history, in violation of any applicable laws, including, without limitation and as applicable, the Age Discrimination Act of 1975, the Americans with Disabilities Act, and all regulations issued pursuant thereto and as may be amended from time to time. As applicable, Company shall comply with Section

504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, and all regulations issued pursuant thereto and as may be amended from time to time.

(i) Company shall perform such other tasks or provide such other deliverables in connection with the Campus Clinic Program as School may reasonably request from time to time.

ARTICLE 2

REPRESENTATIONS AND WARRANTIES

Each Party represents and warrants to the other Party as follows:

2.1 **Duly Organized.** Each Party is duly organized, validly existing, and in good standing under the laws of the State of California.

2.2 **Authority.** Each Party has the full right, power, and authority to enter into this Agreement and any Program Funding Addendum and perform its respective obligations hereunder or thereunder; and when executed and delivered, this Agreement, together with any Program Funding Addendum, shall constitute a legal, valid, and binding obligation enforceable against both Parties in accordance with its terms.

2.3 **No Conflict.** Neither Party's entry into and performance under this Agreement will conflict with or result in a breach or violation of any of the terms or provisions, or constitute a default under, any other agreement by which it is bound.

2.4 **Exclusion from Government Programs.** Neither Party is or at any time has ever been excluded from participating in Medicare, Medicaid, or any other federal health care program, as defined at 42 U.S.C. Section 1320a-7b(f) (each, a "**Federal Health Care Program**"). Each Party shall immediately notify Company of any threatened or actual exclusion from any Federal Health Care Program. In the event that either Party is excluded from participating in any Federal Healthcare Program, the other Party may immediately terminate this Agreement.

ARTICLE 3

TERM; TERMINATION

3.1 **Term and Termination.**

(a) The term of this Agreement shall commence on the Effective Date and shall continue in effect for a period of three (3) years thereafter, unless sooner terminated, with a written 30 day notice, pursuant to the terms of this Agreement. At the end of such three-year period, this Agreement will automatically renew for successive one-year periods on the anniversary of the Effective Date.

(b) School may terminate this Agreement or any Funding Program Addendum upon providing written notice to Company if:

(i) Company: (A) becomes insolvent or is generally unable to pay, or fails to pay, its debts as they become due; (B) files or has filed against it, a petition for voluntary or involuntary bankruptcy or otherwise becomes subject, voluntarily or involuntarily, to any proceeding under any domestic or foreign bankruptcy or insolvency law; (C) makes or seeks to make a general assignment for the benefit of its creditors; or (D) applies for or has appointed a receiver, trustee, custodian, or similar agent appointed by order of any court of competent jurisdiction to take charge of or sell any material portion of its property or business; or

(ii) Company materially breaches this Agreement and such breach remains uncured thirty (30) days after School provides Company with written notice of such breach.

3.2 Effect of Termination. Upon termination or expiration of this Agreement, all rights and obligations of the Parties shall cease except those rights and obligations that have accrued and remain unsatisfied prior to the date of termination or expiration, and those rights and obligations that expressly survive termination or expiration of this Agreement.

ARTICLE 4 **MISCELLANEOUS**

4.1 Program Funding Publicity and Use of Name. Any references to Company in press releases or other publicity by or on behalf of School regarding any Campus Clinic Program require advance written approval by Company. School shall not use Company's name, logo, or corporate identity, or any part thereof, for any purpose without Company's prior written approval. Notwithstanding the foregoing, Company agrees that School may disclose basic information about a Campus Clinic Program (such as a general description of the Campus Clinic Program) in periodic public reports, on its website, and to any governmental authority or official. This provision will survive the termination of the Agreement.

4.2 Public Reporting. School shall send Company copies of articles, reports, or other materials related to the Campus Clinic Programs that School intends to make publicly available or to be publicly distributed.

4.3 Compliance with Law.

(a) The Parties shall comply with any and all federal, state, and local laws, rules, and regulations applicable to any Program Funds, any Campus Clinic Program, and/or to their respective obligations under this Agreement.

(b) Each Party shall perform under this Agreement in accordance with the federal Health Insurance Portability and Accountability Act of 1996 and its implementing regulations (collectively, "HIPAA"), as applicable. It is understood and agreed that a Clinical Service Provider may be acting as a "covered entity" under HIPAA and obligated to perform activities under this Agreement in compliance with the applicable requirements of HIPAA and other applicable state and federal laws and regulations governing the confidentiality of personally identifiable health information. It is further agreed that any Party in receipt of certain data from a Clinical Service Provider may be a "business associate," as defined by HIPAA, and the Parties shall enter into such business associate agreements and otherwise comply with HIPAA as required. Nothing in this Agreement shall be interpreted to impose any additional or different confidentiality obligations on the School when other confidentiality provisions, such as the federal Family Educational Rights and Privacy Act, apply to any information at issue.

4.4 Governing Law. This Agreement will be governed by the internal laws of the State of California, without reference to its law of conflicts.

4.5 Notices. All notices or communications required or permitted under this Agreement shall be given in writing and shall be delivered to the Party to whom notice is to be given: (a) by personal delivery (in which cases such notice shall be deemed given on the date of delivery); (b) by next business day courier service (e.g., Federal Express, UPS or other similar service) (in which case such notice shall be deemed given on the business day following date of deposit with the courier service); or (c) by United States mail, first class, postage prepaid, registered or certified, return receipt requested (in which case

such notice shall be deemed given on the third (3rd) day following the date of deposit with the United States Postal Service). Notice shall be delivered or sent to the Party's address as follows:

Company:

Campus Clinic, LLC
1401 21st Street, Suite R
Sacramento, CA 95811
Attention: President

With a copy to:

ArentFox Schiff LLP
555 West Fifth Street, 48th Floor
Los Angeles, CA 90013
Attention: Thomas Jeffry

School:

4.6 Assignment. School may not assign School's rights or obligations under this Agreement without Company's prior written consent.

4.7 Counterparts; Signatures. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument. When signed in pen ink, this Agreement may be delivered by facsimile or by scanned email attachment, and said copies shall be treated as original. Amendments to this Agreement shall be similarly executed by the Parties.

4.8 Severability. If any provision of this Agreement, in whole or in part, or the application of any provision, in whole or in part, is determined to be illegal, invalid, or unenforceable by a court of competent jurisdiction, such provision, or part of such provision, shall be severed from this Agreement. The illegality, invalidity, or unenforceability of any provision, or part of any provision, of this Agreement shall have no effect on the remainder of this Agreement, which shall continue in full force and effect.

4.9 No Third-Party Beneficiaries. This Agreement shall not confer any rights or remedies upon any person or entity, including any Clinical Service Provider or School Customer Patient, other than the Parties and their respective successors and permitted assigns, except as otherwise expressly provided for herein.

4.10 Waiver. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of such provision or any other provision. Any waiver granted by a Party must be in writing and shall apply solely to the specific instance expressly stated.

4.11 Entire Agreement; Amendment. This Agreement (and the attached exhibits which are incorporated herein by this reference) is the entire understanding and agreement of the Parties regarding its subject matter, and supersedes any prior oral or written agreements, representations, understandings, or discussions among the Parties with respect to such subject matter. This Agreement may be modified or amended only by mutual written agreement of the Parties. Any such modification or amendment must be in writing, dated, and signed by the Parties, and explicitly indicate that such writing modifies or amends this Agreement.

4.12 Work Product. School acknowledges and agrees that Company shall have sole title to and exclusive ownership of all reports, deliverables, and other work product (collectively, the “**Work Product**”). The Work Product shall be deemed a “work made for hire,” as that term is defined under Section 101 of the U.S. Copyright Act, and Company shall be considered the person for whom the work was prepared for the purpose of determining authorship of any copyright in the Work Product. To the extent a Work Product is not a work made for hire under U.S. law or any other jurisdiction, School hereby assigns all right, title, and interest in the Work Product to Company and retains no interest therein. School agrees to execute any instruments requested by Company during or after completion of the Campus Clinic Program to: (a) transfer to Company any rights School may retain in the Work Product; and (b) enable Company to perfect its rights, title, and interest in the Work Product.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed and delivered as of the date set forth above.

Campus Clinic, LLC	School: _____
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____

PROGRAM FUNDING ADDENDUM #1
TO CAMPUS CLINIC PROGRAM FUNDING AGREEMENT

SCHOOL MENTAL HEALTH PROGRAM

1. Overview of School Mental Health Program. The Parties desire to develop and support a School Mental Health Program for the purpose of raising awareness about mental health issues among students, promoting access to mental health services by students, and minimizing the barriers to access to mental health services by students.

2. Components of Staff Mental Health Program. The following components collectively comprise the School Mental Health Program:

a. Outreach Services: Company shall conduct outreach to students and provide education services regarding the School Mental Health Program and mental health issues generally (collectively, “**Outreach Services**”). Outreach Services may include, without limitation, providing access to mental health survey tools to students, conducting presentations to students, maintaining an informational booth or table at School functions, displaying posters and other information in areas designated for students and elsewhere on School campuses, and disseminating email newsletters and other digital content. The Outreach Services will include a mechanism for Company to sign up students to receive Mental Health Services (as defined below) and Cost-Sharing Support Services (as defined below). Upon signing up to participate in the School Mental Health Program, a student will be deemed a “**Participating Student.**”

b. Mental Health Services: Company shall coordinate the provision of mental health services to Participating Students by appropriately licensed and qualified Clinical Services Providers acting within their lawful scope of practice (collectively, the “**Mental Health Services**”). Participating Students may receive Mental Health Services in person at such School locations made available by School or remotely via a telehealth modality of care if necessary. The Participating Students, if determined by the qualified Clinical Service Provider, would participate in a thirteen (13) week program consisting of an initial meeting with the qualified Clinical Service Provider and twelve (12) subsequent follow up sessions. Each session of Mental Health Services provided by a Clinical Service Provider, per Participating Student will be subsequently billed through the Participating Student’s insurance provider (ii) a government or private health and/or hospital care program, or any managed care or other intermediate organization affiliated with any such program, that pays for Mental Health Services for or on behalf of a Participating Student (each, a “**Third-Party Payer**”).

3. Payment of Program Funds. School commits to budgeting and paying Program Funds in an amount equal to: (a) \$5.00 per survey, at a minimum total amount of Ten Thousand One Hundred and Twenty Five Dollars and zero Cents (\$10,125.00) with a **not to exceed** of Thirty Thousand Three Hundred and Seventy Five Dollars and Zero Cents (\$30,375.00) (the “**Program Funding Amount**”) for the period from **August 1, 2024** to **August 1, 2025** (the “**Initial Funding Period**”); and (b) for each period of twelve (12) months thereafter (each such period, and the Initial Funding Period, individually a “**Funding Period**”), an annually increased amount equal to five percent (5%) of the Program Funding Amount payable during the immediately preceding Funding Period. The Program Funding Amount will be paid in one lump-sum amount at the beginning of each Funding Period.

Component	Percent of Program Funding	Allocations
-----------	----------------------------	-------------

Outreach Services	0 %	\$ __ 0 __ Included in below listed cost for current Outreach Services.
Mental Health Services	100 %	Funding intended to cover 650 Middle School Surveys and 1,375 high school surveys with NTE including costs for up to all 7th, 8th, 9th, 10th, 11th, 12th grade students on site to be surveyed three (3) times per year
Cost-Sharing Support Services	__%	Funding intended to cover ____ () total Cost-Sharing Support Payments, payable in an amount of ____ Dollars (\$____) per Cost-Sharing Support Payments, for all Participating Students.

4. **Program Evaluation.** The Parties shall meet and confer from time to time to evaluate and make appropriate modifications to the School Staff Mental Health Program. Such evaluation may include, without limitation, a determination whether additional Program Funds are necessary to support the School Mental Health Program.

Agenda Item: XIII-15



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 5, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Melissa Oliver, Dudley

Initials:

mo

SUBJECT: MOU between SCOE & CJUSD, Dudley Elementary
Agreement #CI:ELA_2025_02, 24-25 SY

☐ Action Item

☐ Information Item

Attached Pages _____

BACKGROUND:

Partnership with SCOE to deliver instructional support services to staff for the 2024-25 school year focused on literacy.

We will engage in 5 PDSA cycles focused on teaching strategies. SCOE trainer will be on site for 2 days of each cycle providing training to whole staff and literacy coaches. Literacy coaches will support teachers in implementation through each cycle.

Purpose is to strengthen ELA teaching strategies to promote positive literacy outcomes for students.

RECOMMENDED BOARD ACTION:

Recommend board approve MOU Agreement #CI:ELA_2025_02

Agenda Item: XIII-15

MEMORANDUM OF UNDERSTANDING

Agreement #CI:ELA_2025_02
2024-2025

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education**, hereinafter referred to as "**SCOPE**," and **Center Joint Unified School District for Dudley Elementary**, hereinafter referred to as "**District**."

The purpose of this MOU is to detail the roles and responsibilities of **SCOPE** and the **District** in regard to delivering instructional support services to staff for the 2024-2025 school year. Once signed by both parties, this MOU is in effect until June 30, 2025, and may be terminated by either entity in writing, but not less than seven business days prior to the first day of service.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of SCOPE.

A. SCOPE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.

MOU Contact

Services provided by

Name: Tami Wilson

Name: Deirdre Marsh-Girardi

Phone: (916) 228-2350

Phone: (916) 228-2431

Email: twilson@scoe.net

Email: dmarshgirardi@scoe.net

2. Provide the following service:

See Exhibit A, for schedule and details of services to be provided, which is attached hereto and incorporated by reference.

Location of the service

Location: Dudley Elementary

Location Address: 8000 Aztec Way, Antelope, CA 95843

3. SCOPE will make every effort to accommodate changes in dates as needed, however rescheduling is not guaranteed as dates are dependent on availability.
4. Provide an evaluation of services.
5. Provide training materials. Any and all training material are the exclusive property of SCOPE. **District** and its agents must obtain written permission from SCOPE before it disseminates, markets, or otherwise uses the training materials.
6. Invoice **District** within 30 days of execution of this MOU:

B. District agrees to:

1. Provide a primary contact person for all work under this MOU.

Contact Name: Melissa Tackett-Oliver, Principal

Contact Phone: (916) 338-6470

Contact Email: mltoliver@centerusd.org

2. Ensure the site principal/district representative is present during services.

3. Participate in an evaluation of services.
4. Provide facility for training.
5. Provide SCOE with a copy of attendance sign-in sheet upon request.
6. Provide the audio-visual equipment and table supplies.
7. Provide requested materials for participants (e.g., Teacher's Edition).

C. Fiscal: District agrees to pay SCOE \$55,000.00 within 60 days of invoicing.

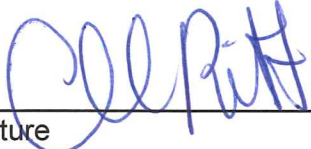
D. General Provisions

1. **Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.
 - a. It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.
2. **Independent Agents.** This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.
3. **Nondiscrimination.** Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.
4. **Insurance.** All parties shall maintain in full force Commercial Liability Insurance with limits of no less than \$2,000,000 per occurrence. Such a requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this agreement.
5. **Entire Agreement.** This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

MEMORANDUM OF UNDERSTANDING, Agreement # CI:ELA_2025_02

Sacramento County Office of Education
Channa M Pitt
Assistant Superintendent, Educational Services

 5/7/24

Signature Date

Center Joint Unified School District
Scott Loehr
Superintendent

Signature Date

 5/7/24

Director Approval Date

Exhibit A

Dudley Elementary Draft Plan 2024-2025 version with all grades

Note: Dates, times, and content is tentative and may be adjusted to better meet the needs of the client.

Professional learning will be face-to-face.

Site will arrange and pay for substitute teachers.

Day	Dates	Time	Grade Levels	Topics	Notes
Cycle 1: Focus on Word Recognition					
1	Aug. 19	Prep with Coaches 9:00-3:00 Early Release 3:00-4:30	All	TK-6 PD: <ul style="list-style-type: none"> Data Exploration <ul style="list-style-type: none"> K: Letter ID/LNF and PA 1: PA and Phonics 2: ORF and Phonics 3-6: ORF and what is ORF telling us Word Recognition in World of Wonders and Wonders <p>This PD will launch each cycle of the lesson study and coaching</p> <p>On PD days, the SCOE staff and Coaches will plan and prep for the coaching cycle</p>	No subs Coaches work with SCOE staff
Grade Level Team Coaching Cycle Grades 3-6 Focus: Word Recognition					
Day	Dates	Time	Grade Levels	Topics	Notes
2	Aug 20	9:00-4:30	Grades 3-6 + Intervention team members	Grades 3-6 Pre-conference Each grade level will be released for approximately 90 minute blocks to: <ul style="list-style-type: none"> Analyze data Study and plan Word Work lessons Determine who will model the lesson for demonstration lesson Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -	Subs needed (enough for largest grade level team)
3	Aug 21	9:00-4:30	Grades 3-6 + Intervention	Grades 3-6 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom	Subs needed to release the teachers to observe in demonstration classroom

			team members	<p>per each grade (each lesson will be approximately 30-40 minutes).</p> <p>Gr. 3 -</p> <p>Gr. 4 -</p> <p>Gr. 5 -</p> <p>Gr. 6 -</p> <p>Grades 3-6 Post-Conference</p> <p>Each grade level will be released to debrief the lesson demonstration for 20-30 minutes.</p> <p>Gr. 3 -</p> <p>Gr. 4 -</p> <p>Gr. 5 -</p> <p>Gr. 6 -</p>	
After the Grades 3-6 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coach to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
	Grade Level Team Coaching Cycle Grades TK-2 Focus: Word Recognition				
4	Sept. 3	9:00-4:30	TK-2 + Intervention team members	<p>Grades TK-2 Pre-conference</p> <p>Each grade level will be released for approximately 90 minute blocks to:</p> <ul style="list-style-type: none"> Analyze data Study and plan Word Work lessons Determine who will model the lesson for demonstration lesson <p>Gr. TK -</p> <p>Gr. K -</p> <p>Gr. 1 -</p> <p>Gr. 2 -</p>	Subs needed (enough for largest grade level team)
5	Sept. 4	9:00-4:30	TK-2 + Intervention team members	<p>Grades TK-2 Demonstration Lesson</p> <p>Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes).</p> <p>Gr. TK -</p> <p>Gr. K -</p> <p>Gr. 1 -</p> <p>Gr. 2 -</p> <p>Grades TK-2</p>	Subs needed to release the teachers to observe in demonstration classroom

				Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. TK - Gr. K - Gr. 1 - Gr. 2 -	
After the Grades TK-2 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coach to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
Cycle 2 (data analysis will determine the focus of this cycle)					
6	Oct 21	Prep with Coaches 9:00-3:00 Early Release 3:00-4:30	All + Intervention team members	TK-6 PD: <ul style="list-style-type: none"> Data Exploration <ul style="list-style-type: none"> K: Letter ID/LNF and PA 1: PA and Phonics 2: ORF and Phonics 3-6: ORF and what is ORF telling us All: i-Ready data Focus of the PD will be focused on an area of need as shown by the data (e.g., our data shows that students need more support in ...) <p>This PD will launch each cycle of the lesson study and coaching</p> <p>On PD days, the SCOE staff and Coaches will plan and prep for the coaching cycle</p>	No subs
Grade Level Team Coaching Cycle Grades 3-6 Focus: (data analysis will determine the focus of this cycle)					
7	Oct 22	9:00-4:30	Grades 3-6 + Intervention team members	Grades 3-6 Pre-conference Each grade level will be released for approximately 90 minute blocks to: <ul style="list-style-type: none"> Analyze data Study and plan lessons (data analysis will determine the focus of the lesson study and planning) Determine who will model the lesson for demonstration lesson Gr. 3 -	Subs needed (enough for largest grade level team)

				Gr. 4 - Gr. 5 - Gr. 6 -	
8	Oct 23	9:00-4:30	Grades 3-6 + Intervention team members	Grades 3-6 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes). Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 - Grades 3-6 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -	Subs needed to release the teachers to observe in demonstration classroom
After the Grades 3-6 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
	Grade Level Team Coaching Cycle Grades TK-2 Focus: (data analysis will determine the focus of this cycle)				
9	Oct 29	9:00-4:30	TK-2 + Intervention team members	Grades TK-2 Pre-conference Each grade level will be released for approximately 90 minute blocks to: <ul style="list-style-type: none"> Analyze data Study and plan lessons (data analysis will determine the focus of the lesson study and planning) Determine who will model the lesson for demonstration lesson Gr. TK - Gr. K - Gr. 1 - Gr. 2 -	Subs needed (enough for largest grade level team)
10	Oct 30	9:00-4:30	TK-2 + Intervention	Grades TK-2 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff	Subs needed to release the teachers to observe in demonstration classroom

			team members	demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes). Gr. TK - Gr. K - Gr. 1 - Gr. 2 - Grades TK-2 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. TK - Gr. K - Gr. 1 - Gr. 2 -	
After the Grades TK-2 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coach to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
Cycle 3 (data analysis will determine the focus of this cycle)					
11	Jan 13	Prep with Coaches 9:00-3:00 Early Release 3:00-4:30	All + Intervention team members	TK-6 PD: <ul style="list-style-type: none">Data Exploration<ul style="list-style-type: none">K: Letter ID/LNF and PA1: PA and Phonics2: ORF and Phonics3-6: ORF and what is ORF telling usAll: i-Ready dataFocus of the PD will be focused on an area of need as shown by the data (e.g., our data shows that students need more support in ...) This PD will launch each cycle of the lesson study and coaching <i>On PD days, the SCOE staff and Coaches will plan and prep for the coaching cycle</i>	Sub not needed
Grade Level Team Coaching Cycle Grades 3-6 Focus: (data analysis will determine the focus of this cycle)					
12	Jan 22	9:00-4:30	Grades 3-6	Grades 3-6 Pre-conference	Subs needed (enough for largest grade level team)

			+ Intervention team members	<p>Each grade level will be released for approximately 90 minute blocks to:</p> <ul style="list-style-type: none"> Analyze data Study and plan lessons (data analysis will determine the focus of the lesson study and planning) Determine who will model the lesson for demonstration lesson <p>Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -</p>	
13	Jan 23	9:00-4:30	Grades 3-6 + Intervention team members	<p>Grades 3-6 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes). Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -</p> <p>Grades 3-6 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -</p>	Subs needed to release the teachers to observe in demonstration classroom
After the Grades 3-6 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
<p align="center">Grade Level Team Coaching Cycle Grades TK-2 Focus: (data analysis will determine the focus of this cycle)</p>					
14	Feb 5	9:00-4:30	TK-2 + Intervention team members	<p>Grades TK-2 Pre-conference Each grade level will be released for approximately 90 minute blocks to:</p> <ul style="list-style-type: none"> Analyze data Study and plan lessons (data analysis will determine the focus of the lesson study and planning) 	Subs needed (enough for largest grade level team)

				<ul style="list-style-type: none"> Determine who will model the lesson for demonstration lesson Gr. TK - Gr. K - Gr. 1 - Gr. 2 -	
15	Feb 6	9:00-4:30	TK-2 + Intervention team members	Grades TK-2 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes). Gr. TK - Gr. K - Gr. 1 - Gr. 2 - Grades TK-2 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. TK - Gr. K - Gr. 1 - Gr. 2 -	Subs needed to release the teachers to observe in demonstration classroom
After the Grades TK-2 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
Cycle 4 (data analysis will determine the focus of this cycle)					
16	March 3	Prep with Coaches 9:00-3:00 Early Release 3:00-4:30	All + Intervention team members	TK-6 PD: <ul style="list-style-type: none"> Data Exploration <ul style="list-style-type: none"> K: Letter ID/LNF and PA 1: PA and Phonics 2: ORF and Phonics 3-6: ORF and what is ORF telling us All: i-Ready data Focus of the PD will be focused on an area of need as shown by the data (e.g., our data shows that students need more support in ...) This PD will launch each cycle of the lesson study and coaching	Sub not needed

				On PD days, the SCOE staff and Coaches will plan and prep for the coaching cycle	
Grade Level Team Coaching Cycle Grades 3-6 (data analysis will determine the focus of this cycle)					
17	March 11	9:00-4:30	Grades 3-6 + Intervention team members	Grades 3-6 Pre-conference Each grade level will be released for approximately 90 minute blocks to: <ul style="list-style-type: none"> Analyze data Study and plan lessons (data analysis will determine the focus of the lesson study and planning) Determine who will model the lesson for demonstration lesson Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -	Subs needed (enough for largest grade level team)
18	March 12	9:00-4:30	Grades 3-6 + Intervention team members	Grades 3-6 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes). Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 - Grades 3-6 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -	Subs needed to release the teachers to observe in demonstration classroom
After the Grades 3-6 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
Grade Level Team Coaching Cycle					

Grades TK-2 (data analysis will determine the focus of this cycle)					
19	March 18	9:00-4:30	TK-2 + Intervention team members	Grades TK-2 Pre-conference Each grade level will be released for approximately 90 minute blocks to: <ul style="list-style-type: none"> Analyze data Study and plan lessons (data analysis will determine the focus of the lesson study and planning) Determine who will model the lesson for demonstration lesson Gr. TK - Gr. K - Gr. 1 - Gr. 2 -	Subs needed (enough for largest grade level team)
20	March 19	9:00-4:30	TK-2 + Intervention team members	Grades TK-2 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes). Gr. TK - Gr. K - Gr. 1 - Gr. 2 - Grades TK-2 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. TK - Gr. K - Gr. 1 - Gr. 2 -	Subs needed to release the teachers to observe in demonstration classroom
After the Grades TK-2 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
Cycle 5 (data analysis will determine the focus of this cycle)					
21	Apr 7	Prep with Coaches 9:00-3:00	All + Intervention team members	TK-6 PD: <ul style="list-style-type: none"> Data Exploration <ul style="list-style-type: none"> K: Letter ID/LNF and PA 1: PA and Phonics 2: ORF and Phonics 	Sub not needed

		<p>Early Release 3:00-4:30</p> <p>Did we pick a day for the PD on this? I don't see it on my calendar...</p>		<ul style="list-style-type: none"> ○ 3-6: ORF and what is ORF telling us ○ All: i-Ready data ● Focus of the PD will be focused on an area of need as shown by the data (e.g., our data shows that students need more support in ...) <p>This PD will launch each cycle of the lesson study and coaching</p> <p><i>On PD days, the SCOE staff and Coaches will plan and prep for the coaching cycle</i></p>	
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Grade Level Team Coaching Cycle Grades 3-6 (data analysis will determine the focus of this cycle)					
22	April 9	9:00-4:30	Grades 3-6 + Intervention team members	Grades 3-6 Pre-conference Each grade level will be released for approximately 90 minute blocks to: <ul style="list-style-type: none"> ● Analyze data ● Study and plan lessons (data analysis will determine the focus of the lesson study and planning) ● Determine who will model the lesson for demonstration lesson Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -	Subs needed (enough for largest grade level team)
23	Apr. 10	9:00-4:30	Grades 3-6 + Intervention team members	Grades 3-6 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes). Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -	Subs needed to release the teachers to observe in demonstration classroom

				Grades 3-6 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -	
After the Grades 3-6 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
Grade Level Team Coaching Cycle Grades TK-2 (data analysis will determine the focus of this cycle)					
24	April/23	9:00-4:30	TK-2 + Intervention team members	Grades TK-2 Pre-conference Each grade level will be released for approximately 90 minute blocks to: <ul style="list-style-type: none"> Analyze data Study and plan lessons (data analysis will determine the focus of the lesson study and planning) Determine who will model the lesson for demonstration lesson Gr. TK - Gr. K - Gr. 1 - Gr. 2 -	Subs needed (enough for largest grade level team)
25	April 24	9:00-4:30	TK-2 + Intervention team members	Grades TK-2 Demonstration Lesson Each grade level will be released to observe coach and SCOE staff demonstration lesson in one classroom per each grade (each lesson will be approximately 30-40 minutes). Gr. TK - Gr. K - Gr. 1 - Gr. 2 - Grades TK-2 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. TK - Gr. K - Gr. 1 -	Subs needed to release the teachers to observe in demonstration classroom

				Grades 3-6 Post-Conference Each grade level will be released to debrief the lesson demonstration for 20-30 minutes. Gr. 3 - Gr. 4 - Gr. 5 - Gr. 6 -	
After the Grades 3-6 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					
Grade Level Team Coaching Cycle Grades TK-2 (data analysis will determine the focus of this cycle)					
24	April/23	9:00-4:30	TK-2 + Intervention team members	Grades TK-2 Pre-conference Each grade level will be released for approximately 90 minute blocks to: <ul style="list-style-type: none"> Analyze data Study and plan lessons (data analysis will determine the focus of the lesson study and planning) Determine who will model the lesson for demonstration lesson 	Subs needed (enough for largest grade level team)

				Gr. 2 -	
After the Grades TK-2 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					

				Gr. 2 -	
After the Grades TK-2 cycle of lesson study, the coaches will work with grade levels to analyze data and plan upcoming lessons and schedule times for coaches to observe in the classroom and debrief lessons.					During the day with subs or during collaboration time
Admin team will observe after coach observation.					

Agenda Item: XIII-16



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Brett Homesley, Wilson C. Riles

Initials:

BH

SUBJECT: Team Assist for the 24-25 school year

☒ **Action Item**

☐ **Information Item**

Attached Pages 4

BACKGROUND:

Over the last semester, we have worked hard to improve the overall climate of Wilson C. Riles. This semester we saw a great improvement in the climate. We see a positive impact of Team Assist and want to continue that for one more year. Team Assist is an organization that provides positive peer interaction and additional Supervision and facilitates social interaction at lunchtime. This will be paid for with Title 1 money specifically connected to our climate goal.

RECOMMENDED BOARD ACTION:

Please approve the this action.



Assist Team LLC MOU For Wilson C. Riles Middle School In Center USD 2024/2025 School Year

This agreement specifies the expectations of the partnership between Wilson C. Riles Middle School and Assist Team LLC for the 2024/2025 school year. Services to Wilson C. Riles Middle School will be provided as broken down below.

Company background:

Assist began servicing elementary school sites in 2015 through our recess enhancement program. Today, Assist is in 7 school districts servicing recess and after school programs for both elementary schools and middle schools. Stats for the 22/23 school year equate to 96 school sites served with over 250 staff members employed throughout California.

Proof of ability to perform:

As an Educator's Best First Job™, we staff and develop community members who want to have a career in education and/or coaching youth. We have a robust backend corporate leadership team for all employment & accounting functions including HR, payroll, insurance, training & development, curriculum/grant/sponsorship writers, and admin supports.

Insurance requirements:

Assist meets insurance requirements for all mandatory coverages including:

- Commercial General Liability w/ umbrella liability coverage
- Auto liability for company vehicles for transport of individuals and equipment
- Staff parking on school campus insurance coverage
- Workers Compensation coverage
- Abuse and molestation insurance coverage

If a sample certificate of insurance is needed please request and we will provide.

Staff trainings:

We have six levels of coaching staff: Lead, Enhancement, Senior Enhancement, District Leader, Senior District Leader and Regional District Leader. All staff members complete required trainings along with trainings for their specific positions (Proprietary In House Trainings) that include:

Required Trainings		In House Trainings	
Mandated Reporter	Emergency Situations	Promotional Position Specific Trainings	20 hours of supervised in field training
Sexual Harassment	Conflict Prevention/ Management	Active Supervision W/ Students	Curriculum Implementation
Active Shooter	Heat Illness Prevention	PBIS/SEL/Character Education	Student Leadership
Company and District Policies	Professionalism On Site	Effective Communication	Student and Staff Support

Staff clearances:

Assist will follow any and all district required clearance procedures for staff members. Additionally, all Assist staff will always be fingerprinted, TB tested, and go through Mandated Reporter and Sexual Harassment trainings.

LEA funding sources:

District & school partners utilize multiple funding sources to bring in Assist services. These funding sources include:

- Title I
- Esser
- ELOP

Program break down:

Assist will provide one staff member for your campus, along with all materials, equipment, curriculum, and quality control through our District Leadership Team. Staff member will invite students to participate in a structured sports based activity during recess and lunch times based on our daily curriculum. Please see section below for a breakdown of our Program Design.

Assist provides field operators and support through our management team of District leaders & Regional district leaders. These field operators conduct supply/equipment checks, liaison to school site admins, quality control for staffing, evaluations/development for front line staff, reporting data, and other managerial requests.

Our staff can not discipline students, any behavioral issues will be passed off to Yard Supervisor staff. Assist provides staff members with indoor curriculum for use during inclement weather days. Assist staff may not be in a classroom alone with students, a yard supervisor, teacher, or admin will need to be present in each classroom or the main class door can be open with a school staff member overseeing two Assist classrooms. Our staff members are not yard supervisors and are not to be used for these responsibilities, they are only trained to conduct our programming.

Program design:

All curriculum has been created by Assist and implements Character Education, PBIS, SEL and STEAM based applications into our daily lessons. Staff will gather students, teach the “Word Of The Day”, explain and run the sports based activity, pause constantly for positive reinforcement, and introduce a take home mission during our reflective conversations at the end of each session.

Recess/Lunch session breakdown:

1. Staff encourage students to play in the activity
2. Staff teach the character trait of the day
3. Staff explain the activity for the day and select students to be “leaders” amongst the group
4. The activity is designed to be paused multiple times for positive reinforcement purposes through highlighting, Praise Correct Praise (PCP), and Assist Wristbands.

5. Activities end 3 minutes before recess is over to allow the students to recenter themselves, review the Word of The Day, ask questions pertaining to the lesson plan, introduce the daily mission, and for any last minute water/rest breaks needs before students line up.

FAN (Fitness and Nutrition) session breakdown - only on select campuses where there are gaps larger than 20 minutes in programming.

1. Schools determine a set schedule where 1 class is sent out per FAN time block
2. Teachers will bring out their class during their time block to participate in the activity
3. Teachers are free to utilize this time for a much needed break or Prep Time
4. Assist staff introduce a fitness and nutrition based lesson to the class
5. Students lead stretches and exercises
6. Assist staff explain the activity for the day and select students to be “leaders” amongst the group
7. The activity is designed to be paused multiple times for positive reinforcement purposes through highlighting, Praise Correct Praise (PCP), and Assist Wristbands.
8. Activities end 3 minutes before time block is over to allow the students to calm down, review the FAN Lesson, any last minute water needs, and to line up the students for their teachers
9. Teachers arrive to pick up their students on time.

Support With Physical Education:

Assist staff members are able to support PE teacher’s in operating their daily classes, prior to commencement of services a meeting will be held to outline support needed and set daily expectations. Our staff are able to lead activities with students during PE times. If approved by the campus, our FAN curriculum as discussed directly above can be implemented for these time blocks as well.

Cost of program:

Start Date: 8/7/24 **End Date:** 5/29/25 **Hours Per Day:** 4 **Cost Per Hour:** \$69.50

5 Days Per Week - 180 Total Days Of Program	
Total Cost Of Programming	\$50,040.00

Service Specifics:

Days of Programming Per Week: 5 Days

Days Of Service: Monday Through Friday

Service on Minimum Days: Yes

Service on Early Out Days: Yes

Invoices and billing formula:

Invoices will be sent on the last weekday of the month to the appropriate contact provided by the school/district. Invoices are based on total days serviced. Our cost basis of **\$69.50 per hour** is fully inclusive and provides one staff member. In rare cases where no staff member is present you will not be billed for that day. Assist will notify your front office if there are any staffing constraints as early as possible, due to electing for only one staff member for the program substitutes may not be always available.

Term for payment

Payment terms are on a net 30. We complete 30 days of service or end of calendar month (which ever occurs first) and bill for work completed. We request that our invoice is paid no later than 30 days to avoid disruption of services. Information on an invoice will either be approved or contested within 5 business days of submittal or service

Termination Clause:

Both Wilson C. Riles Middle School and Assist Team LLC have the ability to terminate this MOU with expressed written notice for:

- Lack of services, including dissatisfaction with performance
- Changes in funding priorities or lack of funds
- Challenges faced with programming

School Site And District Responsibilities:

The school site and district will secure funding of \$50,040 for total funding of this contract. Invoices will be submitted as detailed above, with a Net 30 term for payment as expressed above.

Signatures:

Assist Team LLC: _____ Date: _____

Wilson C. Riles Middle School: _____ Date: _____

Center Unified School District: _____ Date: _____

Agenda Item: XIII-17



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6/12/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Eugene Graham

Initials:

EDG

SUBJECT: Riverside Technology Inc - Managed Print Services

☒ **Action Item**

☐ **Information Item**

Attached Pages 6

BACKGROUND:

We would like to use Riverside Technology Inc to manage our district owned printers. This would include toner replacements and repairs. We would be charged per page (Black \$0.009 and Color \$0.085) which is cheaper than what we are paying for Xerox per page (Black \$0.0239 and Color \$0.3461).

RECOMMENDED BOARD ACTION:

Approve Riverside Technology Inc to manage our district owned printers.

Managed Print & Copier Agreement

Bill To	Center Joint Unified School District	Ship To	
Attention To		Attention To	
Customer PO		Address	
Address	8408 Watt Ave.	City, ST. Zip	
City, ST. Zip	Antelope, CA 95843	Email	egraham@centerusd.org
Billing Email		Phone	916-338-6336
Phone			
Primary Account Contact	Eugene Graham		

Agreement Type:	Choose an item.	Agreement Start Date:	
Term	Billing Cycle	Overage Cycle	Comments
<input type="checkbox"/> 12-months <input type="checkbox"/> 24-months	<input type="checkbox"/> 36 months <input type="checkbox"/> 48-months <input type="checkbox"/> 60-months	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually	<input type="checkbox"/> Semi-Annually <input type="checkbox"/> Annually

Schedule of Assets							
RTI Tag	Description	Serial Number	Mono Start Meter	Color Start Meter	Location	Other	Group Category

Group A							
Annual Mono Allowance	0		Mono overage rate (group A)			\$	
Annual Color Allowance	0		Color overage rate (group A)			\$	

Group B							
Annual Mono Allowance	0		Mono overage rate (group B)			\$	
Annual Color Allowance	0		Color overage rate (group B)			\$	

Group C – Managed Printers (E and X Series Only)							
Annual Mono Allowance	0		Mono overage rate (group C)			\$0.009	
Annual Color Allowance	0		Color overage rate (group C)			\$0.085	

Managed Print & Copier Agreement

Schedule of Assets							
RTI Tag	Description	Serial Number	Mono Start Meter	Color Start Meter	Location	Other	Group Category
Group D							
Annual Mono Allowance		0	Mono overage rate (group D)			\$	
Annual Color Allowance		0	Color overage rate (group D)			\$	
Group E							
Annual Mono Allowance		0	Mono overage rate (group E)			\$	
Annual Color Allowance		0	Color overage rate (group E)			\$	
Group F							
Annual Mono Allowance		0	Mono overage rate (group F)			\$	
Annual Color Allowance		0	Color overage rate (group F)			\$	
Total Monthly Payment							
Group	Mono Allowance	Mono Rate	Color Allowance	Color Rate	Total per Month	Mono Overage rate	Color Overage rate
A							
B							
C	xx	\$0.009	xx	\$0.085	\$	\$0.009	\$0.085
D							
E							
F							
					\$		

Terms of Agreement

This Agreement between **Center Joint Unified School District**, herein referred to as "Company", and Riverside Technologies, Inc., herein referred to

as "RTI", is effective upon the date signed and shall remain in force for a period of **12** months, ending on **12/31/2014**. The Service Agreement automatically renews for a subsequent twelve (12) month term

unless it is Company's intention to not renew or RTI notifies Company of its intent to not renew. RTI requires at least a sixty (60) day written notice from Company before the expiration date. The rates listed in the Agreement are fixed for the initial term of this Agreement. RTI reserves the right to increase the rates at each renewal.

In the event of RTI's non-performance, RTI will have thirty (30) days from Company's written notice to cure such breach. If RTI fails to resolve the issue(s) within the thirty (30) day period, this Agreement will terminate, with no Termination Fee, ninety (90) days after the written notice was received.

In the event of early termination of this Agreement for any reason other than RTI's non-performance, RTI, at its sole discretion, may assess and invoice Company the number of impressions estimated to be remaining for the term of this Agreement based on the most recent historical impression counts ("Termination Fee"). Upon termination of this Agreement, Company will pay RTI for all Services performed, hardware costs, and all charges and expenses then due RTI under this Agreement, including any applicable Termination Fee. RTI reserves the right to terminate this Agreement at any time. If you decide to discontinue your relationship with RTI or become an inactive customer, we will adhere to the confidentiality policies and practices as described in this notice.

Included Services in This Agreement

Managed Print Services includes HP OEM toner and ink cartridges, phone triage to maximize first-time resolution, maintenance kits, parts and labor, preventive maintenance, electronic monitoring, auto-toner fulfillment (for networked devices only), and recommendations for optimizing your print environment.

Devices Covered Under This Agreement

The devices listed in this Agreement on the schedule of assets and the terms contained herein are offered based on supporting all eligible devices within the organization and keeping the remote monitoring software active. All devices of a similar model/series must be covered by this Agreement. Devices can only be removed from this Agreement if they are taken out of service. To remove a device from this Agreement, please submit an email request to RTI along with a configuration page, which includes the make, model, serial number, and current page count. Should the monthly fee change with the removal of a device, an amendment will be provided by RTI to

Company for signature.

Additional equipment may be added at any time if RTI currently supports the make/model/series. Supportable devices that are added later will be added to the schedule of assets at the current rate. Should the monthly fee change with the additional device(s) added, an amendment will be provided by RTI to Company for signature. Devices must be added to the Agreement in working condition. If service is requested within the first (30) days after being added to the agreement, RTI reserves the right to charge Company for repairs and labor performed.

New devices purchased from RTI will automatically be added to this Agreement. To add a device that is not new (owned by Company), please submit an email request to RTI along with a configuration page, which includes the make, model, serial number, and current page count.

Response Times

Average onsite response time is within 4-business hours within our service area (**30 miles**). Depending on location, response time may be greater than next business day. All toners included within this Agreement will be drop shipped. Expedited shipping or courier delivery will be at an additional expense, and the responsibility of the Company for any machines not enrolled in Auto Toner Delivery.

SLA Priority Key

Priority 2 – (Priority SLA - 4-hour response time)

Priority 3 – (Advantage SLA – NBD response time)

Priority 4 – (Extended SLA – Hot Swap Exchange)

If applicable, the SLA for each location can be found in Exhibit A.

RTI Priority service level offers a 4-hour* onsite response time for service requests within 30 miles of an RTI warehouse. Supplies will be drop shipped for customer installation.

RTI Advantage service level offers a next-business-day* (NBD) response time for service requests between 31 and 50 miles of an RTI warehouse. Supplies will be drop shipped for customer installation.

RTI Extended service level is offered in areas where service is limited. For devices in this zone (over 50 miles) RTI will replace with a "Hot Swap Exchange". A like for like device will be shipped out with NBD Delivery. The device onsite will need to be returned

to RTI. End users are to use the box and packing material from the replacement device and the enclosed shipping label to return devices within 5 business days. If the machine is returned to RTI, not properly packaged & damaged, RTI reserves the right to charge the company the cost of the device. Supplies will be drop shipped for customer installation.

Hours of Service

RTI's normal business hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. CST, excluding holidays. Request for service or supplies can be made via an email or phone voicemail 24/7. Voicemails and emails received outside of normal business hours will be returned the following business day.

Machine Replacement Policy

RTI defines the Machine Replacement Policy based on the age of the device and its warranty status.

1. If the device is within its Manufacturer's Limited Hardware Warranty, it is subject to the following conditions:
 - a. Dead on Arrival ("DOA") – If the device fails less than thirty (30) days from purchase and cannot be repaired, RTI will replace the device.
 - i. For all HP-brand devices, an RTI-certified technician must work with HP Premier Partner Support to triage, create a case, and have it approved for RTI to replace with the HP Limited Hardware Warranty; this would include faulty starter toners.
 - b. If the device fails more than thirty (30) days from purchase, RTI will attempt to repair it. If unable to repair it, RTI will replace the device.
2. If a device is outside of the Manufacturer's Limited Warranty but still within the manufacturer's service life window as determined within RTI's sole discretion (typically more than 5-7 years after model introduction), and the device fails and RTI is unable to repair it and bring it back to a useable condition, RTI may, at its discretion, replace the device with a like or comparable model at no charge to the Company.
3. If a device is aged beyond the manufacturer's service life window as determined by RTI's sole discretion (typically more than 5-7 years after model introduction), Company is responsible for retiring or replacing the device at the Company's sole expense.

4. If the device is damaged by the Company, RTI is not responsible for replacing the device; this would be the responsibility of the Company.

Pricing

Cost Per Print Agreements (CPP) will be billed at the per-impression rates defined within this Agreement. One (1) 8 ½" x 11" (A4) or 8 ½" x 14" (legal) print will be charged as one (1) impression. (One (1) 11" x 17" (A3) size print will be charged as two (2) impressions.) A duplex print will be charged as two (2) times the number of impressions that would be charged for a one-sided print.

Agreement Modifications

If the assumptions and/or circumstances used to create the Pricing in this Agreement are found to be incorrect or misstated or to have substantially changed, then RTI and Company shall meet and in good faith negotiate equitable changes to the Agreement, which may include, but is not limited to, adjusting rates and/or service level commitments. Any changes will only have effect for the future without any retroactive effect on any rates or charges that have already been invoiced.

Invoicing

RTI will invoice monthly in arrears, based on the impressions made during the previous month, with a **Cost Per Print Solution**. For **Flat Rate Solutions**, RTI will invoice in advance. For contracts that start mid-month, the first invoice will be pro-rated for the days remaining in the month and pro-rated on the days the contract was active at the end of the term. Full monthly billing cycles will run from the first day of each month through the last. **Invoice terms are Net 30**. Invoices will be sent to Company on a monthly basis, or as indicated above in the Payment Cycle Section. Services will be suspended if payment is not received within 30 days following date due. Any and all hardware listed on the schedule of assets are covered by the monthly fee under the terms of this Agreement. All fees will be processed through ACH direct deposit. If Company decides to use another payment method, a processing fee of 10% will be assessed.

Customer Requirements

RTI requires Company to assist in the timely installation of the RTI Monitor, (the remote monitoring software), and to keep the remote monitoring software active. Company understands that if the remote monitoring software is de-activated, RTI will not be able to receive "Toner Low" or "Service Alert" messages from devices and RTI will not be held to

the response time commitments listed above. Upon either notice or discovery of a non-reporting device, Company shall promptly return the device to a reporting condition. Company will be responsible for manually reporting impression counts for non-networked devices or for non-reporting devices to ensure current and accurate data for billing and reporting purposes. Company acknowledges that it has no ownership of software provided by RTI, including the remote monitoring software. Subject to the terms of this Agreement, Company agrees to allow RTI the right to collect and use printer specific data through the remote monitoring software.

Excluded Services

Print services rendered under this Agreement **do not** include paper, or application-specific training (custom training) beyond the functionality of the printer.

Notice

All notices, requests, and communications under this Agreement shall be in writing. Notice shall be deemed to have been given on the date of service if personally served, emailed, or served by facsimile to the party to whom notice is to be given.

Alterations to Equipment

If Company alters any equipment without the express written consent of RTI, Company does so at its own risk and expense. RTI shall not be liable or responsible for problems created as a result of Company's alteration of equipment. If Company would like RTI to correct/fix its alterations or problems relating thereto, such services by RTI will be considered a new project, and Company agrees that the same terms and conditions set out in this Agreement shall apply.

Limitation of Liability

In no event shall RTI be held liable for indirect, special, incidental, or consequential damages arising out of service provided hereunder, including but not limited to loss of profits or revenue, loss of use of equipment, lost data, costs of substitute equipment, or other costs.

Acceptance of Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Service Agreement to be signed by their duly authorized representatives as of the date set forth below. Accepted by:

Relationship

RTI provides Services to Company hereunder as an independent contractor, and this Agreement shall not be construed as a partnership or joint venture.

Non-Solicitation of Employees

Company acknowledges that RTI has a substantial investment in its employees that provide Services to Company under this Agreement and that such employees are subject to RTI's control and supervision. In consideration of this investment, Company agrees not to solicit, hire, employ, retain, or contract with any employee of the other, without first receiving RTI's written consent.

Confidentiality

RTI and Company agree that its agents will not use or disclose Company information, except as necessary for or consistent with providing the contracted services and will protect against unauthorized use.

Authorization

Company acknowledges that the person signing this Agreement on its behalf is authorized to do so and may bind Company to all the terms and conditions contained herein and represents and warrants that such person is acting within the scope of his or her authority as an officer, director, or duly authorized agent or employee of Company.

Governing Law

Any controversies arising out of or relating to this Agreement, or the interpretation, performance, or breach thereof shall be settled in the state of Nebraska's judicial system. Judgment upon any award rendered may be entered and enforced in any court having jurisdiction. This constitutes the entire Agreement between Company and RTI for Managed Print Services. Nebraska law shall govern the construction, validity, and interpretation of this Agreement and the performance of its obligations. RTI is not responsible for failure to render services due to circumstances beyond its control including, but not limited to, acts of God.

Riverside Technologies, Inc.		Center Joint Unified School District	
Signature:	Date:	Signature:	Date:

Agenda Item: XIII-18



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Michael Jordan
Director of Curriculum, Instruction & Special Education

Initials:
MDJ

SUBJECT: Book Discard List

☒ **Action Item**

☐ **Information Item**

Attached Pages 7

BACKGROUND:

The following books from Center High School are to be recycled and/or disposed of due to information that is no longer current, books are in poor physical condition, and/or missing pages.

See attached list: 7 pages

RECOMMENDED BOARD ACTION:

CJUSD Board of Trustees approve the attached listed books to be recycled/discarded.

Site	Title	Quantity			
CHS	A Northern Light	1			
	Fever 1793	1			
	The Stars Can Wait: A Novel	1			
	The Plague Tales	1			
	When The Legends Die	1			
	Breaking boxes	1			
	Humming whispers	1			
	Sweet, hereafter	1			
	A portrait of the artist as a young man.	1			
	Emerald explosion	1			
	Deliver us from Evie	1			
	Dinky Hocker shoots smack : a novel	1			
	Pigs in heaven	1			
	Abarat	1			
	Indio	1			
	Portrait of a lady	1			
	Laughing Boy	1			
	The walking drum	1			
	Beyond the divide	1			
	The middle heart	1			
	The rock and the river	1			
	Nectar in a sieve	1			
	Christy	1			
	After the war	1			
	Mara, daughter of the Nile	1			
	Billy Budd	1			
	The Wizard of Oz The Marvelous land of Oz	1			
	Artemis Fowl : (Volume 2) the Arctic incident	1	Book Falling appart and replaced by Perma Bound		
	Paradise	1			
	Scarlett pimpernel	1			
	The master puppeteer	1			
	Strays	1			
	Born to rock	1			
	Jake, reinvented	1			
	Losing Joe's place	1			
	Fade far away	1			
	Johnny Voodoo	1			
	Prank	1			
	Othello : a novel	1			
	Dunk	1			
	Birdland	1			
	Mac	1			
	The obnoxious jerks	1			
	Walk away home	1			
	Looking for Alibrandi	1			
	Parrot in the oven : mi vida	1			
	Saving Francesca	1			
	Listen for the fig tree	1			
	Bright days, stupid nights	1			
	Girlhearts	1			

Site	Title	Quantity			
	When she was good	1			
	The essential Jackson Pollock	1			
	The essential Salvador Dali	1			
	The essential Edward Hopper	1			
	The essential Mark Rothko	1			
	Dale Chihuly	1			
	The essential Willem de Kooning	1			
	The elf queen of Shannara	1			
	The druid of Shannara	1			
	The elf queen of Shannara	1			
	The sword of Shannara	1			
	The talismans of Shannara	1			
	Firegold	1			
	Enchantment	1			
	Graceling	1			
	Betrayed : a house of night novel	1			
	Chosen	1			
	Marked	1			
	Untamed	1			
	Chill wind	1			
	Charming Billy	1			
	The girl death left behind	1			
	The time capsule	1			
	To live again	1			
	Twists and turns	1			
	Missing girls	1			
	Drummers of Jericho	1			
	Petey	1			
	All quiet on the Orient Express	1			
	Nilda	1			
	Caught in the act	1			
	Feeling sorry for Celia	1			
	One bird	1			
	Shizuko's daughter	1			
	Tar baby	1			
	Pretend you don't see her	1			
	The moonstone	1			
	Blue bloods	1			
	Revelations	1			
	Till we have faces : a myth retold	1			
	Wide Sargasso Sea	1			
	Esperanza rising /cassette	1			
	X : a novel	1			
	In dubious battle	1			
	The year of secret assignments	1			
	The Nicholas factor : a novel	1			
	A step from heaven	1			
	April and the Dragon Lady	1			
	Patiently Alice	1			
	Achingly Alice	1			

Site	Title	Quantity			
	Boys lie	1			
	Rock star, superstar	1			
	Behaving Bradley	1			
	The dive from Clausen's pier	1			
	Saving Zoe	1			
	Those summer girls I never met	1			
	Both sides now	1			
	Conditions of love	1			
	Handle with care : a novel	1			
	Harvesting the heart	1			
	Vanishing acts	1			
	Buffalo Brenda	1			
	A door near here	1			
	The fountainhead	1			
	The only alien on the planet	1			
	Words in the dust	1			
	A brief chapter in my impossible life	1			
	Head above water	1			
	Hero	1			
	Shadow of a doubt	1			
	A kindness	1			
	The fat girl	1			
	The Christopher killer : a forensic mystery	1			
	My father's son	1			
	Nothing to lose	1			
	The day of the Jackal	1			
	Life support	1			
	"A" is for alibi : a Kinsey Millhone mystery	1			
	F is for fugitive : a Kinsey Millhone mystery	1			
	"H" is for homicide	1			
	"O" is for outlaw	1			
	The client	1			
	The partner	1			
	The rainmaker	1			
	The street lawyer	1			
	The Maltese falcon	1			
	Flyers	1			
	A conventional corpse : a Claire Malloy myste	1			
	A thief of time	1			
	Second fiddle : a Sizzle & Splat mystery	1			
	The archived	1			
	Thief of souls : Book two of the Star Shards tri	1			
	Shattered sky	1			
	Scorpion shards	1			
	Copy Kat	1			
	The falcon	1			
	A walk in the darkness	1			
	Murder in Scorpio	1			
	Black water rising	1			
	The Bourne identity.	1			

Site	Title	Quantity			
	The Bourne Supremacy	1			
	The Bourne ultimatum	1			
	The dark and deadly pool	1			
	Deadly game of magic	1			
	The ghosts of now	1			
	The name of the game was murder	1			
	The other side of dark	1			
	Secret, silent screams	1			
	Shadowmaker	1			
	The stalker	1			
	Blood shot	1			
	A Connecticut Yankee in King Arthur's Court	1			
	The last days : a novel	1			
	Peeps : a novel	1			
	A Need so beautiful	1			
	Summer hawk	1			
	Confessions of a teenage drama queen	1			
	My perfect life	1			
	Planet Janet	1			
	Seven for a secret	1			
	Pool boy	1			
	Finding my hat	1			
	Crash	1			
	Toughing it	1			
	A time apart	1			
	The wayward bus	1			
	How I broke up with Ernie	1			
	Can't get there from here	1			
	Right behind the rain	1			
	Waiting for June	1			
	Fault line	1			
	Larry and the meaning of life	1			
	Vote for Larry	1			
	The hostage	1			
	Marked by fire	1			
	Rats saw God	1			
	The Tuesday cafe	1			
	Cruise control	1			
	Stuck in neutral	1			
	Breathing lessons	1			
	Hard time : a V.I. Warshawski novel	1			
	Streams of Babel	1			
	When wallflowers die : a Phoebe Siegel myste	1			
	Pawns	1			
	Kotuku	1			
	Mistaken identity	1			
	Finding Lubchenko	1			
	Felicia's journey	1			
	Finnegan's week	1			
	Locked inside	2			

Site	Title	Quantity			
	So yesterday : a novel	1			
	The ebony swan	1			
	Star flight	1			
	Secret admirer	1			
	Do-over	1			
	Remembering Raquel	1			
	A solitary blue	1			
	When she hollers	1			
	Rooftop	1			
	Bruises	1			
	Peter	1			
	Candle in the wind	1			
	Finding H.F.	1			
	Claws	1			
	10th grade	1			
	Whistle me home	1			
	Jumped	1			
	The spider's web	1			
	The true colors of Caitlynne Jackson	1			
	True believer	1			
	About face	1			
	From the notebooks of Melanin Sun	1			
	If you come softly	1			
	Rite of passage	1			
	The letters	1			
	The Lucy variations	1			
	The pigman	1			
	Fighting Ruben Wolfe	1			
	Madame Bovary	1			
	Kim/Kimi	1			
	Quickening	1			
	If I asked you, would you stay?	1			
	The pilgrim's progress	1			
	Fail-safe	1			
	Smack	1			
	Taking it	1			
	Wanted, a girl for the horses	1			
	Rat	1			
	Singin' somebody else's song	1			
	Woman hollering creek and other stories	1			
	Al Capsella takes a vacation	1			
	The children's story	1			
	The heroic life of Al Capsella	1			
	One whole and perfect day	1			
	Wurst case scenario	1			
	Celine	1			
	Many stones	1			
	Don't blame the music	1			
	Tune in anytime	1			
	What child is this?	1			

Site	Title	Quantity			
	By the shore	1			
	Cages of glass, flowers of time :	1			
	P.S. longer letter later	1			
	Duck alley	1			
	Don't ask me where I'm from	1			
	Pillars of gold and silver	1			
	Driving lessons	1			
	Playing it cool	1			
	The Battle of Jericho	1			
	Darkness before dawn	1			
	48 shades of brown	1			
	Under a war-torn sky	1			
	Finding Forrester	1			
	The sea and poison	1			
	Wonderful fool	1			
	Party girl	1			
	Bad	1			
	Alias Madame Doubtfire	1			
	Of sound mind	1			
	Finding Katie : the diary of anonymous, a teen	1			
	Whirligig	1			
	The real question	1			
	Skud	1			
	Ash : a nove	1			
	Keesha's house	1			
	Tending to Grace	1			
	Sophie's world : a novel about the history of p	1			
	The patron saint of butterflies	1			
	Shadow of the dragon	1			
	Stone water	1			
	My son's story	1			
	Phoenix rising, or, How to survive your life	1			
	I never promised you a rose garden	1			
	Edith Jackson	1			
	The friends	1			
	If winter comes	1			
	Shooting monarchs	1			
	All-in	1			
	Godless	1			
	Cheat the moon : a novel	1			
	CrashBoomLove	1			
	White bread competition	1			
	Kissing doorknobs	1			
	Lives of our own	1			
	Goodbye, Mr. Chips	1			
	A life for a life : a novel	1			
	Dear Rafe	1			
	Tex	1			
	Borderliners	1			
	The man without a face	1			

Site	Title	Quantity			
	The new Nick Kramer, or my life as a baby-sitt	1			
	The watcher	1			
	Dancing naked : a novel	1			
	Her daughter's eyes	1			
	Tomorrow, maybe	1			
	The Boxman A Novel	1			
	Defining Dulcie	1			
	Finding Miracles	1			
	Catalyst	1			
	Gurel And Unusual Punishment	1			
	When Jeff Comes Home	1			
	Best Foot Forward	1			
	Squashed	1			
	Tangerine	1			
	Let me Tell You Everything	1			
	The inheritance	1			
	Northanger Abbey	1			
	The Alison rules	1			
	Frozen rodeo	1			
	Gingerbread	1			
	Pop princess	1			
	Shrimp	1			
	The house next door	1			
	Acts of love	1			
	Seventeen and in-between	1			
	Romiette and Julio	1			
	Invincible summer	1			
	The true meaning of cleavage	1			
	French kiss	1			
	Annie on my mind	1			
	A white romance	1			
	Rivals	1			
	Killer	1			
	Twisted & Chase	1			
	Twins	1			
	Lost	1			
	Trust	1			
	Naked	1			
	Before Gaia	1			
	Blind	1			
	Sex	1			
	Run (#3) & Shock (#27)	1			
	Missing	1			
	Flee	1			
	Escape	1			
	Fear	1			
	Betrayed	1			
	Love	1			
	Bad	1			



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Michael Jordan
Director of Curriculum, Instruction & Special Education

Initials:
MDJ

SUBJECT: Book Discard List

☒ **Action Item**

☐ **Information Item**

Attached Pages 5

BACKGROUND:

The following books from North Country Elementary are to be recycled and/or disposed of due to information that is no longer current, books are in poor physical condition, and/or missing pages.

See attached list: 5 pages

RECOMMENDED BOARD ACTION:

CJUSD Board of Trustees approve the attached listed books to be recycled/discarded.

Library Weeding Log

North Country Elementary School

Removed From: 8/1/2023 Removed To: 5/30/2024

5/28/2024 - Copies Removed: 1

FELICITY'S SURPRISE : A Christmas Story (Removed: 1)

Author: TRIPP,VALERIE

Call Number	Barcode	Price	Acquired	Removed By
FIC TRI	T 2677	\$11.15	3/1/2001	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Picture Books	Poor Condition/Damage		10/30/2018	Discard

Was Available -- Weeded -- Total Circulations: 10

5/1/2024 - Copies Removed: 2

Christopher Columbus : discovery of the Americas (Removed: 1)

Author: Twist, Clint.

ISBN: 0-8114-7253-1

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
B COL	T 9802	\$27.91	3/1/2001	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Lost (not by Patron)		5/1/2024	

Was Available -- Deleted -- Total Circulations: 5

Slappy Birthday to You (Removed: 1)

Author: Stine, R. L.

ISBN: 978-1-33806829-0

Published: 2017

Call Number	Barcode	Price	Acquired	Removed By
T0009802	No Barcode	\$6.00	5/1/2024	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Fiction - S	Lost (not by Patron)			

Was Follett eBook -- Deleted -- Total Circulations: 0

2/28/2024 - Copies Removed: 1

Dork Diaries Tales From a Not-So Friendly Frenemy (Removed: 1)

Author: Rachel Renee Russell, 2016.

ISBN: 978-1-48147920-2

Published: 2016

Call Number	Barcode	Price	Acquired	Removed By
FIC RUS R RQ 4.9	T 3134	\$18.00	11/9/2016	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage	Bookfair	2/6/2024	

Was Available -- Weeded -- Total Circulations: 63

2/26/2024 - Copies Removed: 6

The Berenstain Bears and the bad habit (Removed: 1)

Author: Berenstain, Stan, 1923-2005.

ISBN: 0-394-87340-8 (pbk.)

Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
Fic Ber	T 4175	\$10.00	1/6/2022	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Picture Books	Poor Condition/Damage	Donated	12/9/2022	

Was Available -- Weeded -- Total Circulations: 5

Firehouse! (Removed: 1)

Author: Teague, Mark.

ISBN: 978-0-439-91500-7
(reinforced bdg. for library use)

Published: 2010

2/26/2024 - Copies Removed: 6

Call Number	Barcode	Price	Acquired	Removed By
Fic T	T 7637	\$20.00	5/23/2011	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Orange/ Red Dot Hardcover	Poor Condition/Damage	PTA bookfair 2011	4/26/2023	

Was Available -- Weeded -- Total Circulations: 39

FROSTY THE SNOW MAN (Removed: 1)

Author: BEDFORD

Published: 1950

Call Number	Barcode	Price	Acquired	Removed By
Fic Bed	T 5447	\$20.00	3/30/2016	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage		12/9/2022	

Was Available -- Weeded -- Total Circulations: 13

Garfield eats his heart out (Removed: 1)

Author: Davis, Jim, 1945 July 28-

ISBN: 0-345-32018-2

Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
741.5 DAV	T 7334	\$8.00	10/3/2012	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage	Replacement	10/11/2022	

Was Available -- Weeded -- Total Circulations: 71

GUINNESS WORLD RECORDS 2008 (Removed: 1)

Author: HIT Entertainment

Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
031 Wor	T 106283	\$26.00	1/16/2008	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage	Donated	12/9/2022	

Was Available -- Weeded -- Total Circulations: 85

I love my mami! (Removed: 1)

Author: Katschke, Judy.

ISBN: 978-0-449-81439-0 (pbk.)

Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
Fic Kat	T 2990	\$10.00	10/17/2016	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Orange/Red Dot Section	Poor Condition/Damage	Bookfair	12/9/2022	

Was Available -- Weeded -- Total Circulations: 14

2/20/2024 - Copies Removed: 1**Dragons love tacos (Removed: 1)**

Author: Rubin, Adam, 1983-

ISBN: 0-8037-3680-0

Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
Fic Rub	T 5116	\$22.00	3/3/2016	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Picture Books	Poor Condition/Damage	Donated Donor's choose	2/6/2024	

Was Available -- Weeded -- Total Circulations: 38

10/10/2023 - Copies Removed: 1**Rowley Jefferson's awesome friendly spooky stories (Removed: 1)**

Author: Kinney, Jeff.

ISBN: 978-1-41975697-9

Published: 2021

Call Number	Barcode	Price	Acquired	Removed By
Fic Kin	T 7568	\$25.00	8/30/2022	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Series Side Wall By Clock			10/10/2023	

Was Available -- Weeded -- Total Circulations: 17

10/9/2023 - Copies Removed: 2**Animal sharp shooters (Removed: 1)**

Author: Fredericks, Anthony D.

ISBN: 0-531-11700-6

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
591.47 FRE	T 400268	\$24.00	3/1/2001	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			8/21/2023	

Was Available -- Weeded -- Total Circulations: 6

Pete at the beach (Removed: 1)

Author: Dean, James.

ISBN: 978-0-06-211072-5

Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
Fic Dea	T 56068	\$20.00	1/11/2016	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Orange Dot			9/20/2023	

Was Available -- Weeded -- Total Circulations: 62

9/27/2023 - Copies Removed: 1**Put me in the zoo (Removed: 1)**

Author: Lopshire, Robert.

ISBN: 978-0-375-81215-6

Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
Fic Lop	T 1137	\$12.00	9/6/2017	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Picture Books			3/15/2023	

Was Available -- Weeded -- Total Circulations: 48

9/25/2023 - Copies Removed: 1**Amulet. Book six, Escape from Lucien (Removed: 1)**

Author: Kibuishi, Kazu, 1978-

ISBN: 978-0-545-43315-0

Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
741.5/973	T 4390	\$25.00	9/29/2022	kballin
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Graphic Novels 741.5			8/28/2023	

Was Available -- Weeded -- Total Circulations: 16

8/28/2023 - Copies Removed: 1

8/28/2023 - Copies Removed: 1

Fish (Removed: 1)

Author: Parker, Steve.		ISBN: 0-679-80439-0		Published: 1990	
Call Number	Barcode	Price		Acquired	Removed By
597 PAR	T 400363	\$23.00		3/1/2001	kballin
Sublocation	Reason	Funding Source		Last Circ.	Disposal Method
				8/28/2023	

Was Available -- Weeded -- Total Circulations: 22

Deleted: 2, Transferred: 0, Weeded: 15

[illegible]



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities
Initials: RP

SUBJECT: Change Order #02 for Oak Hill Elementary School Modernization Project #23-03-Between Rodan Builders, Inc. and Center Joint Unified School District.

☒ **Action Item** ☐ **Information Item** **Attached Pages** 2

BACKGROUND:

This change order is to add funding of THREE HUNDRED SEVENTY-FIVE THOUSAND DOLLARS AND NO CENTS (\$375,000.00) to the project to increase current Allowances and Contingencies in order to cover anticipated expenditures that will be forthcoming on the project prior to it's completion.

This change order will increase the contract value from SIX MILLION,TWO HUNDRED EIGHTY-TWO THOUSAND,ONE HUNDRED ONE DOLLARS AND SIXTY-SIX CENTS(\$6,282,101.66) to SIX MILLION,SIX HUNDRED FIFTY-SEVEN THOUSAND,ONE HUNDRED ONE DOLLARS AND SIXTY-SIX CENTS(\$6,657,101.66).

There is no change in contract time associated with this change order.

Original Contract Board Approved on November 15, 2023
Change Order #01 Board Approved on May 15, 2024

RECOMMENDED BOARD ACTION:

The Board of Trustees approve Change Order #02 between Rodan Builders, Inc. and Center Joint Unified School District to add additional funding.

Center Joint Unified School District
Oak Hill Elementary School Modernization

CHANGE ORDER

Project: Oak Hill Elementary School Modernization
Architect: AC Martin
Contractor: Rodan Builders, Inc.

Date: 6/12/2024

DSA App: 02-121265

Change Order #: 2

You are hereby authorized to make the following changes relative to your work on the above referenced project:

Non-Allowance PCOs

PCO#	PCO Description	Days	Amount
1 016	Add Funds to Project to Increase Unforeseen Conditions Allowance for Additional Anticipated Expenditures that will be Forthcoming on the Project, Prior to its Completion	0	\$ 375,000.00
The Contract will be modified by Non-Allowance PCOs in the amount of:		0	\$ 375,000.00

Allowance No: 1 Allowance Amount: \$ 50,000.00 Description: Unforeseen Conditions

Allowance No. 1 will be modified by this Change Order in the amount of: 0 \$ -

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 50,000.00
Allowance Modifications by previously authorized Change Orders:	\$ (40,787.84)
Allowance Modifications this change order:	\$ -
Net change by previously authorized Change Orders:	\$ (9,212.16)
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ -
Cash Allowance Balance including this Change Order:	\$ -

Allowance No: 2 Allowance Amount: \$ 20,000.00 Description: Hazardous Material Abatement

Allowance No. 2 will be modified by this Change Order in the amount of: 0 \$ -

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 20,000.00
Allowance Modifications by previously authorized Change Orders:	\$ (7,636.40)
Allowance Modifications this change order:	\$ -
Net change by previously authorized Change Orders:	\$ (12,363.60)
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ -
Cash Allowance Balance including this Change Order:	\$ -

Allowance No: 3 Allowance Amount: \$ 200,000.00 Description: Construction Contingency

Allowance No. 3 will be modified by this Change Order in the amount of: 0 \$ -

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 200,000.00
Allowance Modifications by previously authorized Change Orders:	\$ 311,008.25
Allowance Modifications this change order:	\$ -
Net change by previously authorized Change Orders:	\$ (511,008.25)
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ -
Cash Allowance Balance including this Change Order:	\$ -

Allowance No: 4 Allowance Amount: \$ 100,000.00 Description: District Contingency

Allowance No. 4 will be modified by this Change Order in the amount of: 0 \$ -

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 100,000.00
Allowance Modifications by previously authorized Change Orders:	\$ 52,917.65
Allowance Modifications this change order:	\$ -
Net change by previously authorized Change Orders:	\$ (152,917.65)
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ -
Cash Allowance Balance including this Change Order:	\$ -

Center Joint Unified School District
Oak Hill Elementary School Moderniation

CHANGE ORDER

Allowance No:	5	Allowance Amount: \$ 100,000.00	Description: Errors and Omissions Contingency
		Allowance No. 5 will be modified by this Change Order in the amount of:	0 \$ -

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 100,000.00
Allowance Modifications by previously authorized Change Orders:	\$ (100,000.00)
Allowance Modifications this change order:	\$ -
Net change by previously authorized Change Orders:	\$ -
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ -
Cash Allowance Balance including this Change Order:	\$ -

For final settlement between Rodan Builders, Inc. and Center Joint Unified School District of all claims related to the changes noted above:

Original Contract Sum:	\$ 6,066,600.00
Net change by previously authorized Change Orders:	\$ 215,501.66
Contract Sum will be modified by this Change Order in the amount of:	\$ 375,000.00
Contract Sum including this Change Order:	\$ 6,657,101.66

Contract Time increased by: 0 Days
Date of completion as of the date of this Change Order: 10/19/2024

Acceptance of this Change Order constitutes an agreement between the District and Contractor, and the work is to be performed subject to the same terms and conditions as are contained in the original Contract with the Contractor and for the work on the above mentioned project.

Acceptance of this Change Order constitutes acceptance of the Change Order as full and complete satisfaction of any direct or indirect additional costs incurred by Contractor in connection with performance of the change work.

It is understood that the work shall be performed in accordance with the revised Plans and Specifications enumerated above or in accordance with the original Plans and Specification supplemented by the instructions stated herein.

Not valid until signed by the A/E, Contractor and Owner.

Issued by the
Owners
Representative
Terra Carlson
Terra Carlson, Project Manager, Capital Program Management, Inc.

Reviewed by A/E
Dimitris Kapsis
Dimitris Kapsis, Architect, AC Martin

Agreement by
Contractor
Ryan Clark
Ryan Clark, Project Manager, Rodan Builders, Inc.

Approved by
Owner
Richard Putnam
Richard Putnam, Director of Facilities, Center Joint Unified School District

Date: 5/29/24

Date: 5/29/24

Date: 5/30/2024

Date:

Agenda Item: XIII-21



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Childcare agreement between CJUSD and Catalyst Family, Inc.

☒ **Action Item**

☐ **Information Item**

Attached Pages 9

BACKGROUND:

The attached agreement delegates operating responsibility to Catalyst Family Inc. for child care services authorized by contracts with the California Department of Social Services. The agreement is valid July 1, 2024, through June 30, 2025.

RECOMMENDED BOARD ACTION:

It is recommended that the Board of Trustees approve the child care agreement between Catalyst Family Inc. and Center Joint Unified School District.

AGREEMENT FOR PARTICIPATION

Center Joint Unified School District

GENERAL CHILD CARE

This Agreement For Participation ("Agreement") for child care services is entered into this 1st day of July 20 24 by and between the Center Joint Unified School District ("DISTRICT"), and Catalyst Family Inc., a California nonprofit public benefit corporation, (hereinafter referred to as "Child Care Provider").

RECITALS

A. The DISTRICT is a local agency contracting with the State of California (the "State") under agreements as described in General Child Care Funding Terms and Conditions (FT&Cs), including General Child Care ("CCTR") contracts with the California Department of Social Services ("CDSS").

B. Child Care Provider is a California nonprofit public benefit corporation, staffed, prepared, and capable of providing child care services as further set forth in Article III of this Agreement.

C. The DISTRICT wishes to delegate operating responsibility to Child Care Provider for certain child care services as the most cost-efficient means of providing these services at agreed upon locations.

NOW, THEREFORE, the parties agree to be bound by the terms and conditions set forth in this Agreement.

ARTICLE I - AGREEMENT

1.1 Pursuant to the terms and conditions of this Agreement, the DISTRICT delegates operating responsibility to Child Care Provider for the childcare services set forth in Article III at any of the following locations (collectively, the "Locations"), and Child Care Provider agrees to provide such services at the Locations listed in **Attachment B**.

ARTICLE II - TERM

2.1 This Agreement shall commence not earlier than 07/01/2024, and shall terminate, unless terminated earlier pursuant to the terms of this Agreement, no later than 06/30/2025.

2.2 This Agreement shall be renewed annually by mutual consent of both parties by the same terms and conditions, subject to the appropriation and availability of funds from the state.

ARTICLE III - SERVICES TO BE PROVIDED BY CHILD CARE PROVIDER

3.1 Child Care Provider agrees to provide child care services as defined and outlined in the contracts between the DISTRICT and CDSS (which shall include related application(s) and budget(s) for the contracts, collectively, the "Primary Contracts") at the Locations. Child care services to be provided by Child Care Provider include, but are not limited to, academic support activities, creative arts activities, recreational activities, and daily interaction with parents as set forth in the Primary Contracts.

3.2 Child Care Provider agrees to provide at least the required Minimum Days of Operation to earn the agreed upon portion of the Maximum Reimbursable Amount (as set forth in the Primary Contracts) less DISTRICT's indirect charges, and as more fully described in **Attachment A**. The parties acknowledge that the Maximum Reimbursable Amount is subject to change based on contract amendments from the State.

3.3 The parties acknowledge that a component of the Maximum Reimbursable Amount is the

amount of family fees for certified children. Except as noted in WIC 10260, 10291, 5 CCR 18084(c), and 18110, family fees shall be assessed at initial enrollment, recertification, or when a parent requests a change. The Child Care Provider understands that if family fees are waived, they may be waived only during the term of this Agreement, which waiver applies or would apply for the period approved by the CDSS, as applicable. For purposes of tracking under this Agreement, family fees will continue to be assessed and then waived for the approved period via the certification process. Child Care Provider must track monthly, and maintain documentation for, the family fees that have been waived, and will report the same to the State as required.

3.4 Child Care Provider shall provide meals and/or snacks that are culturally and developmentally appropriate for the children being served and shall meet the nutritional requirements specified by the federal Child and Adult Care Food or the National School Lunch program. throughout the term of this Agreement.

3.5 Child Care Provider shall be responsible for hiring qualified staff and for maintaining required ratios in accordance with licensing and CDSS requirements.

3.6 Child Care Provider will be responsible for seeing that all Locations meet all necessary licensing requirements.

ARTICLE IV - ADMINISTRATION

4.1 Child Care Provider shall administer the various program(s) under the Primary Contracts (collectively, the "Program") in accordance with the rules, regulations, and policies of the DISTRICT and CDSS, including those stated in the "general assurances" form submitted pursuant to the Primary Contracts, a copy of which have been provided to Child Care Provider.

4.2 All activities authorized by this Agreement to be performed by Child Care Provider will be performed within the approved policies of the Program, the approved budget for the Primary Contracts, FT&Cs, and appropriate State directives, in accordance with the Primary Contracts.

4.3 Child Care Provider must comply with all applicable federal, State and local laws, ordinances, and rules and regulations.

4.4 Child Care Provider will require that all its personnel who are authorized to sign checks pursuant to this Agreement be bonded in an amount which will cover the total amount under the control of the Child Care Provider at any one time under this Agreement.

ARTICLE V- REPORTS AND RECORDS

5.1 Child Care Provider will maintain and provide to the DISTRICT records for review, evaluations, audit, and/or other purposes relating to the Program. Records maintained and provided pursuant to this Section 5.1 shall be made available to CDSS (or its agents and designees) upon request of the DISTRICT or CDSS. Such records will be maintained by Child Care Provider for five (5) years.

5.2 Child Care Provider agrees to submit to the DISTRICT such reports as required by CDSS directives or by the DISTRICT.

5.3 Child Care Provider shall report all expenditures in accordance with California School Accounting Manual Procedures.

5.4 Child Care provider shall provide an annual line-item budget by expenditure category for approval by CDSS and the DISTRICT. All revenues and expenses shall be identified in separate accounts.

5.5 Child Care Provider will close its accounting and attendance records on the last day of each month for preparation of the required monthly report(s) and/or statement(s). Monthly reports of enrollment,

attendance, and expenditures for the prior month must be submitted to the DISTRICT no later than the 16th day of the subsequent month.

5.6 Child Care Provider's records will be subject to the same audit and/or audit review requirements as imposed on the DISTRICT under the Primary Contracts. In any event, Child Care Provider shall provide the DISTRICT an annual audit in accordance with CDSS audit guidelines.

5.7 Child Care Provider will be liable for any audit exception caused by or as a result of Child Care Provider's material lack of performance as required by this Agreement.

5.8 Child Care Provider, in its reasonable discretion, may purchase necessary equipment or supplies for use under this Agreement to the extent such purchase may be reimbursed from CDSS funds. Pursuant to this Agreement if the per-unit cost of equipment equals or exceeds \$5,000 (including tax), or the sum of all items related to the purchase of equipment exceeds \$10,000 (including tax), Child Care Provider shall obtain prior written authorization from the DISTRICT and CDSS before purchasing such equipment. The State retains title to any equipment or supplies purchased with State funds, and the equipment shall be returned to the DISTRICT upon termination of this Agreement.

ARTICLE VI - DISTRICT RESPONSIBILITIES

6.1 The DISTRICT will monitor, evaluate, and provide technical assistance to Child Care Provider regarding the conduct of activities delegated or required under this Agreement.

6.2 The DISTRICT will compensate Child Care Provider on a monthly basis based upon the Child Days of Certified Enrollment in the Program. The DISTRICT shall pay the compensation to the Child Care Provider upon receipt of evidence and/or records relating to the Child Days of Certified Enrollment.

6.3 The DISTRICT will reimburse Child Care Provider for authorized expenditures subject to the DISTRICT's receipt of funds from CDSS, insofar as such actual costs/expenses of Child Care Provider are reasonable and necessary to enroll children in the Program, and such costs/expenses are commensurate with the projected service earnings under the Program. Child Care Provider will submit a quarterly true-up invoice to the DISTRICT for the variance between (a) the amount based on the formula set forth in the Primary Contracts using the Child Days of Certified Enrollment and the contract rate per child day of enrollment, as may be adjusted by attendance and an agreed upon percentage, and (b) the net reimbursable Program expenses to date, but not to exceed Maximum Reimbursable Amount. If Child Care Provider provides more child care services than what this Agreement requires, which results in an "over-earned" contract at the end of the term of this Agreement, the DISTRICT shall use the DISTRICT's Center Based Reserve Account funds to cover Child Care Provider's net reimbursable Program expenses over and above the service earnings under the Program (if available). In order for these Child Care Provider's costs/expenses to be covered and reimbursable, these costs/expenses need to be pre-approved by the DISTRICT as there may be alternative financial assistance or benefits available to Child Care Providers throughout the term of this Agreement.

6.4 The DISTRICT is responsible for certification and timely submission of required reports and documents to CDSS, including Enrollment, Attendance, and Fiscal Reports. The DISTRICT will also seek approval for any Child Care Provider emergency closure days in accordance with State regulations.

6.5 The DISTRICT will compensate Child Care Provider for travel and per diem expenses only at rates that do not exceed the rates paid to CDSS's non-represented employees computed in accordance with California Department of Human Resources regulations, California Code of Regulations, Title 2, Division 1, Chapter 3, Subchapter 1.

6.6 The DISTRICT agrees that it is solely responsible to CDSS for fulfillment of the Primary Contracts and for compliance with all terms and conditions contained within, or attached to, the Primary Contracts for the term of this Agreement.

ARTICLE VII - INDEMNIFICATION

7.1 Child Care Provider shall indemnify and hold harmless the State, its officers, agents, and employees from any and all claims and losses occurring or resulting to any and all contractors, subcontractors, materialmen, laborers, and any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses occurring or resulting to any person, firm, or corporation that may be injured or damaged by Child Care Provider in the performance of this Agreement.

7.2 Child Care Provider shall agree to indemnify, defend, and hold harmless the DISTRICT, its officers, agents, and employees from any and all claims and losses occurring or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses occurring or resulting to any person, firm, or corporation that may be injured or damaged by Child Care Provider in the performance of this Agreement.

7.3 The DISTRICT, shall agree to indemnify, defend, and hold harmless the Child Care Provider, its officers, agents, and employees from any and all claims and losses occurring or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses occurring or resulting to any person, firm, or corporation that may be injured or damaged by the DISTRICT in the performance of this Agreement.

7.4 Child Care Provider will hold the DISTRICT harmless for any obligations under this Agreement that cannot be met due to the non-receipt of funds from CDSS, except if the non-receipt of funds was caused by the DISTRICT's late or non-submission of required documentation or reports to CDSS for reimbursement.

ARTICLE VIII - INSURANCE

8.1 Child Care Provider shall provide and maintain the fidelity bond coverage as evidenced by a certificate of insurance as described under Section 4.4 of this Agreement.

8.2 Child Care Provider shall provide and shall maintain in force during the term of this Agreement, Commercial General Liability (CGL) (or Public Liability) insurance with limits of liability of not less than: Bodily Injury / Property Damage Insurance – One million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) in the aggregate; Sexual Misconduct Insurance - One million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) in the aggregate; Automobile Liability Insurance, including non-owned and hired vehicle coverage with limits of liability of not less than one million dollars (\$1,000,000) per occurrence. Child Care Provider's policy or policies of general liability and sexual misconduct insurance obtained pursuant to this Agreement shall name the DISTRICT, the State and CDSS as additional insureds under the terms of such policy or policies. No such policy may be canceled by the Child Care Provider without 30 days' prior written notice to the DISTRICT.

8.3 Child Care Provider shall provide workers' compensation insurance, unemployment insurance, and disability insurance for all of its employees, as required by law.

8.4 Certificates for all types of insurance required under this Agreement shall be furnished to the DISTRICT within two weeks of the commencement date of this Agreement. All certificates provided pursuant to this Section shall indicate the name of the carrier, the policy number, and the expiration date.

ARTICLE IX - TERMINATION

9.1 The DISTRICT may terminate this Agreement and be relieved of the payment of any compensation to Child Care Provider upon Child Care Provider's material breach of the terms of this Agreement including, but not limited to:

a. Failure, for any reason, of Child Care Provider to materially fulfill in a timely and proper manner its obligations under this Agreement, including compliance with the Program and attached conditions, and such statutes, executive orders, and State directives as may become generally applicable at any time;

b. Submission by Child Care Provider to the DISTRICT of reports, accountings, records, or audits which are incorrect or incomplete and cannot be corrected or completed in a reasonable timeframe.

c. Ineffective or improper use of funds provided under this Agreement as determined by an annual or State audit.

9.2 In the event that this Agreement is terminated in whole or in part by the DISTRICT for any reason pursuant to Section 9.1, the DISTRICT shall provide Child Care Provider 30 days written notice of such termination.

9.3 Notwithstanding any other provision of this Agreement, the DISTRICT shall be authorized to terminate this Agreement without prior notice, written or oral, should CDSS terminate the DISTRICT'S Primary Contracts or should the DISTRICT, in its reasonable discretion, determine that an emergency condition exists.

9.4 Child Care Provider may terminate this Agreement for any reason by giving 90 days advance written notice to the DISTRICT, signifying the effective termination date.

9.5 In the event of any termination, all property and finished or unfinished documents, data, studies, and reports purchased or prepared by Child Care Provider under this Agreement shall be disposed of according to the DISTRICT's and CDSS's directives. The State of California retains title to any equipment or supplies purchased with state funds.

9.6 In the event of termination of this Agreement, Child Care Provider shall be entitled to compensation for any unreimbursed expenses reasonably and necessarily incurred in satisfactory performance of this Agreement.

9.7 Notwithstanding Section 9.6 above, Child Care Provider shall not be relieved of liability to the DISTRICT for damages sustained by the DISTRICT by virtue of any material breach of this Agreement by Child Care Provider, and the DISTRICT may withhold any reimbursement to Child Care Provider of reimbursable Program expenses for the purpose of offset until such time as the exact amount of damages due to the DISTRICT from Child Care Provider is agreed upon or otherwise determined.

9.8 Upon termination of this Agreement for any reason, consideration paid to Child Care Provider (including, without limitation, reimbursement under Section 9.6), as provided in this Agreement, shall be full compensation for all of Child Care Provider's expenses incurred in the performance of this Agreement.

ARTICLE X - NONDISCRIMINATION

10.1 During the performance of this Agreement, the DISTRICT, Child Care Provider, and its subcontractors shall not deny this Agreement's benefits to any person on the basis of religion, color, ethnic group identification, sex, age, physical or mental disability, nor shall they discriminate unlawfully against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, mental disability, medical condition, marital status, age (over 40) or sex. Child Care Provider shall insure that the evaluation and treatment of employees and applicants for employment are free of such discrimination.

10.2 Child Care Provider and the DISTRICT will comply with the provisions of the Fair

Employment and Housing Act (Government Code, Section 12900 et seq.), the regulations promulgated there under (California Code of Regulations, Title 2, Section 10000 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Government Code, Sections 11135-11139.5) and the regulations or standards adopted by the awarding State agency to implement such article.

10.3 Child Care Provider or the DISTRICT will permit access by representatives of the Department of Fair Employment and Housing and the awarding State agency upon reasonable notice at any time during the normal business hours, but in no case less than 24 hours' notice, to such of its books, records, accounts, other sources of information and its facilities as said Department or State agency shall require to ascertain compliance with this clause.

10.4 The DISTRICT, Child Care Provider, and their subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

10.5 Child Care Provider will include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under this Agreement.

ARTICLE XI – GENERAL TERMS AND CONDITIONS

11.1 Child Care Provider, and its agents and employees, in the performance of this Agreement, are acting in an independent capacity and not as officers, employees, or agents of the State or CDSS.

11.2 Child Care Provider, its agents and employees, in the performance of this Agreement, are acting in an independent capacity and not as agents or employees of the DISTRICT.

11.3 Child Care Provider, by signing this Agreement, represents and warrants under penalty of perjury that no more than one final unappealable finding of contempt of court has been issued by a federal court against Child Care Provider within the last two years because of failure to comply with any order of the National Labor Relations Board.

11.4 Pursuant to Sections 11.1 and 11.2, the status of the Child Care Provider under this Agreement shall be, at all times during the term of this Agreement, that of an independent contractor and at no time shall Child Care Provider or its agents and/or employees represent itself to be, officers, employees, or agents of the DISTRICT, the State, or CDSS.

11.5 No alteration or variation of the terms of this Agreement shall be valid unless made in writing and accepted by Child Care Provider and the DISTRICT, including a change in reimbursement rate, other than changes made by CDSS as articulated in executed amendments to this Agreement and updated on Attachment A.

11.6 The rights and remedies granted in this Agreement in the event of default are cumulative and the exercise of those rights and remedies shall be without prejudice to the enforcement of any other violation or breach of this Agreement, and forbearance to enforce one or more of the provisions of this Agreement should not be construed to be a waiver of that default or breach.

11.7 If any part of this Agreement is declared invalid for any reason, such declaration shall not affect the validity of the remainder of this Agreement. All other parts of this Agreement shall remain in effect as if the Agreement had been executed without the invalid part. Both parties hereby declare that they intend and desire that the remaining parts of this Agreement shall continue to be effective without any part or parts that have been declared invalid.

11.8 The captions of the sections of this Agreement are for reference only and are not to be construed in any way as a part of this Agreement.

11.9 This Agreement is not assignable by Child Care Provider, either in whole or in part, without

prior written consent of the DISTRICT and CDSS, which will not be unreasonably withheld.

11.10 This Agreement is the complete and exclusive statement of the mutual understanding of the parties and this Agreement supersedes and cancels all previous written and oral agreements and communications relating to the subject matter of this Agreement.

11.11 This Agreement may be executed via electronic format, and/or in multiple, original counterparts, each of which will be an original but all of which, when taken together, shall constitute one and the same document. This Agreement, when taken together, bears an authorized signature of the Child Care Provider and DISTRICT.

11.12 Time is of the essence of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first written above.

Center Joint Unified School District:

Signature:

Name:

Title:

CATALYST FAMILY INC.:

Signature:

Name: Susan Dumars

Title: President

Attachment A

Name of Program	Term	*CDSS Contract and Project Number	**MRA	Days of Operation	Daily Full Time Rate	Contract Totals
General Child Care	07/01/2024 to 06/30/2025	CCTR- 4xxx 34-7397-00-4	\$1,024,841	250	\$54.93	ICR:*** 6.32% Indirect: \$60,919.82 Net: \$963,921.18

Any and all contracts or grants that are ancillary to the above contract for services (e.g., Instructional Materials, Program Resources, etc.), will be considered part of this Agreement and subject to its terms and conditions. Any and all amendments from CDSS to the contract referenced above are considered part of this agreement.

- * CDSS - California Department of Social Services
- ** MRA - Maximum Reimbursable Amount
- *** ICR - Indirect Cost Rate % (updated annually)

ATTACHMENT B
Locations

Catalyst Kids - Arthur Dudley 8000 Aztec Way Antelope, CA 95843	Catalyst Kids - Cyril Spinelli 3401 Scotland Drive Antelope, CA 95843



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6/12/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tamara JBeily

Initials:

LC

SUBJECT: 2024-25 Consolidated Application

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

The Consolidated Application is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to school districts.

The Consolidated Application documents CJUSD's participation in Title I, Title II, Title III and Title IV. The Consolidated Application serves as an assurance that CJUSD understands and will adhere to the legal requirements associated with each Title program, including proper use of federal funds and adherence to program guidelines.

RECOMMENDED BOARD ACTION:

Approve the 2024-25 Consolidated Application

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Scott Loehr
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/12/2024

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:
Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Scott Loehr
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/12/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/14/2023
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Scott Loehr
Authorized Representative's Title	Superintendent

2024–25 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	
Estimated English learner student program allocation	\$0

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	
Program and other authorized activities	
English Proficiency and Academic Achievement	
Parent, family, and community engagement	
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	
Total budget	\$0

2024–25 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:
Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$125.90
Estimated immigrant student count	
Estimated immigrant student program allocation	\$0

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	
Total budget	\$0

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:
Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Agenda Item: XIII-23



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6/12/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tami JBeily

Initials:

Coordinator of Federal/State Programs

LC

SUBJECT: Proposition 28 - Art and Music in Schools
Annual Report

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

California voters approved Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24. Board approval of the Annual Report is required.

The Proposition 28 Annual report details the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served and the number of school sites providing arts education programs with AMS funds.

RECOMMENDED BOARD ACTION:

Approve the 2023-24 Proposition 28 Art and Music in Schools Funding Annual Report

Agenda Item: XIII-23

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Center Joint Unified

CDS Code: 3473973-0000000

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded.

- North Country Elementary provides after-school art academies, once a week, 1.75 hours each session. The following Academies are available to students: Film Making Academy, Drawing Academy, Art and Sculpting Academy, Music Academy, Theatre Academy. Instruction is provided by 4 certificated and 1 classified employee. All are paid on timecards.
- Spinelli Elementary provides art instruction 4 days per week under the direction of 1 certificated full time employee. TK-6 students rotate during the school day. Using different mediums, students create projects that relate to the Wonders themes in their ELA curriculum.

2. Number of full-time equivalent teachers (certificated): 1.0 FTE

3. Number of full-time equivalent personnel (classified): 0

4. Number of full-time equivalent teaching aides: 0

5. Number of students served: 427

6. Number of school sites providing arts education: 2



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: 2024-25 Agreement with Sutter County Superintendent of Schools to administer SMAA reimbursements.

☒ **Action Item**

☐ **Information Item**

Attached Pages 13

BACKGROUND:

This agreement allows the Sutter County Superintendent of Schools to act as Center JUSD's administrative agency for claiming reimbursement of federal monies for School-Based Medi-Cal Administrative Activities (SMAA).

This agreement commences on July 1, 2024, and extends through June 30, 2025. Thereafter, the term of this Agreement shall automatically renew for successive one-year terms unless one party has provided written notice that it does not wish to renew this agreement.

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve this agreement.

Sutter County Superintendent of Schools

MEDI-CAL ADMINISTRATIVE CLAIMING AGREEMENT

This Agreement is made and entered into this **1st** day of **July, 2024**, by and between the **Center Joint Unified School District** (hereinafter referred to as “local educational agency” or “LEA”) having an address at **8408 Watt Ave, Antelope, CA 95843** and the Sutter County Superintendent of Schools, Region 3 Local Educational Consortium (hereinafter referred to as “LEC”) having an address at 970 Klamath Lane, Yuba City, CA 95993; (hereinafter referred to individually, the “Party” and collectively, the “Parties”).

RECITALS

- A. The Department of Health Care Services (“DHCS”) is the single State agency responsible for administering the California Medical Assistance Program (“Medi-Cal”) and the School-based Medi-Cal Administrative Activities Program (“SMAA”) for Local Educational Consortia, Region 3, in accordance with California Welfare and Institutions Code Section 14132.4(c)(1). The catalog of Federal Domestic Assistance (“CFDA”) number for this federal program is 93.778, Medical Assistance Program (“Medi-Cal”).
- B. LEC in accordance with California Welfare and Institutions Code Section 14132.47, subdivision (q)(1), is the agency responsible for coordination of SMAA for the California County Superintendents Educational Services Association (“CCSESA”) LEC Region 3.
- C. LEC has entered into an Agreement with DHCS to serve LEA with Administrative Services related to School-based Medi-Cal Administrative Activities.
- D. Pursuant to the DHCS Contract, LEC has agreed to act as the administrative agency for matters on behalf of the local educational agencies claiming reimbursement of federal monies for School-Based Medi-Cal Administrative Activities (“SMAA”) services in accordance with California Welfare & Institutions Code Section 14132.47.
- E. LEA is located within the LEC Region 4 and regularly makes claims under Medi-Cal. LEC and LEA desire to enter into an agreement memorializing the respective obligations of the Parties in connection with the submission of the Medi-Cal invoices to the DHCS for reimbursement from the Federal government.
- F. Four regional Local Educational Consortia formed the Central California SMAA Consortia (hereinafter referred to “CCSC”) to share the duties associated with the preparation of quarterly time studies using the RMTS (Random Moment Time Study) methodology. The CCSC is comprised of the following Regional Local Educational Consortia:
 - Region 3 (Sutter County Superintendent of Schools)
 - Region 4 (Contra Costa County Office of Education)
 - Region 5 (Santa Cruz County Office of Education)
 - Region 6 (Stanislaus County Office of Education)

G. While the CCSC will combine Local Educational Consortiums for the purpose of creating a viable sample pool that can create a statistically valid random sample of moments, the claiming units will continue to individually invoice DHCS through their respective Local Educational Consortiums. DHCS will continue to enter into signed agreements with the individual Local Educational Consortiums and not enter into any agreement(s) with any consortia as a whole.

- Each quarter's survey moments will be randomly distributed among the consortia's claiming unit participants. All of the claiming units within the consortia that have satisfied the established participant standards will use the quarter's RMTS results for calculation on their individual invoice to be submitted to DHCS.

NOW, THEREFORE, in consideration of the foregoing Recitals, and the terms and conditions contained herein, the Parties hereby agree as follows:

1. COMMENCEMENT, DURATION AND TERMINATION OF SERVICES

This Agreement shall be effective for twelve (12) consecutive months commencing on **July 1, 2024** for preparing SMAA claims for LEA on a quarterly basis. The quarters are the three-month periods of July through September, October through December, January through March, and April through June. For new LEAs the first claim shall be submitted for the period October through December quarter, 2024, as the first quarter claim is based on time survey results from the previous three quarters of the prior fiscal year.

The initial term of this Agreement shall be one (1) year commencing as of the date hereof. Thereafter, the term of this Agreement shall automatically renew for successive one (1) year terms unless one Party has provided written notice to the other party at least ninety (90) days in advance of the end of the then existing term that it does not wish to renew the term of this Agreement.

LEA may terminate this agreement, with or without cause, ninety (90) days prior to the beginning of any RMTS applicable quarter as defined above. However, once the LEA has submitted a "Time Study Participant Roster Report" according to the DHCS SMAA manual guidelines and requirements, they may not terminate until the next quarter survey period. The LEA will be responsible for maintaining participation during these quarters. If the LEA terminates on or before July 1st of any fiscal school year, the LEA will be responsible for the LEC fees for the next averaged quarter. Written notice must be sent to LEC and the LEA agrees to pay all LEC fees for services provided by the LEC through the effective date of termination.

2. OPERATING PROCEDURES/SERVICES PROVIDED

LEC shall be responsible for supporting the processing of all those RMTS claims for services rendered by LEA and its employees or agents as incorporated in this agreement as Exhibit A.

A. Services Provided: LEC will provide the following services to LEA's. The LEC shall:

- (1) Coordinate, schedule, and provide necessary training to representatives of each LEA according to the DHCS SMAA RMTS requirements.
- (2) Review and code all SMAA RMTS "moments", reviewing the moments to ensure they are complete and assist participating LEA's to finalize the "moments".
- (3) Process RMTS moments for invoicing.

- (4) Give direction to LEA's for gathering necessary audit materials for each claiming unit for each quarter.
- (5) Prepare invoices for submittal to the Department of Health Care Services for each participating LEA for each survey quarter.
- (6) Provide the LEA a "hard copy" RMTS methodology to capture the moments for those Time Survey Participants (TSP) who cannot access the SSP for completing the assigned moment.
- (7) Provide the "tape match percentage" from data submitted by LEA's.
- (8) Assist LEAs to prepare for Center for Medicare and Medicaid Services and Department of Health Care Services site reviews and audits.
- (9) Perform all aspects of the Random Moment Time Study (RMTS) methodology processing and provide all necessary support, programs and processes for LEA participation.
- (10) LEC reserves the right to not certify invoices that do not comply with LEC, State and Federal SMAA requirements.
- (11) LEC shall certify to DHCS the amount of LEA general funds or other funds allowed under Federal law and regulation expended on the allowable SMAA activities.
- (12) LEC shall be the exclusive service provider for all SMAA Claiming Activities within Region 4 LEC Service Region, including but not limited to the administration of the State-approved time survey methodology, participant training, invoice preparation, program monitoring and audit compliance.
- (13) LEC shall delegate certain administrative activities to vendors to assist with the administration of the program.
- (14) LEC shall certify to DHCS:
 - a. The availability and expenditure of funds for all non-Federal share costs of performing Program activities.
 - b. The expenditures of LEA that represent costs eligible for Federal financial participation in the fiscal year.
- (15) Issue reimbursement to LEA on claims approved and paid by DHCS within 45 days of receipt.
- (16) Maintain LEC SMAA Audit Binder, pursuant to the State-approved SMAA Claiming Plan.
- (17) LEC will act as the liaison between LEA and DHCS.

B. LEA shall provide the following and as incorporated in this agreement as Exhibit A.

- (1) Adhere to all timelines established by LEC and DHCS. Submit all forms, documentation, and fiscal data in a manner prescribed by LEC and as required for the successful preparation and submission of SMAA RMTS claims pursuant to California law.
- (2) Initially and for every quarter thereafter, provide a list of participants with job titles and standardized work hours or "shifts" as defined for the RMTS System Software

Platform (SSP) uploads and updates.

- (3) Yearly and quarterly, provide the LEC approved school calendars and notify the LEC of any changes in the approved school calendar throughout the school year.
- (4) Arrange for LEA TSP staff to have access to the SSP Vendor website for moment completion or provide a hard copy version to satisfy the moments.
- (5) Arrange for the LEA SMAA Coordinator(s) or Designee to attend required training sessions related to the SSP and RMTS methodology and oversees the completion of the RMTS process.
- (6) Provide a contact person who shall serve as coordinator for all programmatic and fiscal LEA SMAA RMTS activities.
- (7) Notify LEC of any errors and/or omissions in information sent to LEC so that LEC may process a claim adjustment for submission to Medi-Cal.
- (8) During each time study quarter, the LEA will be required to maintain a minimum response rate of 85% of the moments assigned the LEA TSP's. If the LEA is unable to maintain a return rate of 85% of valid moments assigned, the LEA will have sanctions applied according to Section 11, SANCTIONS of this agreement.
- (9) Federal regulations require that LEA maintain all records in support of allowable SMAA activities for a minimum of five (5) fiscal years after the end of the quarter in which the LEC receives reimbursement from DHCS for the expenditures incurred. If an audit is in progress, or is identified as forthcoming, all records relevant to the audit must be retained throughout the audit's duration or final resolution of all audit exceptions, deferrals, and/or disallowances whichever is greater. All records retained must be stored ready-to-review in an Audit file: these files must be available to LEC, State, and Federal reviewers and auditors upon request in accordance with record retention requirements set forth under Title 42 of the Code of Federal Regulations (CFR), Section 433.32. Similarly, the documents that support the construction of a SMAA claim must be kept five years after the last claim revision.
- (10) LEA will ensure that invoice claims conform to all DHCS requirements at the time such claims are processed.
- (11) In the event LEA reimbursement is disallowed after disbursement, the LEA must repay the disallowed amount to DHCS via the LEC and develop a revised invoice for LEC's review and submittal to DHCS. LEC will submit the revised invoice and repayment to DHCS for reconsideration pursuant to California Welfare & Institutions Code Section 14132.47, subsection (k). Should LEC take action to collect disallowed costs not paid by the LEA, the LEA shall reimburse LEC for all costs associated with such action, including, but not limited to any attorney's fees.
- (12) The LEA understands and acknowledges that the LEC is not responsible for monitoring, reviewing, or verifying documentation for any coded moment required for the LEA Medi-Cal Billing Option Program (LEA BOP). The LEC is not liable for any exception, State or Federal disallowance related to district service documentation. The LEC is not responsible for any reimbursement or payment of funds to a LEC for participation in the LBOP for any exception, State or Federal disallowance related to direct service documentation. The LEC is not responsible

for any reimbursement or payment of funds to a LEA for participation in the LEA BOP.

3. FEE SCHEDULE

LEA shall pay the LEC a quarterly fee according to the following structure:

1. LEA shall pay to LEC, a fee equivalent to 12% of the SMAA RMTS quarterly invoices paid by the Department of Health Care Services (DHCS) to the LEA. This fee includes the DHCS Participation Fee and all the services outlined above in the agreement. LEA fees will be deducted by the LEC from the DHCS reimbursements prior to disbursement to the LEA.
2. The DHCS administrative fee, including the LEC obligation to DHCS, may be reviewed and/or adjusted on a yearly basis so that the fees collected cover both the LEC and DHCS obligations.
3. LEA acknowledges that, as a result of this fee arrangement, the LEA **will not be entitled** to recover any of the fees charged by the LEC as SMAA reimbursable costs on the LEA invoices.

4. OWNERSHIP OF PROGRAMS AND CONFIDENTIALITY OF REPORTS

All computer hardware supplied by LEC, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed solely by LEC in connection with its systems and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between LEC and LEA, the sole and exclusive property of LEC. LEA agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. All such material developed jointly with LEC and LEA shall remain the property of LEC.

LEC is the licensee of certain software and billing tools including, but not limited to, a web-site from a third-party contractor ("SSP Vendor"). In an agreement with the Vendor ("SSP Vendor Agreement") LEC, as the licensee, has agreed not to interfere with SSP Vendor's proprietary rights, to maintain the confidentiality of certain information and to restrictions on use of the SSP Vendor's product. LEC shall allow the LEA to use the licensed software and/or tools on the condition that the LEA also agrees to be bound by and comply with the licensee's obligations as set forth in Section 8 of the SSP Vendor Agreement. Section 8 of the SSP Vendor Agreement is attached hereto and incorporated herein as Exhibit "B."

5. CONFIDENTIALITY OF DATA

The Parties agree that, because of the sensitive nature of data and in view of the proprietary nature of medical information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each Party's confidence. Each Party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other Party shall be held in confidence to the extent held by law and each Party agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other Party except as required by law.

The Parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be

wholly inadequate to fully compensate the aggrieved Party and therefore the aggrieved Party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

6. INPUT DATA

Accurate, complete, and correct data necessary for LEC to perform its services hereunder shall be the sole responsibility of LEA. LEC shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by LEA.

LEC shall be responsible for the input of all information given to LEC by LEA in a reasonably accurate, complete and correct form provided same is provided to LEC by LEA. Any errors, mistakes or liability in connection with the failure of LEC to input such data, provided such data has been accurately, completely and correctly transmitted to LEC, shall be the sole responsibility of LEC and shall be corrected by LEC.

7. DESIGNATION AND RESPONSIBILITIES OF LEA FOR IT'S AUTHORIZED USERS.

LEA shall designate those employees and other personnel ("Users") who shall be given access to LEC approved SSP web-site for completion of the RMTS moments. LEA shall ensure that its Users are familiar with and will comply with the terms and conditions for use of the web-site as set forth in this Agreement. LEA shall be responsible for any unauthorized use by its employees and other personnel. LEA agrees that unauthorized use of passwords issued by LEC or SSP vendor is prohibited. LEA understands that Users and the LEA may be held liable for any unauthorized use and distribution of passwords.

8. LIMITATION OF LIABILITY ARISING FROM DEFAULT IN SERVICES

LEC shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this agreement resulting from any cause beyond the reasonable control of LEC. LEC's liability, under this agreement, is limited to the amount paid by LEA for the services under this agreement. LEC shall not be liable for any indirect, consequential, or incidental damages arising out of this agreement.

9. WORKERS' COMPENSATION

For the purpose of workers' compensation coverage, LEC shall be the employer and shall bear the responsibility of providing workers' compensation insurance or coverage for any person providing services covered by this Agreement.

10. HOLD HARMLESS AND MUTUAL INDEMNIFICATION

LEC and LEA shall each defend, indemnify, and hold the other Parties and their officials, officers, employees, consultants, subcontractors, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury, in law or equity, to property or persons, including wrongful death, to the extent arising out or incident to any negligent acts, omissions, or willful misconduct of the indemnifying Party or its officials, officers, employees, consultants, subcontractors, volunteers, and agents arising out of or in connection with the performance of this Agreement, including without limitation, the payment of consequential damages and attorney's fees and other related costs and expenses.

11. SANCTIONS

The SMAA RMTS methodology requires that the overall pool of moments have at least an 85% return rate of valid moments. If the return rate of valid moments is less than 85%, then all non-returned moments will be coded as non-allowable (Code 1).

To ensure that enough moments are met for the entire pool of moments, the moments assigned each LEA must have a minimum of 85% compliance. If LEA has non-returns greater than 15% of the total moments assigned for a quarter, the claiming unit will receive a warning letter. LEA's Superintendent or equivalent will be copied on all warning letters sent to the LEA Coordinator. If the LEA is in default the next quarter after being warned, they will not be able to participate for the remainder of that fiscal year.

12. GENERAL

- A. ENTIRE AGREEMENT - This Agreement constitutes the entire Agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings of the Parties in connection therewith.
- B. SUCCESSORS - This Agreement shall be binding upon and inure to the benefit of the successors, assigns and legal representatives of the respective Parties hereto. Each Party agrees that there are no third-party beneficiaries to this Agreement except to the extent provided herein. Neither Party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning Party except in connection with the sale of all or substantially all of its assets or outstanding capital stock.
- C. SEVERABILITY - In the event that any term or provision of this Agreement is held to be illegal, invalid or unenforceable under the laws, regulations or ordinances of the federal, state or local government, such term or provision shall be deemed severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.
- D. NOTICES - Any notice sent pursuant to this Agreement shall be sent by certified mail to the Parties at their respective addresses.
- E. STATE LAW - This Agreement shall be governed by and construed in accordance with the laws of California.
- F. ANTI-FRAUD AND ABUSE - Notwithstanding anything to the contrary herein, this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medicare and Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly or actually violates or is challenged as violating any of the above laws, statutes, regulations or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.
- G. DESCRIPTIVE HEADINGS - The descriptive headings in this Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.
- H. DEFINITIONS OF SUBRECIPIENTS AND VENDORS – Pursuant to Department of Health Care Services, PPL No. 13-004, dated May 17, 2013, *Notification of Contractual Agreement Language changes to add the Catalog of Federal Domestic Assistance Number 93.778 and Definitions of Subrecipients and Vendors*, attached as Exhibit B and incorporated into this agreement.

- I. INTEGRATION – This agreement, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the Parties’ rights, duties and obligations with respect to the transaction discussed in the agreement and supersedes all prior Contracts, understandings and commitments, whether written or oral.

13. CONTRACTS WITH THIRD PARTY FOR SOFTWARE

- A. Pursuant to California Welfare & Institutions Code Section 14132.47, subdivision (d), the LEC may subcontract with one or more third-party vendors for the provision of administrative activities necessary for the proper and efficient administration of the Medi-Cal program. These services may include software and/or tools including, but not limited to, a web-site, which can be used by LEC and LEA for the collection of data, records and information, for the maintenance of the data, records and information, and for other SMAA RMTS services provided pursuant to this Agreement.
- B. LEA understands and acknowledges that the LEC has heretofore entered into a license agreement with a third-party vendor (“Vendor”) for the provision of software and/or tools including, but not limited to, a web-site, which may be utilized by both Parties to transmit and store information in connection with this Agreement. Notwithstanding the foregoing, LEC shall not be in breach of this Agreement in the event that the current Vendor Agreement is terminated for any reason.
- C. If LEC enters into another third-party contract for the provision of software and/or tools and that third-party contractor will have access to LEA’s student records or be required to maintain the student records of LEA, LEC shall include in the third-party contract the same provisions, or provisions substantially similar to those set forth in Exhibit “C” attached hereto and incorporated herein.

14. WARRANTY LIMITATION

LEC makes no representation or warranties expressed or implied, including, but not limited to, the warranties of merchantability and fitness for a particular purpose, arising by operation of law or otherwise, except as expressly stated herein.

15. LEA GOVERNING BOARD AUTHORIZATION

If applicable, the LEA affirms that this Agreement has been approved by the Governing Board of LEA at its meeting of _____ and that the individual signing on behalf of the LEA below is authorized by the Governing Board to execute this Agreement.

IN WITNESS WHEREOF, the Parties hereto have set their hands and seals the day and year below written.

LEA: _____ **LEC:** **Sutter County Superintendent of Schools**

By: _____ **By:** _____

Printed Name: _____ **Printed Name:** **Tom Reusser**

Title: _____ **Title:** **Superintendent**

Date: _____ **Date:** _____

EXHIBIT A – Medi-Cal Administrative Claiming Agreement

Task

Operating Procedures with LEC as Invoicing facilitator		LEC Coordinator	LEA Coordinator
1.	Evaluate LEA SMAA program to ensure appropriate participation	✓	✓
2.	Maintain audit files and store data required to support operational plan		✓
3.	Review audit file/operational plan for quality assurance and compliance	✓	✓
4.	Provide and/or ensure RMTS training for coordinators	✓	
5.	Provide web-based RMTS Software System Platform (SSP) for RMTS moment completion	✓	
6.	Provide 100% coding of moments and clarification of moments if necessary	✓	
7.	Provide "Best Practices" - Hard Copy RMTS Moment (if applicable)	✓	✓
8.	Provide LEC an Approved School Calendar annually and every quarter thereafter as changes occur or upon request. Certify calendar in system after it has been entered by LEC		✓
9.	Input LEA Calendar into SSP, update periodically and certify	✓	
10.	Provide LEC a quarterly TSP roster, including staff schedules		✓
11.	Rosters: First period of RMTS implementation: TSP roster, including staff schedules must be uploaded using a template.	✓	
12.	Rosters: All subsequent quarters TSP roster/schedules must be updated quarterly	✓	
13.	LEA/LEC to certify Coding Report	✓	✓
14.	Offer support both programmatically and fiscally	✓	
15.	Supply RMTS results for invoice process	✓	

16.	Generate/provide LEA Medi-Cal percentage (tape match)	✓	
17.	Provide fiscal training, materials and forms	✓	
18.	Review and provide all fiscal data necessary to process RMTS invoice		✓
19.	Ensure TSPs are not 100% Federally Funded and/or 100% paid out of the Indirect Cost Rate (ICR)	✓	✓
20.	Review LEA fiscal data and prepare invoice for reimbursement	✓	
21.	Prepare and submit invoice to DHCS for payment	✓	
22.	Process DHCS invoice reimbursements and send reimbursement payments to LEAs	✓	

EXHIBIT B – Medi-Cal Administrative Claiming Agreement

Revised Contractual Agreement Language for Subrecipients and Vendors in Accordance with the Catalog of Federal Domestic Assistance Number 93.778 for School Based Medi-Cal Administrative Activities Program and Definitions for Subrecipients and Vendors Incorporated into the contract between Sutter County Superintendent of Schools and Department of Health Care Services.

Definitions

A. The following definitions are applicable to this Contract.

- 1) “CFDA number” means the number assigned to a federal program in the Catalog of Federal Domestic Assistance (CFDA).
- 2) “Federal award” means federal financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities. It does not include procurement contracts, under grants or contracts, used to buy goods or services from vendors.
- 3) “Federal awarding agency” means the federal agency that provides an award directly to the recipient.
- 4) “Federal program” means all federal awards to a non-federal entity assigned to a single number in the CFDA.
- 5) “Pass-through entity” means a non-federal entity that provided a federal award to a subrecipient to carry out a federal program.
- 6) “Recipient” means a non-federal entity that expends federal awards received directly from a federal awarding agency to carry out a federal program.
- 7) “Subrecipient” means a non-federal entity that expends federal awards received from a pass-through entity to carry out a federal program, but does not include an individual that is a beneficiary of such a program. A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency. Guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.
 - A. “Vendor” means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a federal program. These goods or services may be for an organization’s own use or for the use of beneficiaries of the federal program. Additional guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.
 - B. The definitions in Section 8, Item 8.A. shall be included in all of Contractor’s contracts with subrecipients and vendors.

EXHIBIT C – Medi-Cal Administrative Claiming Agreement

PROPRIETARY RIGHTS; PROTECTION OF CONFIDENTIAL INFORMATION; DATA STORAGE.

1.1. Ownership. LEA and LEC acknowledges that PCG owns the System Service, that the System Service is not generally published, and that the System Service embodies the Confidential Information of PCG. All right, title, and interest in and to the System Service, including, without limitation, all copyrights, trade secret rights, and other intellectual property rights pertaining in and to the System Service shall remain vested in PCG and its third-party licensors. PCG acknowledges that LEA and LEC owns all of the data inputted by each LEA and LEC User and any and all reports produced as a result of using the System Service. LEA and LEC acknowledge that PCG shall have the right to aggregate any data input by LEA and LEC Users for PCG's own purposes, but shall not use or disclose personal or individual identifying information.

1.2. Confidentiality Obligations. Each Party agrees that: (i) neither Party will disclose to any third party any of the other Party's Confidential Information except to the receiving Party's employees and contractors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein; (ii) each Party will use the same degree of care it uses to maintain the confidentiality of its own information of similar importance in its possession or control, but in no event less than a reasonable degree of care; and (iii) neither Party will use or authorize the use of Confidential Information for any purpose other than to fulfill such Party's obligations hereunder. Each Party agrees that neither Party will disclose to any third party any of the terms of this Agreement, which will be treated as Confidential Information, except to the receiving Party's employees, contractors, and advisors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein, and neither Party will use the terms of this Agreement for any purpose other than to fulfill such Party's obligations under this Agreement, except as either Party is otherwise required by law. The Parties may modify these obligations through express written agreements.

This section is referenced in Section 13.



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6/12/24

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado

Initials:

LC

SUBJECT: Resolution #32/2023-24 CalSHAPE Grant

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

This resolution authorizes the District to apply for a grant from the California Energy Commission's California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program. The grant will cover plumbing work in the district.

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve Resolution 32/2023/24

**California Schools Healthy Air, Plumbing, and Efficiency Program
Governing Body Resolution**

RESOLUTION NO. 32/2023-24

Resolution of

Center Joint Unified

Name of Local Educational Agency

WHEREAS, the California Energy Commission's California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances;

NOW THEREFORE, BE IT RESOLVED, that Board of Trustees of Center Joint Unified

Governing Body

authorizes Center Joint Unified to apply for a

LEA Name

grant from the California Energy Commission to implement a CalSHAPE Program project.

BE IT ALSO RESOLVED, that in compliance with the California Environmental Quality Act (CEQA), Board of Trustees of Center Joint Unified finds that the activity funded by

Governing Body

the grant is (Please select one)

☒ not a project because the plumbing work proposed does not involve construction, alterations, moving walls, or disturbing the ground in any way.

OR

☐ a project that is exempt under _____ because

OR

☐ a project and _____ document was prepared.

BE IT ALSO RESOLVED, that if recommended for funding by the California Energy Commission, the Board of Trustees of Center Joint Unified authorizes Center Joint Unified

Governing Body

LEA Name

to accept a grant up to \$ 2,242,277.00 and accept all grant agreement

Grant Amount Requested

terms and conditions.

BE IT FURTHER RESOLVED, that Scott Loehr
Name of Designated LEA Official or Staff
Lisa Coronado, and Richard Putnam
Name of Designated LEA Official or Staff *Name of Designated LEA Official or Staff*
are hereby authorized and empowered to execute in the name of
Center Joint Unified all necessary documents to implement and
LEA Name

carry out the purpose of this resolution, and to undertake all actions necessary to undertake and complete the energy efficiency projects.

Passed, Approved and Adopted this 12th day of June, 2024.
Month *Year*

Governing Body Representatives:

Nancy Anderson

Steve Bruno

Delrae Pope

Howard Ballin

Adrianna Sammons



RECIPIENT Center Joint Unified	AGREEMENT NUMBER 23R5PA1229
ADDRESS Lisa Coronado 8408 Watt Ave. Antelope, CA 95843	AGREEMENT TERM Ends 24 months after Effective Date The effective date of this Agreement is either the start date or the approval signature date by the California Energy Commission representative below, whichever is later. The California Energy Commission shall be the last party to sign. No work is authorized, nor shall any work begin, until on or after the effective date.

PROJECT DESCRIPTION

The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

Exhibit A – Scope of Work
Exhibit B – Budget
Exhibit C – Agreement Contacts
Exhibit D – Terms and Conditions

	<table><tr><td>EIMBURSABLE AMOUNT</td></tr><tr><td>\$18,332.00</td></tr><tr><td>Total of REIMBURSABLE AMOUNT</td></tr><tr><td>\$18,332.00</td></tr></table>	EIMBURSABLE AMOUNT	\$18,332.00	Total of REIMBURSABLE AMOUNT	\$18,332.00
EIMBURSABLE AMOUNT					
\$18,332.00					
Total of REIMBURSABLE AMOUNT					
\$18,332.00					

The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

CALIFORNIA ENERGY COMMISSION		RECIPIENT	
AUTHORIZED SIGNATURE	DATE	AUTHORIZED SIGNATURE	DATE
NAME Adrienne Winuk		NAME enter name	
TITLE Contracts, Grants, and Loans Office Manager		TITLE enter title	
CALIFORNIA ENERGY COMMISSION ADDRESS			

EXHIBIT A
Scope of Work

Center Joint Unified 34739730000000

Total Number of Sites 1

Site Name

Wilson C. Riles Middle

CDS Code

34739730108621

Wilson C. Riles Middle

Appliance/Fixture

Automatic Ice Maker

Unit Count

1

EXHIBIT B
Budget

Center Joint Unified 34739730000000		Total Requested Amount \$18,332.00
Site Name Wilson C. Riles Middle		Requested Amount \$18,332.00
Wilson C. Riles Middle Appliance/Fixture Automatic Ice Maker		Requested Amount \$18,332.00
Total Grant Award		\$18,332.00
Initial Payment		\$9,166.00
Final Payment		\$9,166.00

EXHIBIT C

Contacts

CalSHAPE Program Staff

California Energy Commission
715 P Street
Sacramento, CA 95814
E-mail: CalSHAPE@energy.ca.gov

Confidential Deliverables/Products

Adrienne Winuk, Manager
California Energy Commission
Contracts, Grants and Loans Office
715 P Street, MS - 18
Sacramento, CA 95814
E-mail: Adrienne.Winuk@energy.ca.gov

Invoices, Progress Reports and Non-Confidential Deliverables to

Mary Hung
California Energy Commission
Accounting Office
714 P Street MS - 2
Sacramento, CA 95813
E-mail: Mary.Hung@energy.ca.gov

EXHIBIT C

Contacts

LEA Contact (Primary)

Name	enter name
Address	enter address line
City, State, Zip	enter city, state, zipcode
E-mail	enter email

LEA Contact (Alternate)

Name	enter name
Address	enter address line
City, State, Zip	enter city, state, zipcode
E-mail	enter email

LEA Contact (Alternate)

Name	enter name
Address	enter address line
City, State, Zip	enter city, state, zipcode
E-mail	enter email

EXHIBIT D

CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY (CALSHAPE) STANDARD GRANT TERMS AND CONDITIONS

TABLE OF CONTENTS

SECTION	PAGE NO.
1. INTRODUCTION	2
2. DOCUMENTS INCORPORATED BY REFERENCE	2
3. STANDARD OF PERFORMANCE	3
4. DUE DILIGENCE	3
5. PRODUCTS	3
6. AMENDMENTS	4
7. CONTRACTING AND PROCUREMENT PROCEDURES	4
8. PAYMENT OF FUNDS	6
9. RESERVED	8
10. PREVAILING WAGE	8
11. RECORDKEEPING, COST ACCOUNTING, AND AUDITING	10
12. WORKERS' COMPENSATION INSURANCE	12
13. PERMITS AND CLEARANCES	12
14. EQUIPMENT	12
15. STOP WORK	12
16. TERMINATION	13
17. INDEMNIFICATION	13
18. RESERVED	13
19. RESERVED	13
20. INTELLECTUAL PROPERTY	13
21. RESERVED	14
22. GENERAL PROVISIONS	14
23. CERTIFICATIONS AND COMPLIANCE	16
24. RESERVED	18
25. COMMISSION REMEDIES FOR RECIPIENT'S NON-COMPLIANCE	18
26. DEFINITIONS	18

1. **Introduction**

This grant agreement (Agreement) between the California Energy Commission (Energy Commission or Commission) and the Recipient is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 (Ting, Chapter 372, Statutes of 2020), which in part provides grants to replace noncompliant plumbing fixtures and appliances. This grant program is referred to as the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Plumbing Program.

This Agreement includes: (1) the Agreement signature page (**form CEC-146**); (2) the scope of work (**Exhibit A**); (3) the budget (**Exhibit B**); (4) a contacts list (**Exhibit C**); (5) these terms and conditions, which are standard requirements for CalSHAPE plumbing program grant awards (**Exhibit D**); (6) any special terms and conditions that the Energy Commission may impose to address the unique circumstances of the funded project, which take precedence in the event of a conflict with any provision of these terms and conditions (**Exhibit E**); (7) all attachments; and (8) all documents incorporated by reference.

All work and expenditure of Commission-reimbursed funds must occur within the Agreement term specified on the CEC-146 form.

2. **Documents Incorporated by Reference**

The documents below are incorporated by reference into this Agreement. These terms and conditions will govern in the event of a conflict with the documents below, with the exception of the documents in subsections (f) and (g) below. Where this Agreement or California laws and regulations are silent or do not apply, the Energy Commission will use the federal cost principles and acquisition regulations listed below as guidance in determining whether reimbursement of claimed costs is allowable. Documents incorporated by reference include:

Funding Documents

- a. The notice of funding availability for the project supported by this Agreement
- b. The Recipient's application submitted in response to the notice of funding availability

Program Guidelines

- c. CalSHAPE Plumbing Program Commission Guidelines, available at <https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program>

Federal Cost Principles (*applicable to state and local governments, Indian tribes, institutions of higher education, and nonprofit organizations*)

- d. 2 Code of Federal Regulations (CFR) Part 200, Subpart E (Sections 200.400 et seq.)

Federal Acquisition Regulations (*applicable to commercial organizations*)

- e. 48 CFR, Ch.1, Subchapter E, Part 31, Subpart 31.2: Contracts with Commercial Organizations (supplemented by 48 CFR, Ch. 9, Subchapter E, Part 931, Subpart 931.2 for Department of Energy grants)

Nondiscrimination

- f. 2 California Code of Regulations, Section 11099 et seq.: Contractor Nondiscrimination and Compliance

General Laws

- g. Any federal, state, or local laws or regulations applicable to the project that are not expressly listed in this Agreement

3. **Standard of Performance**

In performing work under the Agreement, the Recipient, its subcontractors, and their employees are responsible for exercising the degree of skill and care required by customarily accepted good professional practices and procedures for the type of work performed.

4. **Due Diligence**

- a. The Recipient must take timely actions that, taken collectively, move this project to completion.
- b. Energy Commission staff will periodically evaluate the project schedule for completion of Scope of Work tasks. This evaluation may include but not be limited to random checks of project progress at periodic intervals set by the Energy Commission. Recipients subject to a project check must complete a progress report using a template prepared by the Energy Commission to provide information on the project status and expected completion date.
- c. If Energy Commission staff determines that: (1) the Recipient is not diligently completing the tasks in the Scope of Work; or (2) the time remaining in this Agreement is insufficient to complete all project tasks by the Agreement end date, Energy Commission staff may recommend that this Agreement be terminated, and the Commission may terminate this Agreement without prejudice to any of its other remedies.

5. **Products**

- a. **“Products”** are any tangible item specified for delivery to the Energy Commission in the Scope of Work, such as reports and summaries. The Recipient will submit all products identified in the Scope of Work to Energy Commission staff, in the manner and form specified in the Scope of Work.

If Energy Commission staff determines that a product is substandard given its description and intended use as described in this Agreement, Energy Commission staff, without prejudice to any of the Commission’s other remedies, may refuse to authorize payment for the product and any subsequent products that rely on or are based upon the product under this Agreement.

- b. **Failure to Submit Products**

Failure to submit a product required in the Scope of Work may be considered material noncompliance with the Agreement terms. Without prejudice to any other remedies, noncompliance may result in actions such as the withholding of future payments or awards, or the suspension or termination of the Agreement.

- c. **Legal Statements on Products**

All documents that result from work funded by this Agreement and are released to the public must include the following statement to ensure no Commission endorsement of documents:

LEGAL NOTICE

This document was prepared as a result of work sponsored by the California Energy Commission. It does not necessarily represent the views of the Energy Commission, its employees, or the State of California. Neither the Commission, the State of California, nor the Commission's employees, contractors, or subcontractors makes any warranty, express or implied, or assumes any legal liability for the information in this document; nor does any party represent that the use of this information will not infringe upon privately owned rights. This document has not been approved or disapproved by the Commission, nor has the Commission passed upon the accuracy of the information in this document.

6. Amendments

a. Procedure for Requesting Extensions

The Recipient must submit a written request to the CalSHAPE Program for a one-time only extension to the Agreement, not to exceed six-months nor the final program reporting deadline date of June 1, 2026. The request must include:

- A brief summary of the proposed extension; and
- A brief summary of the reason(s) for the extension

b. Approval of Changes

No amendment or variation of this Agreement shall be valid unless made in writing and signed by both of the parties except for the Commission's unilateral termination rights in Section 16 of these terms. No oral understanding or agreement is binding on any of the parties.

7. Contracting and Procurement Procedures

This section provides general requirements for agreements entered into between the Recipient and subcontractors for the performance of this Agreement.

a. Contractor's Obligations to Subcontractors

1) The Recipient is responsible for handling all contractual and administrative issues arising out of or related to any subcontracts it enters into for the performance of this Agreement.

2) Nothing contained in this Agreement or otherwise creates any contractual relation between the Commission and any subcontractors, and no subcontract may relieve the Recipient of its responsibilities under this Agreement. The Recipient agrees to be as fully responsible to the Commission for the acts and omissions of its subcontractors or persons directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Recipient.

The Recipient's obligation to pay its subcontractors is an independent obligation from the Commission's obligation to make payments to the Recipient. As a result, the Commission has no obligation to pay or enforce the payment of any funds to any subcontractor.

3) The Recipient is responsible for establishing and maintaining contractual agreements with and reimbursing each subcontractor for work performed in accordance with the terms of this Agreement.

b. Flow-Down Provisions

Subcontracts funded in whole or in part by this Agreement must include language conforming to the provisions below, unless the subcontracts are entered into by the University of California (UC) or the U.S. Department of Energy (DOE) national laboratories. UC may use the terms and conditions negotiated by the Energy Commission with UC for its subcontracts. DOE national laboratories may use the terms and conditions negotiated with DOE (please contact the Commission Grants Officer for these terms).

- Standard of Performance (Section 3)
- Legal Statements on Products (included in Section 5, "Products")
- Prevailing Wage (Section 10)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Access to Sites and Records (included in Section 22, "General Provisions")
- Nondiscrimination (included in Section 23, "Certifications and Compliance")
- Survival of the following sections:
 - Equipment (Section 14)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Intellectual Property (Section 20)
 - Access to Sites and Records (included in Section 22, "General Provisions")

Subcontracts funded in whole or in part by this Agreement must also include the following:

- A clear and accurate description of the material, products, or services to be procured.
- A detailed budget and timeline.
- Provisions that allow for administrative, contractual, or legal remedies in instances where subcontractors breach contract terms, in addition to sanctions and penalties as may be appropriate.
- Provisions for termination by the Recipient, including termination procedures and the basis for settlement.
- A statement that further assignments will not be made to any third or subsequent tier subcontractor without additional advance written consent of the Commission.

c. Audits

All subcontracts entered into for the performance of this Agreement are subject to examination and audit by the Energy Commission, Bureau of State Audits, or the California Public Utilities Commission for a period of three (3) years after payment of the Recipient's final invoice under this Agreement.

d. Copies of Subcontracts

The Recipient must provide a copy of its subcontracts upon request by the Energy Commission.

e. Conflicting Subcontract Terms

Prior to the execution of this Agreement, the Recipient will notify the CalSHAPE Program of any known or reasonably foreseeable conflicts between this Agreement and its agreements with any subcontractors (e.g., conflicting intellectual property or payment terms). If the Recipient discovers any such conflicts after the execution of this Agreement, it will notify the CalSHAPE Program of the conflict within fifteen (15) days of discovery. The Energy Commission may, without prejudice to its other remedies, terminate this Agreement if any conflict impairs or diminishes its value.

f. Penalties for Noncompliance

Without limiting the Commission's other remedies, failure to comply with the above requirements may result in the termination of this Agreement.

8. Payment of Funds

a. Timing of Payment

See Chapter 3, Section G, Timing of Payment, of the CalSHAPE Plumbing Commission Guidelines.

Final payment will only be made after the Energy Commission: (1) receives and approves the Recipient's final reporting; and (2) receives and accepts all other required documentation necessary for the Energy Commission to determine the total final amount due to the Recipient, based on actual and allowable Incurred Costs and Paid Costs under this Agreement, up to the total grant award amount.

Without limiting any other rights and remedies available to the Energy Commission, Recipient must return funds to the Energy Commission received under this Agreement if, for example, the Recipient was overpaid in the first payment, did not complete the project, or did not meet other program requirements.

b. Reimbursable Cost Requirements

In addition to any other requirements in this Agreement, the Energy Commission is only obligated to reimburse the Recipient for Incurred and Paid Costs that are (1) incurred during the Agreement Term; (2) invoiced within the required timeframes of this Agreement; (3) made in accordance with the Agreement's Budget; and (4) actual and allowable expenses under this Agreement.

ALL of the items in the Budget are capped amounts (i.e., maximums), and the Recipient can only bill its ACTUAL amount up to capped amounts listed in the Budget. For example, if the Budget includes an employee's hourly rate of \$50/hour but the employee is only paid \$40/hour, the Recipient can only bill for \$40/hour. Under the same example, if the employee earned \$70/hour but the Budget only lists \$50/hour, the Recipient can only bill for \$50. If the actual rates exceed the approved rates in the Budget, the difference may be charged to the agreement as a match share expenditure.

c. Payment Requests

Recipient agrees and acknowledges that time is of the essence in submitting the final payment request. The Commission has a limited period of time, set by law, in which it can reimburse funds under this Agreement. Without prejudice to the Commission's other rights, the Recipient risks not receiving any funds, and relieves the Commission of any duty and liability whatsoever to pay, for any payment requests received after the end of the Agreement.

d. Invoice Approval and Disputes:

Payment is subject to Energy Commission staff's approval. Payments will be made to the Recipient for undisputed invoices. An undisputed invoice is an invoice submitted by the Recipient for work performed, for which project expenditures and products meet all Agreement conditions, and for which additional evidence is not required to determine its validity.

The invoice will be disputed if all products due for the billing period have not been received and approved, if the invoice is inaccurate, or if it does not comply with the terms of this Agreement. If the invoice is disputed, the Recipient will be notified by the CEC.

e. Multiple Non-Energy Commission Funding Sources:

No payment will be made for costs identified in recipient invoices that have been or will be reimbursed by another source, including but not limited to an agreement with another government entity.

"Government Entity" means: (1) a state governmental agency; (2) a state college or university; (3) a local government entity or agency, including those created as a Joint Powers Authority; (4) an auxiliary organization of the California State University or a California community college; (5) the federal government; (6) a foundation organized to support the Board of Governors of the California Community Colleges; and (7) an auxiliary organization of the Student Aid Commission established under California Education Code Section 69522.

f. Reduced funding:

If the Energy Commission does not receive sufficient funds under the Budget Act or from the investor-owned utility administrators of the CalSHAPE program to fully fund the work identified in Exhibit A (Scope of Work), the following will occur:

- 1) If the Energy Commission has received a reduced amount of funds for the work, it may: (1) offer an Agreement amendment to the Recipient to reflect the reduced amount; or (2) cancel this Agreement (with no liability occurring to the State).
- 2) If the Energy Commission has received no funds for the work identified in Exhibit A: (1) this Agreement will be of no force and effect; (2) the State will have no obligation to pay any funds to the Recipient; and (3) the Recipient will have no obligation to perform any work under this Agreement.

g. Allowability of Costs

1) Allowable Costs

The costs for which the Recipient will be reimbursed under this Agreement include all costs, direct and indirect, incurred in the performance of the work identified in the Scope of Work. Costs must be incurred within the Agreement term. Factors to be considered in determining whether an individual item of cost is allowable include: (i) reasonableness of the item, including necessity of the item for the work; (ii) applicable federal cost principles or acquisition regulations incorporated by reference in Section 2 of this Agreement; and (iii) the terms and conditions of this Agreement.

2) Unallowable Costs

See Chapter 3, Section H, Ineligible Costs, of the CalSHAPE Plumbing Program Commission Guidelines.

3) Except as provided for in this Agreement or applicable California law or regulations, the Recipient will use the federal cost principles and/or acquisition regulations incorporated by reference in Section 2 of this Agreement when determining allowable and unallowable costs. In the event of a conflict, this Agreement takes precedence over the federal cost principles and/or acquisition regulations.

h. Final Invoice for Remaining Funds

See Chapter 4, Section C, Final Documentation and Invoice for Remaining Funds, of the CalSHAPE Plumbing Program Commission Guidelines. The Recipient must submit all invoices electronically by uploading them to the CalSHAPE Online System, which is found at <https://calshape.energy.ca.gov/>.

i. If the Recipient has not otherwise provided to the Commission documentation showing the Recipient's payment of Incurred Costs, the Recipient shall provide such documentation as soon as possible and not later than three working days from a request from Commission personnel.

j. Certification

The following certification will be included on each payment request form and signed by the Recipient's authorized officer:

The documents included in this request for payment are true and correct to the best of my knowledge and I have authority to submit this request. I certify that reimbursement for these costs has not and will not be received from any other sources, including but not limited to a government entity contract, subcontract, or other procurement method. For projects considered to be a public work, prevailing wages were paid to eligible workers who provided labor for the work covered by this invoice; the Recipient and all subcontractors have complied with prevailing wage laws.

9. **Reserved**

10. **Prevailing Wage**

a. Requirement

Projects funded by the Energy Commission often involve construction, alteration, demolition, installation, repair, or maintenance work over \$1,000. Such projects might be considered "public works" under the California Labor Code (See California Labor Code Section 1720 et seq. and Title 8 California Code of Regulations, Section 16000 et seq.). Public works projects require the payment of prevailing wages. Prevailing wage rates can be significantly higher than non-prevailing wage rates.

b. Determination of Project's Status

Only the California Department of Industrial Relations (DIR) and courts of competent jurisdiction may issue legally binding determinations that a particular project is or is not a public work. If the Recipient is unsure whether the project funded by the Agreement is a “public work” as defined in the California Labor Code, it may wish to seek a timely determination from DIR or an appropriate court. As such processes can be time consuming, it may not be possible to obtain a timely determination before the date for performance of the Agreement.

By accepting this grant, the Recipient is fully responsible for complying with all California public works requirements, including but not limited to payment of prevailing wage. As a material term of this grant, the Recipient must either:

- 1) Timely obtain a legally binding determination from DIR or a court of competent jurisdiction before work begins on the project that the proposed project is not a public work; or
- 2) Assume that the project is a public work and ensure that:
 - Prevailing wages are paid unless and until DIR or a court of competent jurisdiction determines that the project is not a public work;
 - The project budget for labor reflects these prevailing wage requirements; and
 - The project complies with all other requirements of prevailing wage law, including but not limited to keeping accurate payroll records and complying with all working hour requirements and apprenticeship obligations.

California Prevailing Wage law provides for substantial damages and financial penalties for failure to pay prevailing wages when such payment is required.

c. Subcontractors and Flow-down Requirements

The Recipient will ensure that its subcontractors also comply with the public works/prevailing wage requirements above. The Recipient will ensure that all agreements with its subcontractors to perform work related to this Project contain the above terms regarding payment of prevailing wages on public works projects. The Recipient is responsible for any failure of its subcontractors to comply with California prevailing wage and public works laws.

d. Indemnification and Breach

Any failure of the Recipient or its subcontractors to comply with the above requirements will constitute breach of this Agreement which excuses the Commission’s performance of this Agreement at the Commission’s option, and will be at the Recipient’s sole risk. In such a case, the Commission will refuse payment to the Recipient of any amount under this award and the Commission will be released, at its option, from any further performance of this Agreement or any portion thereof. The Recipient will indemnify the Energy Commission and hold it harmless for any and all financial consequences arising out of or resulting from the failure of the Recipient and/or any of its subcontractors to pay prevailing wages or to otherwise comply with the requirements of prevailing wage law.

e. Budget

The Recipient’s budget on public works projects must indicate which job classifications are subject to prevailing wage. For detailed information about prevailing wage and the process to determine if the proposed project is a public work, the Recipient may wish to contact DIR or a qualified labor attorney for guidance.

f. Covered Trades

For public works projects, the Recipient may contact DIR for a list of covered trades and the applicable prevailing wage.

g. Questions

If the Recipient has any questions about this contractual requirement or the wage, record keeping, apprenticeship, or other significant requirements of California prevailing wage law, the Recipient should consult DIR and/or a qualified labor attorney before entering into this Agreement.

h. Certification

The Recipient will certify to the Energy Commission on each payment request form either that: (a) prevailing wages were paid to eligible workers who provided labor for work covered by the payment request and the Recipient and all contractors and subcontractors otherwise complied with all California prevailing wage laws; or (b) the project is not a public work requiring the payment of prevailing wages. In the latter case, the Recipient will provide competent proof of a DIR or court determination that the project is not a public work requiring the payment of prevailing wages.

Prior to the release of any retained funds under this Agreement, the Recipient will submit to the Energy Commission the above-described certificate signed by the Recipient and all contractors and subcontractors performing public works activities on the project. Absent this certificate, the Recipient will have no right to any funds under this Agreement, and Commission will be relieved of any obligation to pay any funds.

11. Recordkeeping, Cost Accounting, and Auditing

a. Cost Accounting

The Recipient will keep separate, complete, and correct accounting of the costs involved in completing the project and any match-funded portion of the project. The Commission or its agent will have the right to examine the Recipient's books of accounts at all reasonable times, to the extent necessary to verify the accuracy of the Recipient's reports.

b. Accounting Procedures

The Recipient's costs will be determined on the basis of its accounting system procedures and practices employed as of the effective date of this Agreement, provided that the Recipient uses generally accepted accounting principles and cost reimbursement practices. The Recipient's cost accounting practices used in accumulating and reporting costs during the performance of this Agreement will be consistent with the practices used in estimating costs for any proposal to which this Agreement relates; provided that such practices are consistent with the other terms of this Agreement and that such costs may be accumulated and reported in greater detail during performance of this Agreement.

The Recipient's accounting system will distinguish between direct and indirect costs. All costs incurred for the same purpose, in like circumstances, are either direct costs only or indirect costs only with respect to costs incurred under this Agreement.

c. Inspections, Assessment, and Studies

If selected, the Recipient must cooperate with and participate in the following:

- 1) An assessment of a funded project's greenhouse gas reductions and energy savings. This may include, but is not limited to, requests from Energy Commission staff or its delegate for data, project and equipment information, and reasonable access to the project site to assist with determining greenhouse gas reductions and energy savings attributable to the funded project. Costs associated with any activities associated with such an assessment will not be funded by a CalSHAPE Program grant.
- 2) A site inspection and verification of installation and operation of new fixtures and appliances. This may include, but is not limited to, providing Energy Commission staff or its delegates reasonable access to the funded project site to inspect and verify installation and operation. Recipient understands that any such inspection and verification by Energy Commission staff or its delegates is not a safety inspection.
- 3) A measurement and evaluation study that will be used to analyze current program performance and improve future program designs. This may include but is not limited to providing Energy Commission staff or its delegates data, project and equipment information, and reasonable access to the funded project site.

d. Audit Rights

The Recipient will maintain books, records, documents, and other evidence, based on the procedures set forth above, sufficient to reflect properly all costs claimed to have been incurred in the performance of this Agreement. The Energy Commission, another state agency, and/or a public accounting firm designated by the Energy Commission may audit the Recipient's accounting records at all reasonable times, with prior notice by the Energy Commission.

It is the intent of the parties that the audits will ordinarily be performed not more frequently than once every twelve (12) months during the performance of the work and once at any time within three (3) years after payment by the Energy Commission of the Recipient's final invoice. However, performance of any such interim audits by the Energy Commission does not preclude further audit. The Energy Commission may audit books, records, documents, and other evidence relevant to the Recipient's royalty payment obligations (see Section 21) for a period of ten (10) years after payment of the Recipient's final invoice.

The Recipient will allow the auditor(s) to access such records during normal business hours, and will allow interviews of any employees who might reasonably have information related to such records. The Recipient will include a similar right of the state to audit records and interview staff in any subcontract related to the performance of this Agreement.

e. Refund to the Energy Commission

If the Energy Commission determines that any invoiced and paid amounts exceed the actual allowable incurred costs, the Recipient will repay the amounts to the Energy Commission within thirty (30) days of request or as otherwise agreed by the Energy Commission and the Recipient. If the Energy Commission does not receive such repayments, it will be entitled to take any actions enforce any remedies available to it, such as withholding further payments to the Recipient and seeking repayment from the Recipient.

f. **Audit Cost**

The Recipient will bear its cost of participating in any audit (e.g., mailing or travel expenses). The Energy Commission will bear the cost of conducting the audit unless the audit reveals an error detrimental to the Energy Commission that exceeds more than ten percent (10%) or \$5,000 (whichever is greater) of the amount audited. The Recipient will pay the refund as specified in subsection (d), and will reimburse the Energy Commission for reasonable costs and expenses incurred by the Commission in conducting the audit.

g. **Match or Cost Share**

If the budget includes a match share requirement, the Recipient's commitment of resources, as described in this Agreement, is a required expenditure for receipt of Energy Commission funds. The funds will be released only if the required match percentages are expended. The Recipient must maintain accounting records detailing the expenditure of the match (actual cash and in-kind, non-cash services), and report on match share expenditures on its request for payment.

12. Workers' Compensation Insurance

- a. The Recipient warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this Agreement, and agrees to furnish to the CalSHAPE Program satisfactory evidence of this insurance upon the CalSHAPE Program's request.
- b. If the Recipient is self-insured for worker's compensation, it warrants that the self-insurance is permissible under the laws of the State of California and agrees to furnish to the CalSHAPE Program satisfactory evidence of the insurance upon the CalSHAPE Program's request.

13. Permits and Clearances

The Recipient is responsible for ensuring that all necessary permits and environmental documents are prepared and that clearances are obtained from the appropriate agencies.

14. Equipment

Title to equipment acquired by the Recipient with grant funds will vest in the Recipient. The Recipient may use the equipment in the project or program for which it was acquired as long as needed, regardless of whether the project or program continues to be supported by grant funds. However, the Recipient may not sell, lease, or encumber the property (i.e., place a legal burden on the property such as a lien) during the Agreement term without Energy Commission Staff's prior written approval.

The Recipient may refer to the applicable federal regulations incorporated by reference in this Agreement for guidance regarding additional equipment requirements.

15. Stop Work

Energy Commission staff may, at any time by written notice to the Recipient, require the Recipient to stop all or any part of the work tasks in this Agreement. Stop work orders may be issued for reasons such as a project exceeding budget, noncompliance with the standard of performance, out of scope work, project delays, and misrepresentations.

- a. **Compliance.** Upon receipt of a stop work order, the Recipient must immediately take all necessary steps to comply with the order and to stop the incurrence of costs allocable to the Energy Commission.
- b. **Canceling a Stop Work Order.** The Recipient may resume the work only upon receipt of written instructions from Energy Commission staff.

16. Termination

a. Purpose

Because the Energy Commission is a state entity and provides funding on behalf of all California ratepayers, it must be able to terminate the Agreement upon the default of the Recipient and to proceed with the work required under the Agreement in any manner it deems proper. The Recipient agrees that upon any of the events triggering the termination of the Agreement by the Energy Commission, the Energy Commission has the right to terminate the Agreement, and it would constitute bad faith of the Recipient to interfere with the immediate termination of the Agreement by the Energy Commission.

b. With Cause

The Energy Commission may, for cause, terminate this Agreement upon giving five (5) calendar days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations. The Recipient will relinquish possession of equipment purchased for this Agreement with Energy Commission funds to the Commission, or the Recipient may purchase the equipment as provided by the terms of this Agreement, with approval of the Energy Commission.

The term “for cause” includes but is not limited to the following:

- Partial or complete loss of match funds;
- Reorganization to a business entity unsatisfactory to the Energy Commission;
- Retention or hiring of subcontractors, or replacement or addition of personnel, that fail to perform to the standards and requirements of this Agreement;
- The Recipient’s inability to pay its debts as they become due and/or the Recipient’s default of an obligation that impacts its ability to perform under this Agreement; or
- Significant change in state or Energy Commission policy such that the work or product being funded would not be supported by the Commission.

c. Without Cause

The Energy Commission may terminate this Agreement without cause upon giving thirty (30) days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations.

17. Indemnification

To the extent allowed under California law, the Recipient will indemnify, defend, and hold harmless the state (including the Energy Commission) and state officers, agents, and employees from any and all claims and losses in connection with the performance of this Agreement.

18. Reserved

19. Reserved

20. Intellectual Property

- a. The Energy Commission makes no claim to intellectual property developed under this Agreement that is not specified for delivery, except as expressly provided herein.

“Intellectual property” means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- b. The Energy Commission owns all products identified in the Scope of Work, with the exception of products that fall within the definition of “intellectual property.”

“Product” means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- c. Both the Energy Commission and the California Public Utilities Commission have a no-cost, non-exclusive, transferable, irrevocable, royalty-free, worldwide, perpetual license to use, publish, translate, modify, and reproduce intellectual property for governmental purposes, including but not limited to providing data and reports to the California Public Utilities Commission, State legislature, and Utilities and using data for the development of future programs.

- d. Intellectual Property Indemnity

The Recipient may not, in supplying work under this Agreement, knowingly infringe or misappropriate any intellectual property right of a third party, and will take reasonable actions to avoid infringement.

To the extent allowed under California law, the Recipient will defend and indemnify the Energy Commission and the California Public Utilities Commission from and against any claim, lawsuit, or other proceeding, loss, cost, liability, or expense (including court costs and reasonable fees of attorneys and other professionals) to the extent arising out of: (i) any third party claim that a product infringes any patent, copyright, trade secret, or other intellectual property right of any third party; or (ii) any third party claim arising out of the negligent or other tortious acts or omissions by the Recipient or its employees, subcontractors, or agents in connection with or related to the products or the Recipient's performance under this Agreement.

21. Reserved

22. General Provisions

- a. Governing Law

This Agreement is governed by the laws of the State of California as to interpretation and performance.

b. Independent Capacity

In the performance of this Agreement, the Recipient and its agents, subcontractors, and employees will act in an independent capacity and not as officers, employees, or agents of the State of California.

c. Assignment

This Agreement is not assignable or transferable by the Recipient either in whole or in part without the consent of the Energy Commission in the form of an amendment.

d. Timeliness

Time is of the essence in this Agreement.

e. Severability

If any provision of this Agreement is unenforceable or held to be unenforceable, all other provisions of this Agreement will remain in full force and effect.

f. Waiver

No waiver of any breach of this Agreement constitutes waiver of any other breach. All remedies in this Agreement will be taken and construed as cumulative, meaning in addition to every other remedy provided in the Agreement or by law.

g. Assurances

The Commission reserves the right to seek further written assurances from the Recipient and its team that the work under this Agreement will be performed in accordance with the terms of the Agreement.

h. Change in Business

- 1) The Recipient will promptly notify the Energy Commission of the occurrence of any of the following:
 - a) A change of address.
 - b) A change in business name or ownership.
 - c) The existence of any litigation or other legal proceeding affecting the project or Agreement.
 - d) The occurrence of any casualty or other loss to project personnel, equipment, or third parties.
 - e) Receipt of notice of any claim or potential claim against the Recipient for patent, copyright, trademark, service mark, and/or trade secret infringement that could affect the Energy Commission's rights.
- 2) The Recipient must provide the CalSHAPE Program with written notice of a planned change or reorganization of the type of business entity under which it does business. A change of business entity or name change requires an amendment assigning or novating the Agreement to the changed entity. If the Energy Commission does not seek to amend this Agreement or enter into a new agreement with the changed or new entity for any reason (including that the Commission is not satisfied that the new entity can perform in the same manner as the Recipient), it may terminate this Agreement as provided in the "Termination" section.

i. Access to Sites and Records

Energy Commission and California Public Utilities Commission staff and representatives will have reasonable access to all project sites and to all records related to this Agreement.

j. Prior Dealings, Custom, or Trade Usage

These terms and conditions may not be modified or supplemented by prior dealings, custom, or trade usage.

k. Survival of Terms

Certain provisions will survive the completion or termination date of this Agreement for any reason. The provisions include but are not limited to:

- Legal Statements on Products (included in Section 5, "Products")
- Payment of Funds (Section 8)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Termination (Section 16)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Change in Business (see this section)
- Access to Sites and Records (see this section)

23. *Certifications and Compliance*

a. Federal, State, and Local Laws

The Recipient must obtain all required permits and shall comply with all applicable federal, state and local laws, codes, rules, and regulations for all work performed under the Agreement.

b. Nondiscrimination Statement of Compliance

During the performance of this Agreement, the Recipient and its subcontractors will not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, sexual orientation, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition, age, marital status, or denial of family care leave. The Recipient and its subcontractors will ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

The Recipient and its subcontractors will comply with the provisions of the Fair Employment and Housing Act (Government Code Sections 12990 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 11000 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4.1 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part of it as if set forth in full. The Recipient and its subcontractors will give written notice of their obligations under this section to labor organizations with which they have a collective bargaining or other Agreement.

The Recipient will include the nondiscrimination and compliance provisions of this section in all subcontracts to perform work under this Agreement.

c. Drug-Free Workplace Certification

By signing this Agreement, the Recipient certifies under penalty of perjury under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- 1) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited, and specifying actions to be taken against employees for violations as required by Government Code Section 8355(a).
- 2) Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - The dangers of drug abuse in the workplace;
 - The person's or organization's policy of maintaining a drug-free workplace;
 - Any available counseling, rehabilitation, and employee assistance programs; and
 - Penalties that may be imposed upon employees for drug abuse violations.
- 3) Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed project:
 - Will receive a copy of the company's drug-free policy statement; and
 - Will agree to abide by the terms of the company's statement as a condition of employment on the project.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both, and the Recipient may be ineligible for any future state awards if the Commission determines that any of the following has occurred: (1) the Recipient has made false certification, or (2) violates the certification by failing to carry out the requirements as noted above.

d. National Labor Relations Board Certification (Not applicable to public entities)

The Recipient, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the Recipient within the immediately preceding two year period because of the Recipient's failure to comply with an order of a federal court that orders the Recipient to comply with an order of the National Labor Relations Board.

e. Child Support Compliance Act (Applicable to California Employers)

For any agreement in excess of \$100,000, the Recipient acknowledges that:

- 1) It recognizes the importance of child and family support obligations and will fully comply with all applicable state and federal laws relating to child and family support enforcement, including but not limited to disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

- 2) To the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

f. Air or Water Pollution Violation

Under state laws, the Recipient will not be:

- 1) In violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district;
- 2) Subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or
- 3) Finally determined to be in violation of provisions of federal law relating to air or water pollution.

g. Americans With Disabilities Act

By signing this Agreement, the Recipient assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. Section 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA.

24. Reserved

25. Commission Remedies for Recipient's Non-Compliance

Without limiting any of its other remedies, the Commission may, for Recipient's noncompliance of any Agreement requirement, withhold future payments, demand and be entitled to repayment of past reimbursements, or suspend or terminate this Agreement. The tasks in the Scope of Work are non-severable, and completion of all of them is material to this Agreement. Thus, the Commission, without limiting its other remedies, is entitled to repayment of all funds paid to Recipient if the Recipient does not timely complete all tasks in the Scope of Work.

26. Definitions

- **Agreement Term** means the length of this Agreement, as specified on the Agreement signature page (form CEC-146).
- **Data** means any recorded information that relates to the project funded by the Agreement, whether created or collected before or after the Agreement's effective date.
- **Effective Date** means the date on which this Agreement is signed by the last party required to sign, provided that signature occurs after the Agreement has been approved by the Energy Commission at a business meeting or by the Executive Director or his/her designee.

- **Equipment** means products, objects, machinery, apparatus, implements, or tools that are purchased or constructed with Energy Commission funds for the project, and that have a useful life of at least one year and an acquisition unit cost of at least \$5,000. "Equipment" includes products, objects, machinery, apparatus, implements, or tools that are composed by over thirty percent (30%) of materials purchased for the project. For purposes of determining depreciated value of equipment used in the Agreement, the project will terminate at the end of the normal useful life of the equipment purchased and/or developed with Energy Commission funds. The Energy Commission may determine the normal useful life of the equipment.
- **Intellectual Property** means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

"Works of authorship" does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.
- **Invention** means intellectual property that is patentable.
- **Match Funds** means cash or in-kind (i.e., non-cash) contributions provided by the Recipient or a third party for a project funded by the Energy Commission. If this Agreement resulted from a solicitation, refer to the solicitation's discussion of match funding for guidelines specific to the project.
- **Materials** means the substances used to construct, or as part of, a finished object, commodity, device, article, or product and that does not meet the definition of Equipment.
- **Ownership** means exclusive possession of all rights to property, including the right to use and transfer property.
- **Product** means any tangible item specified for delivery to the Energy Commission in the Scope of Work.
- **Project** means the entire effort undertaken and planned by the Recipient and consisting of the work funded by the Energy Commission. The project may coincide with or extend beyond the Agreement term.
- **State** means the state of California and all California state agencies within it, including but not limited to commissions, boards, offices, and departments.



RECIPIENT Center Joint Unified	AGREEMENT NUMBER 23R5PA1230
ADDRESS Lisa Coronado 8408 Watt Ave. Antelope, CA 95843	AGREEMENT TERM Ends 24 months after Effective Date The effective date of this Agreement is either the start date or the approval signature date by the California Energy Commission representative below, whichever is later. The California Energy Commission shall be the last party to sign. No work is authorized, nor shall any work begin, until on or after the effective date.

PROJECT DESCRIPTION

The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

- Exhibit A – Scope of Work**
- Exhibit B – Budget**
- Exhibit C – Agreement Contacts**
- Exhibit D – Terms and Conditions**

	EIMBURSABLE AMOUNT
	\$2,223,945.00
	Total of REIMBURSABLE AMOUNT
	\$2,223,945.00

The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

CALIFORNIA ENERGY COMMISSION		RECIPIENT	
AUTHORIZED SIGNATURE	DATE	AUTHORIZED SIGNATURE	DATE
NAME Adrienne Winuk		NAME enter name	
TITLE Contracts, Grants, and Loans Office Manager		TITLE enter title	
CALIFORNIA ENERGY COMMISSION ADDRESS			

EXHIBIT A

Scope of Work

Center Joint Unified 34739730000000

Total Number of Sites 6

Site Name

Arthur S. Dudley Elementary
Center High
McClellan High (Continuation)
Cyril Spinelli Elementary
Oak Hill Elementary
North Country Elementary

CDS Code

34739736032908
34739733430378
34739733430451
34739736032924
34739736107734
34739736108948

Arthur S. Dudley Elementary

Appliance/Fixture

Unit Count

Interior Faucet	34
Toilet	19
Urinal	5

Center High

Appliance/Fixture

Unit Count

Automatic Ice Maker	2
Commercial Dishwasher	1
Interior Faucet	167
Toilet	72
Urinal	46

McClellan High (Continuation)

Appliance/Fixture

Unit Count

Commercial Dishwasher	1
Toilet	18
Urinal	6

Cyril Spinelli Elementary

Appliance/Fixture

Unit Count

Commercial Dishwasher	1
Interior Faucet	41
Toilet	34
Urinal	6

Oak Hill Elementary

Appliance/Fixture

Unit Count

Interior Faucet	41
Toilet	29
Urinal	8

North Country Elementary

Appliance/Fixture

Unit Count

Interior Faucet	40
Toilet	36
Urinal	7

EXHIBIT B

Budget

Center Joint Unified 34739730000000

Total Requested Amount
\$2,223,945.00

Site Name	Requested Amount
Arthur S. Dudley Elementary	\$196,906.00
Center High	\$1,061,185.00
McClellan High (Continuation)	\$117,262.00
Cyril Spinelli Elementary	\$322,251.00
Oak Hill Elementary	\$257,657.00
North Country Elementary	\$268,684.00

Arthur S. Dudley Elementary

Appliance/Fixture

Requested Amount

Interior Faucet	\$136,714.00
Toilet	\$47,652.00
Urinal	\$12,540.00

Center High

Appliance/Fixture

Requested Amount

Automatic Ice Maker	\$36,664.00
Commercial Dishwasher	\$57,070.00
Interior Faucet	\$671,507.00
Toilet	\$180,576.00
Urinal	\$115,368.00

McClellan High (Continuation)

Appliance/Fixture

Requested Amount

Commercial Dishwasher	\$57,070.00
Toilet	\$45,144.00
Urinal	\$15,048.00

Cyril Spinelli Elementary

Appliance/Fixture

Requested Amount

Commercial Dishwasher	\$57,070.00
Interior Faucet	\$164,861.00
Toilet	\$85,272.00
Urinal	\$15,048.00

Oak Hill Elementary

Appliance/Fixture

Requested Amount

Interior Faucet	\$164,861.00
Toilet	\$72,732.00
Urinal	\$20,064.00

North Country Elementary
Appliance/Fixture

Interior Faucet	\$160,840.00
Toilet	\$90,288.00
Urinal	\$17,556.00

Total Grant Award	\$2,223,945.00
Initial Payment	\$1,111,972.50
Final Payment	\$1,111,972.50

EXHIBIT C

Contacts

CalSHAPE Program Staff

California Energy Commission
715 P Street
Sacramento, CA 95814
E-mail: CalSHAPE@energy.ca.gov

Confidential Deliverables/Products

Adrienne Winuk, Manager
California Energy Commission
Contracts, Grants and Loans Office
715 P Street, MS - 18
Sacramento, CA 95814
E-mail: Adrienne.Winuk@energy.ca.gov

Invoices, Progress Reports and Non-Confidential Deliverables to

Mary Hung
California Energy Commission
Accounting Office
714 P Street MS - 2
Sacramento, CA 95813
E-mail: Mary.Hung@energy.ca.gov

EXHIBIT C

Contacts

LEA Contact (Primary)

Name	enter name
Address	enter address line
City, State, Zip	enter city, state, zipcode
E-mail	enter email

LEA Contact (Alternate)

Name	enter name
Address	enter address line
City, State, Zip	enter city, state, zipcode
E-mail	enter email

LEA Contact (Alternate)

Name	enter name
Address	enter address line
City, State, Zip	enter city, state, zipcode
E-mail	enter email

EXHIBIT D

CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY (CALSHAPE) STANDARD GRANT TERMS AND CONDITIONS

TABLE OF CONTENTS

SECTION	PAGE NO.
1. INTRODUCTION	2
2. DOCUMENTS INCORPORATED BY REFERENCE	2
3. STANDARD OF PERFORMANCE	3
4. DUE DILIGENCE	3
5. PRODUCTS	3
6. AMENDMENTS	4
7. CONTRACTING AND PROCUREMENT PROCEDURES	4
8. PAYMENT OF FUNDS	6
9. RESERVED	8
10. PREVAILING WAGE	8
11. RECORDKEEPING, COST ACCOUNTING, AND AUDITING	10
12. WORKERS' COMPENSATION INSURANCE	12
13. PERMITS AND CLEARANCES	12
14. EQUIPMENT	12
15. STOP WORK	12
16. TERMINATION	13
17. INDEMNIFICATION	13
18. RESERVED	13
19. RESERVED	13
20. INTELLECTUAL PROPERTY	13
21. RESERVED	14
22. GENERAL PROVISIONS	14
23. CERTIFICATIONS AND COMPLIANCE	16
24. RESERVED	18
25. COMMISSION REMEDIES FOR RECIPIENT'S NON-COMPLIANCE	18
26. DEFINITIONS	18

1. **Introduction**

This grant agreement (Agreement) between the California Energy Commission (Energy Commission or Commission) and the Recipient is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 (Ting, Chapter 372, Statutes of 2020), which in part provides grants to replace noncompliant plumbing fixtures and appliances. This grant program is referred to as the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Plumbing Program.

This Agreement includes: (1) the Agreement signature page (**form CEC-146**); (2) the scope of work (**Exhibit A**); (3) the budget (**Exhibit B**); (4) a contacts list (**Exhibit C**); (5) these terms and conditions, which are standard requirements for CalSHAPE plumbing program grant awards (**Exhibit D**); (6) any special terms and conditions that the Energy Commission may impose to address the unique circumstances of the funded project, which take precedence in the event of a conflict with any provision of these terms and conditions (**Exhibit E**); (7) all attachments; and (8) all documents incorporated by reference.

All work and expenditure of Commission-reimbursed funds must occur within the Agreement term specified on the CEC-146 form.

2. **Documents Incorporated by Reference**

The documents below are incorporated by reference into this Agreement. These terms and conditions will govern in the event of a conflict with the documents below, with the exception of the documents in subsections (f) and (g) below. Where this Agreement or California laws and regulations are silent or do not apply, the Energy Commission will use the federal cost principles and acquisition regulations listed below as guidance in determining whether reimbursement of claimed costs is allowable. Documents incorporated by reference include:

Funding Documents

- a. The notice of funding availability for the project supported by this Agreement
- b. The Recipient's application submitted in response to the notice of funding availability

Program Guidelines

- c. CalSHAPE Plumbing Program Commission Guidelines, available at <https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program>

Federal Cost Principles (*applicable to state and local governments, Indian tribes, institutions of higher education, and nonprofit organizations*)

- d. 2 Code of Federal Regulations (CFR) Part 200, Subpart E (Sections 200.400 et seq.)

Federal Acquisition Regulations (*applicable to commercial organizations*)

- e. 48 CFR, Ch.1, Subchapter E, Part 31, Subpart 31.2: Contracts with Commercial Organizations (supplemented by 48 CFR, Ch. 9, Subchapter E, Part 931, Subpart 931.2 for Department of Energy grants)

Nondiscrimination

- f. 2 California Code of Regulations, Section 11099 et seq.: Contractor Nondiscrimination and Compliance

General Laws

- g. Any federal, state, or local laws or regulations applicable to the project that are not expressly listed in this Agreement

3. **Standard of Performance**

In performing work under the Agreement, the Recipient, its subcontractors, and their employees are responsible for exercising the degree of skill and care required by customarily accepted good professional practices and procedures for the type of work performed.

4. **Due Diligence**

- a. The Recipient must take timely actions that, taken collectively, move this project to completion.
- b. Energy Commission staff will periodically evaluate the project schedule for completion of Scope of Work tasks. This evaluation may include but not be limited to random checks of project progress at periodic intervals set by the Energy Commission. Recipients subject to a project check must complete a progress report using a template prepared by the Energy Commission to provide information on the project status and expected completion date.
- c. If Energy Commission staff determines that: (1) the Recipient is not diligently completing the tasks in the Scope of Work; or (2) the time remaining in this Agreement is insufficient to complete all project tasks by the Agreement end date, Energy Commission staff may recommend that this Agreement be terminated, and the Commission may terminate this Agreement without prejudice to any of its other remedies.

5. **Products**

- a. **“Products”** are any tangible item specified for delivery to the Energy Commission in the Scope of Work, such as reports and summaries. The Recipient will submit all products identified in the Scope of Work to Energy Commission staff, in the manner and form specified in the Scope of Work.

If Energy Commission staff determines that a product is substandard given its description and intended use as described in this Agreement, Energy Commission staff, without prejudice to any of the Commission’s other remedies, may refuse to authorize payment for the product and any subsequent products that rely on or are based upon the product under this Agreement.

- b. **Failure to Submit Products**

Failure to submit a product required in the Scope of Work may be considered material noncompliance with the Agreement terms. Without prejudice to any other remedies, noncompliance may result in actions such as the withholding of future payments or awards, or the suspension or termination of the Agreement.

- c. **Legal Statements on Products**

All documents that result from work funded by this Agreement and are released to the public must include the following statement to ensure no Commission endorsement of documents:

LEGAL NOTICE

This document was prepared as a result of work sponsored by the California Energy Commission. It does not necessarily represent the views of the Energy Commission, its employees, or the State of California. Neither the Commission, the State of California, nor the Commission's employees, contractors, or subcontractors makes any warranty, express or implied, or assumes any legal liability for the information in this document; nor does any party represent that the use of this information will not infringe upon privately owned rights. This document has not been approved or disapproved by the Commission, nor has the Commission passed upon the accuracy of the information in this document.

6. Amendments

a. Procedure for Requesting Extensions

The Recipient must submit a written request to the CalSHAPE Program for a one-time only extension to the Agreement, not to exceed six-months nor the final program reporting deadline date of June 1, 2026. The request must include:

- A brief summary of the proposed extension; and
- A brief summary of the reason(s) for the extension

b. Approval of Changes

No amendment or variation of this Agreement shall be valid unless made in writing and signed by both of the parties except for the Commission's unilateral termination rights in Section 16 of these terms. No oral understanding or agreement is binding on any of the parties.

7. Contracting and Procurement Procedures

This section provides general requirements for agreements entered into between the Recipient and subcontractors for the performance of this Agreement.

a. Contractor's Obligations to Subcontractors

1) The Recipient is responsible for handling all contractual and administrative issues arising out of or related to any subcontracts it enters into for the performance of this Agreement.

2) Nothing contained in this Agreement or otherwise creates any contractual relation between the Commission and any subcontractors, and no subcontract may relieve the Recipient of its responsibilities under this Agreement. The Recipient agrees to be as fully responsible to the Commission for the acts and omissions of its subcontractors or persons directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Recipient.

The Recipient's obligation to pay its subcontractors is an independent obligation from the Commission's obligation to make payments to the Recipient. As a result, the Commission has no obligation to pay or enforce the payment of any funds to any subcontractor.

3) The Recipient is responsible for establishing and maintaining contractual agreements with and reimbursing each subcontractor for work performed in accordance with the terms of this Agreement.

b. Flow-Down Provisions

Subcontracts funded in whole or in part by this Agreement must include language conforming to the provisions below, unless the subcontracts are entered into by the University of California (UC) or the U.S. Department of Energy (DOE) national laboratories. UC may use the terms and conditions negotiated by the Energy Commission with UC for its subcontracts. DOE national laboratories may use the terms and conditions negotiated with DOE (please contact the Commission Grants Officer for these terms).

- Standard of Performance (Section 3)
- Legal Statements on Products (included in Section 5, "Products")
- Prevailing Wage (Section 10)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Access to Sites and Records (included in Section 22, "General Provisions")
- Nondiscrimination (included in Section 23, "Certifications and Compliance")
- Survival of the following sections:
 - Equipment (Section 14)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Intellectual Property (Section 20)
 - Access to Sites and Records (included in Section 22, "General Provisions")

Subcontracts funded in whole or in part by this Agreement must also include the following:

- A clear and accurate description of the material, products, or services to be procured.
- A detailed budget and timeline.
- Provisions that allow for administrative, contractual, or legal remedies in instances where subcontractors breach contract terms, in addition to sanctions and penalties as may be appropriate.
- Provisions for termination by the Recipient, including termination procedures and the basis for settlement.
- A statement that further assignments will not be made to any third or subsequent tier subcontractor without additional advance written consent of the Commission.

c. Audits

All subcontracts entered into for the performance of this Agreement are subject to examination and audit by the Energy Commission, Bureau of State Audits, or the California Public Utilities Commission for a period of three (3) years after payment of the Recipient's final invoice under this Agreement.

d. Copies of Subcontracts

The Recipient must provide a copy of its subcontracts upon request by the Energy Commission.

e. Conflicting Subcontract Terms

Prior to the execution of this Agreement, the Recipient will notify the CalSHAPE Program of any known or reasonably foreseeable conflicts between this Agreement and its agreements with any subcontractors (e.g., conflicting intellectual property or payment terms). If the Recipient discovers any such conflicts after the execution of this Agreement, it will notify the CalSHAPE Program of the conflict within fifteen (15) days of discovery. The Energy Commission may, without prejudice to its other remedies, terminate this Agreement if any conflict impairs or diminishes its value.

f. Penalties for Noncompliance

Without limiting the Commission's other remedies, failure to comply with the above requirements may result in the termination of this Agreement.

8. Payment of Funds

a. Timing of Payment

See Chapter 3, Section G, Timing of Payment, of the CalSHAPE Plumbing Commission Guidelines.

Final payment will only be made after the Energy Commission: (1) receives and approves the Recipient's final reporting; and (2) receives and accepts all other required documentation necessary for the Energy Commission to determine the total final amount due to the Recipient, based on actual and allowable Incurred Costs and Paid Costs under this Agreement, up to the total grant award amount.

Without limiting any other rights and remedies available to the Energy Commission, Recipient must return funds to the Energy Commission received under this Agreement if, for example, the Recipient was overpaid in the first payment, did not complete the project, or did not meet other program requirements.

b. Reimbursable Cost Requirements

In addition to any other requirements in this Agreement, the Energy Commission is only obligated to reimburse the Recipient for Incurred and Paid Costs that are (1) incurred during the Agreement Term; (2) invoiced within the required timeframes of this Agreement; (3) made in accordance with the Agreement's Budget; and (4) actual and allowable expenses under this Agreement.

ALL of the items in the Budget are capped amounts (i.e., maximums), and the Recipient can only bill its ACTUAL amount up to capped amounts listed in the Budget. For example, if the Budget includes an employee's hourly rate of \$50/hour but the employee is only paid \$40/hour, the Recipient can only bill for \$40/hour. Under the same example, if the employee earned \$70/hour but the Budget only lists \$50/hour, the Recipient can only bill for \$50. If the actual rates exceed the approved rates in the Budget, the difference may be charged to the agreement as a match share expenditure.

c. Payment Requests

Recipient agrees and acknowledges that time is of the essence in submitting the final payment request. The Commission has a limited period of time, set by law, in which it can reimburse funds under this Agreement. Without prejudice to the Commission's other rights, the Recipient risks not receiving any funds, and relieves the Commission of any duty and liability whatsoever to pay, for any payment requests received after the end of the Agreement.

d. Invoice Approval and Disputes:

Payment is subject to Energy Commission staff's approval. Payments will be made to the Recipient for undisputed invoices. An undisputed invoice is an invoice submitted by the Recipient for work performed, for which project expenditures and products meet all Agreement conditions, and for which additional evidence is not required to determine its validity.

The invoice will be disputed if all products due for the billing period have not been received and approved, if the invoice is inaccurate, or if it does not comply with the terms of this Agreement. If the invoice is disputed, the Recipient will be notified by the CEC.

e. Multiple Non-Energy Commission Funding Sources:

No payment will be made for costs identified in recipient invoices that have been or will be reimbursed by another source, including but not limited to an agreement with another government entity.

"Government Entity" means: (1) a state governmental agency; (2) a state college or university; (3) a local government entity or agency, including those created as a Joint Powers Authority; (4) an auxiliary organization of the California State University or a California community college; (5) the federal government; (6) a foundation organized to support the Board of Governors of the California Community Colleges; and (7) an auxiliary organization of the Student Aid Commission established under California Education Code Section 69522.

f. Reduced funding:

If the Energy Commission does not receive sufficient funds under the Budget Act or from the investor-owned utility administrators of the CalSHAPE program to fully fund the work identified in Exhibit A (Scope of Work), the following will occur:

- 1) If the Energy Commission has received a reduced amount of funds for the work, it may: (1) offer an Agreement amendment to the Recipient to reflect the reduced amount; or (2) cancel this Agreement (with no liability occurring to the State).
- 2) If the Energy Commission has received no funds for the work identified in Exhibit A: (1) this Agreement will be of no force and effect; (2) the State will have no obligation to pay any funds to the Recipient; and (3) the Recipient will have no obligation to perform any work under this Agreement.

g. Allowability of Costs

1) Allowable Costs

The costs for which the Recipient will be reimbursed under this Agreement include all costs, direct and indirect, incurred in the performance of the work identified in the Scope of Work. Costs must be incurred within the Agreement term. Factors to be considered in determining whether an individual item of cost is allowable include: (i) reasonableness of the item, including necessity of the item for the work; (ii) applicable federal cost principles or acquisition regulations incorporated by reference in Section 2 of this Agreement; and (iii) the terms and conditions of this Agreement.

2) Unallowable Costs

See Chapter 3, Section H, Ineligible Costs, of the CalSHAPE Plumbing Program Commission Guidelines.

- 3) Except as provided for in this Agreement or applicable California law or regulations, the Recipient will use the federal cost principles and/or acquisition regulations incorporated by reference in Section 2 of this Agreement when determining allowable and unallowable costs. In the event of a conflict, this Agreement takes precedence over the federal cost principles and/or acquisition regulations.

h. Final Invoice for Remaining Funds

See Chapter 4, Section C, Final Documentation and Invoice for Remaining Funds, of the CalSHAPE Plumbing Program Commission Guidelines. The Recipient must submit all invoices electronically by uploading them to the CalSHAPE Online System, which is found at <https://calshape.energy.ca.gov/>.

- i. If the Recipient has not otherwise provided to the Commission documentation showing the Recipient's payment of Incurred Costs, the Recipient shall provide such documentation as soon as possible and not later than three working days from a request from Commission personnel.

j. Certification

The following certification will be included on each payment request form and signed by the Recipient's authorized officer:

The documents included in this request for payment are true and correct to the best of my knowledge and I have authority to submit this request. I certify that reimbursement for these costs has not and will not be received from any other sources, including but not limited to a government entity contract, subcontract, or other procurement method. For projects considered to be a public work, prevailing wages were paid to eligible workers who provided labor for the work covered by this invoice; the Recipient and all subcontractors have complied with prevailing wage laws.

9. **Reserved**

10. **Prevailing Wage**

a. Requirement

Projects funded by the Energy Commission often involve construction, alteration, demolition, installation, repair, or maintenance work over \$1,000. Such projects might be considered "public works" under the California Labor Code (See California Labor Code Section 1720 et seq. and Title 8 California Code of Regulations, Section 16000 et seq.). Public works projects require the payment of prevailing wages. Prevailing wage rates can be significantly higher than non-prevailing wage rates.

b. Determination of Project's Status

Only the California Department of Industrial Relations (DIR) and courts of competent jurisdiction may issue legally binding determinations that a particular project is or is not a public work. If the Recipient is unsure whether the project funded by the Agreement is a “public work” as defined in the California Labor Code, it may wish to seek a timely determination from DIR or an appropriate court. As such processes can be time consuming, it may not be possible to obtain a timely determination before the date for performance of the Agreement.

By accepting this grant, the Recipient is fully responsible for complying with all California public works requirements, including but not limited to payment of prevailing wage. As a material term of this grant, the Recipient must either:

- 1) Timely obtain a legally binding determination from DIR or a court of competent jurisdiction before work begins on the project that the proposed project is not a public work; or
- 2) Assume that the project is a public work and ensure that:
 - Prevailing wages are paid unless and until DIR or a court of competent jurisdiction determines that the project is not a public work;
 - The project budget for labor reflects these prevailing wage requirements; and
 - The project complies with all other requirements of prevailing wage law, including but not limited to keeping accurate payroll records and complying with all working hour requirements and apprenticeship obligations.

California Prevailing Wage law provides for substantial damages and financial penalties for failure to pay prevailing wages when such payment is required.

c. Subcontractors and Flow-down Requirements

The Recipient will ensure that its subcontractors also comply with the public works/prevailing wage requirements above. The Recipient will ensure that all agreements with its subcontractors to perform work related to this Project contain the above terms regarding payment of prevailing wages on public works projects. The Recipient is responsible for any failure of its subcontractors to comply with California prevailing wage and public works laws.

d. Indemnification and Breach

Any failure of the Recipient or its subcontractors to comply with the above requirements will constitute breach of this Agreement which excuses the Commission’s performance of this Agreement at the Commission’s option, and will be at the Recipient’s sole risk. In such a case, the Commission will refuse payment to the Recipient of any amount under this award and the Commission will be released, at its option, from any further performance of this Agreement or any portion thereof. The Recipient will indemnify the Energy Commission and hold it harmless for any and all financial consequences arising out of or resulting from the failure of the Recipient and/or any of its subcontractors to pay prevailing wages or to otherwise comply with the requirements of prevailing wage law.

e. Budget

The Recipient’s budget on public works projects must indicate which job classifications are subject to prevailing wage. For detailed information about prevailing wage and the process to determine if the proposed project is a public work, the Recipient may wish to contact DIR or a qualified labor attorney for guidance.

f. Covered Trades

For public works projects, the Recipient may contact DIR for a list of covered trades and the applicable prevailing wage.

g. Questions

If the Recipient has any questions about this contractual requirement or the wage, record keeping, apprenticeship, or other significant requirements of California prevailing wage law, the Recipient should consult DIR and/or a qualified labor attorney before entering into this Agreement.

h. Certification

The Recipient will certify to the Energy Commission on each payment request form either that: (a) prevailing wages were paid to eligible workers who provided labor for work covered by the payment request and the Recipient and all contractors and subcontractors otherwise complied with all California prevailing wage laws; or (b) the project is not a public work requiring the payment of prevailing wages. In the latter case, the Recipient will provide competent proof of a DIR or court determination that the project is not a public work requiring the payment of prevailing wages.

Prior to the release of any retained funds under this Agreement, the Recipient will submit to the Energy Commission the above-described certificate signed by the Recipient and all contractors and subcontractors performing public works activities on the project. Absent this certificate, the Recipient will have no right to any funds under this Agreement, and Commission will be relieved of any obligation to pay any funds.

11. Recordkeeping, Cost Accounting, and Auditing

a. Cost Accounting

The Recipient will keep separate, complete, and correct accounting of the costs involved in completing the project and any match-funded portion of the project. The Commission or its agent will have the right to examine the Recipient's books of accounts at all reasonable times, to the extent necessary to verify the accuracy of the Recipient's reports.

b. Accounting Procedures

The Recipient's costs will be determined on the basis of its accounting system procedures and practices employed as of the effective date of this Agreement, provided that the Recipient uses generally accepted accounting principles and cost reimbursement practices. The Recipient's cost accounting practices used in accumulating and reporting costs during the performance of this Agreement will be consistent with the practices used in estimating costs for any proposal to which this Agreement relates; provided that such practices are consistent with the other terms of this Agreement and that such costs may be accumulated and reported in greater detail during performance of this Agreement.

The Recipient's accounting system will distinguish between direct and indirect costs. All costs incurred for the same purpose, in like circumstances, are either direct costs only or indirect costs only with respect to costs incurred under this Agreement.

c. Inspections, Assessment, and Studies

If selected, the Recipient must cooperate with and participate in the following:

- 1) An assessment of a funded project's greenhouse gas reductions and energy savings. This may include, but is not limited to, requests from Energy Commission staff or its delegate for data, project and equipment information, and reasonable access to the project site to assist with determining greenhouse gas reductions and energy savings attributable to the funded project. Costs associated with any activities associated with such an assessment will not be funded by a CalSHAPE Program grant.
- 2) A site inspection and verification of installation and operation of new fixtures and appliances. This may include, but is not limited to, providing Energy Commission staff or its delegates reasonable access to the funded project site to inspect and verify installation and operation. Recipient understands that any such inspection and verification by Energy Commission staff or its delegates is not a safety inspection.
- 3) A measurement and evaluation study that will be used to analyze current program performance and improve future program designs. This may include but is not limited to providing Energy Commission staff or its delegates data, project and equipment information, and reasonable access to the funded project site.

d. Audit Rights

The Recipient will maintain books, records, documents, and other evidence, based on the procedures set forth above, sufficient to reflect properly all costs claimed to have been incurred in the performance of this Agreement. The Energy Commission, another state agency, and/or a public accounting firm designated by the Energy Commission may audit the Recipient's accounting records at all reasonable times, with prior notice by the Energy Commission.

It is the intent of the parties that the audits will ordinarily be performed not more frequently than once every twelve (12) months during the performance of the work and once at any time within three (3) years after payment by the Energy Commission of the Recipient's final invoice. However, performance of any such interim audits by the Energy Commission does not preclude further audit. The Energy Commission may audit books, records, documents, and other evidence relevant to the Recipient's royalty payment obligations (see Section 21) for a period of ten (10) years after payment of the Recipient's final invoice.

The Recipient will allow the auditor(s) to access such records during normal business hours, and will allow interviews of any employees who might reasonably have information related to such records. The Recipient will include a similar right of the state to audit records and interview staff in any subcontract related to the performance of this Agreement.

e. Refund to the Energy Commission

If the Energy Commission determines that any invoiced and paid amounts exceed the actual allowable incurred costs, the Recipient will repay the amounts to the Energy Commission within thirty (30) days of request or as otherwise agreed by the Energy Commission and the Recipient. If the Energy Commission does not receive such repayments, it will be entitled to take any actions enforce any remedies available to it, such as withholding further payments to the Recipient and seeking repayment from the Recipient.

f. **Audit Cost**

The Recipient will bear its cost of participating in any audit (e.g., mailing or travel expenses). The Energy Commission will bear the cost of conducting the audit unless the audit reveals an error detrimental to the Energy Commission that exceeds more than ten percent (10%) or \$5,000 (whichever is greater) of the amount audited. The Recipient will pay the refund as specified in subsection (d), and will reimburse the Energy Commission for reasonable costs and expenses incurred by the Commission in conducting the audit.

g. **Match or Cost Share**

If the budget includes a match share requirement, the Recipient's commitment of resources, as described in this Agreement, is a required expenditure for receipt of Energy Commission funds. The funds will be released only if the required match percentages are expended. The Recipient must maintain accounting records detailing the expenditure of the match (actual cash and in-kind, non-cash services), and report on match share expenditures on its request for payment.

12. Workers' Compensation Insurance

- a. The Recipient warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this Agreement, and agrees to furnish to the CalSHAPE Program satisfactory evidence of this insurance upon the CalSHAPE Program's request.
- b. If the Recipient is self-insured for worker's compensation, it warrants that the self-insurance is permissible under the laws of the State of California and agrees to furnish to the CalSHAPE Program satisfactory evidence of the insurance upon the CalSHAPE Program's request.

13. Permits and Clearances

The Recipient is responsible for ensuring that all necessary permits and environmental documents are prepared and that clearances are obtained from the appropriate agencies.

14. Equipment

Title to equipment acquired by the Recipient with grant funds will vest in the Recipient. The Recipient may use the equipment in the project or program for which it was acquired as long as needed, regardless of whether the project or program continues to be supported by grant funds. However, the Recipient may not sell, lease, or encumber the property (i.e., place a legal burden on the property such as a lien) during the Agreement term without Energy Commission Staff's prior written approval.

The Recipient may refer to the applicable federal regulations incorporated by reference in this Agreement for guidance regarding additional equipment requirements.

15. Stop Work

Energy Commission staff may, at any time by written notice to the Recipient, require the Recipient to stop all or any part of the work tasks in this Agreement. Stop work orders may be issued for reasons such as a project exceeding budget, noncompliance with the standard of performance, out of scope work, project delays, and misrepresentations.

- a. **Compliance.** Upon receipt of a stop work order, the Recipient must immediately take all necessary steps to comply with the order and to stop the incurrence of costs allocable to the Energy Commission.
- b. **Canceling a Stop Work Order.** The Recipient may resume the work only upon receipt of written instructions from Energy Commission staff.

16. Termination

a. Purpose

Because the Energy Commission is a state entity and provides funding on behalf of all California ratepayers, it must be able to terminate the Agreement upon the default of the Recipient and to proceed with the work required under the Agreement in any manner it deems proper. The Recipient agrees that upon any of the events triggering the termination of the Agreement by the Energy Commission, the Energy Commission has the right to terminate the Agreement, and it would constitute bad faith of the Recipient to interfere with the immediate termination of the Agreement by the Energy Commission.

b. With Cause

The Energy Commission may, for cause, terminate this Agreement upon giving five (5) calendar days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations. The Recipient will relinquish possession of equipment purchased for this Agreement with Energy Commission funds to the Commission, or the Recipient may purchase the equipment as provided by the terms of this Agreement, with approval of the Energy Commission.

The term “for cause” includes but is not limited to the following:

- Partial or complete loss of match funds;
- Reorganization to a business entity unsatisfactory to the Energy Commission;
- Retention or hiring of subcontractors, or replacement or addition of personnel, that fail to perform to the standards and requirements of this Agreement;
- The Recipient’s inability to pay its debts as they become due and/or the Recipient’s default of an obligation that impacts its ability to perform under this Agreement; or
- Significant change in state or Energy Commission policy such that the work or product being funded would not be supported by the Commission.

c. Without Cause

The Energy Commission may terminate this Agreement without cause upon giving thirty (30) days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations.

17. Indemnification

To the extent allowed under California law, the Recipient will indemnify, defend, and hold harmless the state (including the Energy Commission) and state officers, agents, and employees from any and all claims and losses in connection with the performance of this Agreement.

18. Reserved

19. Reserved

20. Intellectual Property

- a. The Energy Commission makes no claim to intellectual property developed under this Agreement that is not specified for delivery, except as expressly provided herein.

“Intellectual property” means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- b. The Energy Commission owns all products identified in the Scope of Work, with the exception of products that fall within the definition of “intellectual property.”

“Product” means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- c. Both the Energy Commission and the California Public Utilities Commission have a no-cost, non-exclusive, transferable, irrevocable, royalty-free, worldwide, perpetual license to use, publish, translate, modify, and reproduce intellectual property for governmental purposes, including but not limited to providing data and reports to the California Public Utilities Commission, State legislature, and Utilities and using data for the development of future programs.

- d. Intellectual Property Indemnity

The Recipient may not, in supplying work under this Agreement, knowingly infringe or misappropriate any intellectual property right of a third party, and will take reasonable actions to avoid infringement.

To the extent allowed under California law, the Recipient will defend and indemnify the Energy Commission and the California Public Utilities Commission from and against any claim, lawsuit, or other proceeding, loss, cost, liability, or expense (including court costs and reasonable fees of attorneys and other professionals) to the extent arising out of: (i) any third party claim that a product infringes any patent, copyright, trade secret, or other intellectual property right of any third party; or (ii) any third party claim arising out of the negligent or other tortious acts or omissions by the Recipient or its employees, subcontractors, or agents in connection with or related to the products or the Recipient's performance under this Agreement.

21. Reserved

22. General Provisions

- a. Governing Law

This Agreement is governed by the laws of the State of California as to interpretation and performance.

b. Independent Capacity

In the performance of this Agreement, the Recipient and its agents, subcontractors, and employees will act in an independent capacity and not as officers, employees, or agents of the State of California.

c. Assignment

This Agreement is not assignable or transferable by the Recipient either in whole or in part without the consent of the Energy Commission in the form of an amendment.

d. Timeliness

Time is of the essence in this Agreement.

e. Severability

If any provision of this Agreement is unenforceable or held to be unenforceable, all other provisions of this Agreement will remain in full force and effect.

f. Waiver

No waiver of any breach of this Agreement constitutes waiver of any other breach. All remedies in this Agreement will be taken and construed as cumulative, meaning in addition to every other remedy provided in the Agreement or by law.

g. Assurances

The Commission reserves the right to seek further written assurances from the Recipient and its team that the work under this Agreement will be performed in accordance with the terms of the Agreement.

h. Change in Business

- 1) The Recipient will promptly notify the Energy Commission of the occurrence of any of the following:
 - a) A change of address.
 - b) A change in business name or ownership.
 - c) The existence of any litigation or other legal proceeding affecting the project or Agreement.
 - d) The occurrence of any casualty or other loss to project personnel, equipment, or third parties.
 - e) Receipt of notice of any claim or potential claim against the Recipient for patent, copyright, trademark, service mark, and/or trade secret infringement that could affect the Energy Commission's rights.
- 2) The Recipient must provide the CalSHAPE Program with written notice of a planned change or reorganization of the type of business entity under which it does business. A change of business entity or name change requires an amendment assigning or novating the Agreement to the changed entity. If the Energy Commission does not seek to amend this Agreement or enter into a new agreement with the changed or new entity for any reason (including that the Commission is not satisfied that the new entity can perform in the same manner as the Recipient), it may terminate this Agreement as provided in the "Termination" section.

i. Access to Sites and Records

Energy Commission and California Public Utilities Commission staff and representatives will have reasonable access to all project sites and to all records related to this Agreement.

j. Prior Dealings, Custom, or Trade Usage

These terms and conditions may not be modified or supplemented by prior dealings, custom, or trade usage.

k. Survival of Terms

Certain provisions will survive the completion or termination date of this Agreement for any reason. The provisions include but are not limited to:

- Legal Statements on Products (included in Section 5, "Products")
- Payment of Funds (Section 8)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Termination (Section 16)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Change in Business (see this section)
- Access to Sites and Records (see this section)

23. *Certifications and Compliance*

a. Federal, State, and Local Laws

The Recipient must obtain all required permits and shall comply with all applicable federal, state and local laws, codes, rules, and regulations for all work performed under the Agreement.

b. Nondiscrimination Statement of Compliance

During the performance of this Agreement, the Recipient and its subcontractors will not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, sexual orientation, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition, age, marital status, or denial of family care leave. The Recipient and its subcontractors will ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

The Recipient and its subcontractors will comply with the provisions of the Fair Employment and Housing Act (Government Code Sections 12990 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 11000 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4.1 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part of it as if set forth in full. The Recipient and its subcontractors will give written notice of their obligations under this section to labor organizations with which they have a collective bargaining or other Agreement.

The Recipient will include the nondiscrimination and compliance provisions of this section in all subcontracts to perform work under this Agreement.

c. Drug-Free Workplace Certification

By signing this Agreement, the Recipient certifies under penalty of perjury under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- 1) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited, and specifying actions to be taken against employees for violations as required by Government Code Section 8355(a).
- 2) Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - The dangers of drug abuse in the workplace;
 - The person's or organization's policy of maintaining a drug-free workplace;
 - Any available counseling, rehabilitation, and employee assistance programs; and
 - Penalties that may be imposed upon employees for drug abuse violations.
- 3) Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed project:
 - Will receive a copy of the company's drug-free policy statement; and
 - Will agree to abide by the terms of the company's statement as a condition of employment on the project.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both, and the Recipient may be ineligible for any future state awards if the Commission determines that any of the following has occurred: (1) the Recipient has made false certification, or (2) violates the certification by failing to carry out the requirements as noted above.

d. National Labor Relations Board Certification (Not applicable to public entities)

The Recipient, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the Recipient within the immediately preceding two year period because of the Recipient's failure to comply with an order of a federal court that orders the Recipient to comply with an order of the National Labor Relations Board.

e. Child Support Compliance Act (Applicable to California Employers)

For any agreement in excess of \$100,000, the Recipient acknowledges that:

- 1) It recognizes the importance of child and family support obligations and will fully comply with all applicable state and federal laws relating to child and family support enforcement, including but not limited to disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

- 2) To the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.
- f. Air or Water Pollution Violation
- Under state laws, the Recipient will not be:
- 1) In violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district;
 - 2) Subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or
 - 3) Finally determined to be in violation of provisions of federal law relating to air or water pollution.
- g. Americans With Disabilities Act
- By signing this Agreement, the Recipient assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. Section 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA.

24. Reserved

25. Commission Remedies for Recipient's Non-Compliance

Without limiting any of its other remedies, the Commission may, for Recipient's noncompliance of any Agreement requirement, withhold future payments, demand and be entitled to repayment of past reimbursements, or suspend or terminate this Agreement. The tasks in the Scope of Work are non-severable, and completion of all of them is material to this Agreement. Thus, the Commission, without limiting its other remedies, is entitled to repayment of all funds paid to Recipient if the Recipient does not timely complete all tasks in the Scope of Work.

26. Definitions

- **Agreement Term** means the length of this Agreement, as specified on the Agreement signature page (form CEC-146).
- **Data** means any recorded information that relates to the project funded by the Agreement, whether created or collected before or after the Agreement's effective date.
- **Effective Date** means the date on which this Agreement is signed by the last party required to sign, provided that signature occurs after the Agreement has been approved by the Energy Commission at a business meeting or by the Executive Director or his/her designee.

- **Equipment** means products, objects, machinery, apparatus, implements, or tools that are purchased or constructed with Energy Commission funds for the project, and that have a useful life of at least one year and an acquisition unit cost of at least \$5,000. "Equipment" includes products, objects, machinery, apparatus, implements, or tools that are composed by over thirty percent (30%) of materials purchased for the project. For purposes of determining depreciated value of equipment used in the Agreement, the project will terminate at the end of the normal useful life of the equipment purchased and/or developed with Energy Commission funds. The Energy Commission may determine the normal useful life of the equipment.
- **Intellectual Property** means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

"Works of authorship" does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.
- **Invention** means intellectual property that is patentable.
- **Match Funds** means cash or in-kind (i.e., non-cash) contributions provided by the Recipient or a third party for a project funded by the Energy Commission. If this Agreement resulted from a solicitation, refer to the solicitation's discussion of match funding for guidelines specific to the project.
- **Materials** means the substances used to construct, or as part of, a finished object, commodity, device, article, or product and that does not meet the definition of Equipment.
- **Ownership** means exclusive possession of all rights to property, including the right to use and transfer property.
- **Product** means any tangible item specified for delivery to the Energy Commission in the Scope of Work.
- **Project** means the entire effort undertaken and planned by the Recipient and consisting of the work funded by the Energy Commission. The project may coincide with or extend beyond the Agreement term.
- **State** means the state of California and all California state agencies within it, including but not limited to commissions, boards, offices, and departments.



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Resolution #29/2023-24
Education Protection Account

☒ **Action Item**

☐ **Information Item**

Attached Pages 3

BACKGROUND:

As approved by voters by Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016, the creation of the Education Protection Account (EPA) was established with funds from personal income tax increases for taxpayers in high tax brackets. K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- ~ The spending plan must be approved by the governing board during a public meeting.
- ~ EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- ~ Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

This resolution provides detailed information regarding the EPA account and includes a spending plan for the 2024-25 budget year.

RECOMMENDED BOARD ACTION:

It is recommended that the Board adopt Resolution #29/2023-24.

CENTER JOINT UNIFIED SCHOOL DISTRICT

Resolution #29/2023-24

EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Center Joint Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Center Joint Unified School District has determined to spend the monies received from the Education Protection Act as attached.

PASSED and **ADOPTED** this ____ day of _____, 2024 by the Center Joint Unified School District Board of Trustees, of the County of Sacramento, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Clerk of the Board of Trustees
Center Joint Unified School District
County of Sacramento
State of California

2024-25 Education Protection Account
Expenditures by Object

Budgeted Expenditures through: June 30, 2025
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
EPA Revenue	8010-8099	11,487,902.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificate Personnel Salaries	1000-1999	8,537,860.00
Classified Personnel Salaries	2000-2999	-
Employee Benefits	3000-3999	2,855,721.00
Books and Supplies	4000-4999	-
Services and Other Operating Expenditures	5000-5999	-
Capital Outlay	6000-6999	-
Other Outgo	7000-7999	-
TOTAL EXPENDITURES AND OTHER FINANCING USES		11,393,581.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		94,321.00

*The Balance will vary as the EPA revenue is adjusted throughout the year based on ADA. Any remaining balance at year end will applied to certificated salaries or carried over into the next fiscal year.



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Resolution #30/2023-24
Authorizing Budget Transfer of Funds

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

This Resolution delegates authority from the Governing Board to the Superintendent and/or designee to transfer budgets between major expenditure classifications or from undistributed reserves during the 2024-25 budget year.

RECOMMENDED BOARD ACTION:

It is recommended that the Board adopt Resolution #30/2023-24.

CENTER JOINT UNIFIED SCHOOL DISTRICT

Resolution #30/2023-24

AUTHORIZING BUDGET TRANSFER OF FUNDS

WHEREAS, the Board of Trustees of the Center Joint Unified School District, on June 12, 2024, adopted its budget for the fiscal year 2024-25; and

WHEREAS, revenues will be received which were unanticipated at the time of the Budget Adoption or will be received in amounts greater or less than the amount anticipated and budgeted; and

WHEREAS, expenditures in certain classifications will be required in excess of amounts budgeted; and

WHEREAS, amounts budgeted in certain other classifications will not be required for expenditure in those classifications; and

WHEREAS, it is the desire of the Board to avoid delays in recording and accounting for unanticipated revenues or changes in the amounts budgeted revenues which may result if the Board of Trustees is required to adopt individual resolutions for each revenue budget change; and

WHEREAS, Education Code Section 42602 provides the Board of Trustees with the authority to budget and use any unbudgeted income provided during the year from any source; and

WHEREAS, Education Code Sections 42600, 42601, 42602, and 42610 provide the Board of Trustees with the authority to transfer budgets between major expenditure classifications or from undistributed reserves; and

WHEREAS, Education Code Section 35161 permits the Governing Board authority to delegate duties to an officer of the District.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the Superintendent and/or designee of the Center Joint Unified School District is hereby authorized and directed to make such budget transfers as may be needed between classifications or between the undistributed reserves and the various revenue/expenditure classifications to permit the payment of obligations of the District incurred, and to avoid delays in recording and accounting for unanticipated changes in the amounts of budgeted revenues and expenditures which may result if the Board of Trustees is required to adopt individual resolutions for each budget change. This resolution shall be effective through the closing of the books for the 2024-25 fiscal year under the provisions of the Education Code Sections 35161, 42600, 42601, 42602, and 42610.

PASSED and ADOPTED this ____ day of _____, 2024 by the Center Joint Unified School District Board of Trustees, of the County of Sacramento, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

I hereby certify that the Board of Trustees did approve and adopt this resolution during a regularly called public meeting on the 12th day of June 2024.

Clerk of the Board of Trustees
Center Joint Unified School District
County of Sacramento
State of California

Agenda Item: XIII-28



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Resolution #31/2023-24
Self-Certifying Increased Federal Micro-Purchase Threshold

☒ **Action Item**

☐ **Information Item**

Attached Pages 4

BACKGROUND:

The District may increase the micro-purchase (non-public project purchases without competitive Bids) threshold from \$10,000 to \$50,000, adjusted for inflation, with annual self-certification through a board resolution. (2 CFR 200.320)

RECOMMENDED BOARD ACTION:

It is recommended that the Board adopt Resolution #31/2023-24.

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #31/2023-24

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE CENTER JOINT UNIFIED
SCHOOL DISTRICT SELF-CERTIFYING INCREASED FEDERAL MICRO-
PURCHASE THRESHOLD**

WHEREAS, pursuant to 48 C.F.R. section 2.101, an acquisition of supplies or services below the threshold of \$10,000 is, for the purpose of federal law, a “micro-purchase” which does not require formal procurement methods such as competitive bidding;

WHEREAS, the Center Joint Unified School District (“District”) is currently bound by the federal micro-purchase threshold of \$10,000 for applicable transactions funded by federal funds;

WHEREAS, pursuant to 2 C.F.R. section 200.320, non-federal entities, including local public school districts, may annually self-certify a micro-purchase threshold of up to \$50,000 if (1) the non-federal entity qualifies as a low-risk auditee, (2) the non-federal entity has an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, or (3) a higher threshold would be consistent with state law;

WHEREAS, the District may permissibly self-certify a higher micro-purchase threshold under the third potential justification set forth above because it would be consistent with state law, since California has higher thresholds. Specifically, California law requires competitive bidding of public project contracts above \$15,000, as further set forth in Public Contract Code section 20111, a copy of which is attached hereto as **Exhibit A**;

WHEREAS, for contracts and purchases for other goods and services, California generally requires competitive bidding for contracts and purchases over \$114,500. This threshold is in accordance with Public Contract Code section 20111(a), as has been adjusted pursuant to statute by the California Department of Education, as documented in the letter attached hereto as **Exhibit B**; and

WHEREAS, in accordance with the above, the District is justified in self-certifying a micro-purchase threshold of \$50,000 for contracts other than public projects, and a threshold of \$15,000 for public projects.

NOW, THEREFORE BE IT RESOLVED by the Board as follows:

1. The above recitals are true and correct.
2. The Board hereby self-certifies a limit of \$50,000 for federally funded micro-purchases that are not public projects provided that such purchases comply with all applicable laws.

3. The Board hereby self-certifies a limit of \$15,000 for federally funded micro-purchases that are public projects provided that such purchases comply with all applicable laws.
4. The Board hereby instructs District staff to retain this resolution, as well as its exhibits, for a period of three years, in accordance with 2 C.F.R. § 200.334.

PASSED AND ADOPTED this _____, at a Regular Meeting of the Board of Trustees of the Center Joint Unified School District .

AYES _____

NOES _____

ABSENT _____

ABSTENTIONS _____

ATTEST:

Clerk of the Board of Trustees
Center Joint Unified School District
County of Sacramento
State of California

EXHIBIT A
California Public Contract Code section 20111

(a) (1) The governing board of any school district, in accordance with any requirement established by that governing board pursuant to subdivision (a) of Section 2000, shall let any contracts involving an expenditure of more than fifty thousand dollars (\$50,000) for any of the following:

(A) The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district.

(B) Services, except construction services.

(C) Repairs, including maintenance as defined in Section 20115, that are not a public project as defined in subdivision (c) of Section 22002.

(2) The governing board shall let the contract to the lowest responsible bidder who shall give security as the board requires, or else reject all bids.

(b) (1) The governing board shall let any contract for a public project, as defined in subdivision (c) of Section 22002, involving an expenditure of fifteen thousand dollars (\$15,000) or more, to the lowest responsible bidder who shall give security as the board requires, or else reject all bids. All bids for construction work shall be presented under sealed cover, and shall be accompanied by one of the following forms of bidder's security:

(A) Cash.

(B) A cashier's check made payable to the school district.

(C) A certified check made payable to the school district.

(D) A bidder's bond executed by an admitted surety insurer, made payable to the school district.

(2) Upon award to the lowest bidder, the security of an unsuccessful bidder shall be returned in a reasonable period of time, but in no event shall that security be held by the school district beyond 60 days from the time the award is made.

(c) Procurement bid solicitations and awards made by a school district approved to operate at least one federal nonprofit child nutrition program for purchases in support of those programs shall be consistent with the federal procurement standards in Sections 200.318 to 200.326, inclusive, of Part 200 of Title 2 of the Code of Federal Regulations. These awards shall be let to the most responsive and responsible party. The price shall be the primary consideration, but not the only determining factor.

(d) This section applies to all equipment, materials, or supplies, whether patented or otherwise, and to contracts awarded pursuant to subdivision (a) of Section 2000. This section shall not apply to professional services or advice, insurance services, or any other purchase or service otherwise exempt from this section, or to any work done by day labor or by force account pursuant to Section 20114.

(e) Commencing January 1, 1997, the Superintendent of Public Instruction shall annually adjust the dollar amounts specified in subdivision (a) to reflect the percentage change in the annual average value of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce for the 12-month period ending in the prior fiscal year. The annual adjustments shall be rounded to the nearest one hundred dollars (\$100).

EXHIBIT B

Letter from the California Department of Education regarding Bidding Threshold



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 5, 2023

Dear County and District Superintendents, County and District Chief Business Officials, and Charter School Administrators:

Annual Adjustment to Bid Threshold for Contracts Awarded by School Districts

Public Contract Code (PCC) Section 20111(a) requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$50,000, adjusted for inflation, to the lowest responsible bidder. Contracts subject to competitive bidding include:

1. Purchase of equipment, materials, or supplies to be furnished, sold, or leased to the school district.
2. Services that are not construction services.
3. Repairs, including maintenance as defined in *PCC* Section 20115, that are not public projects as defined in *PCC* Section 22002(c).

The State Superintendent of Public Instruction (State Superintendent) is required to annually adjust the \$50,000 amount specified in *PCC* Section 20111(a) to reflect the percentage change in the annual average value of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce, Bureau of Economic Analyst (BEA) for the 12-month period ending in the prior fiscal year. The inflation adjustment is rounded to the nearest one hundred dollars (\$100).

Pursuant to the above calculation, and effective January 1, 2024, the State Superintendent has determined that the inflation adjusted bid threshold will increase from \$109,300 to \$114,500. Shown below are the inflation adjusted bid thresholds for the current and two prior years.

Calendar Year	Bid Threshold	Percentage Change in Implicit Price Deflator
2022	\$99,100	2.48%
2023	\$109,300	10.32%
2024	\$114,500	4.79%

Also note that public projects as defined in *PCC* Section 22002(c), such as construction or reconstruction of publicly owned facilities, have a lower bid threshold of \$15,000 that is not adjusted for inflation. For more information on bidding requirements for all projects, refer to *PCC* sections 20110 to 20118.4.

This letter is posted on the Office of Financial Accountability and Information Services Correspondence web page at <https://www.cde.ca.gov/fo/ao/co/>.

If you have questions regarding this matter, please contact the Office of Financial Accountability and Information Services by email at sacsinfo@cde.ca.gov.

Sincerely,

John Miles, Administrator
School Fiscal Services Division
JM:ml

Last Reviewed: Friday, December 15, 2023

Agenda Item: XIII-29



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado

Initials:

LC

SUBJECT: APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT PAYROLL ORDERS

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

THE GOVERNING BOARD IS ASKED TO APPROVE THE ATTACHED PAYROLL ORDERS FOR MAY 2024.

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve the District Payroll Orders for May 2024.

PAY282 L.00.03

PAYNAME: REG

DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT

**** CENTER SCHOOL DISTRICT ****

PAYROLL LABOR SUMMARY BY OBJECT

FOR WARRANTS DATED 05/31/2024

05/23/24 PAGE 1

FUND : 01

GENERAL FUND

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFICATED TEACHERS SALARIES	1,987,817.54
1200	CERT PUPIL SUPPORT SALARIES	160,510.53
1300	CERT SUPERV & ADMIN SALARIES	209,056.73
1900	OTHER CERTIFICATED SALARIES	117,198.74
2100	INSTRUCTIONAL AIDES SALARIES	268,905.09
2200	CLASSIFIED SUPPORT SALARIES	377,218.62
2300	CLASS SUPERV & ADMIN SALARIES	55,372.92
2400	Clerical & Office Salaries	175,024.37
2500	Confidential Employees	29,286.38
2900	OTHER CLASSIFIED SALARIES	35,751.27
3400	*** NOT ON FILE ***	6,514.18
3700	*** NOT ON FILE ***	1,184.04
3900	*** NOT ON FILE ***	3,588.26
5200	Travel & Conference	616.58
	TOTAL FUND	3,428,045.25

PAY282 1.00.03
PAYNAME: REG
DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT

*** CENTER SCHOOL DISTRICT ***
PAYROLL LABOR SUMMARY BY OBJECT
FOR WARRANTS DATED 05/31/2024

FUND : 13 CAFETERIA FUND
05/23/24 PAGE 2

OBJECT	DESCRIPTION	AMOUNT
2200	CLASSIFIED SUPPORT SALARIES	67,471.90
2300	CLASS SUPERV & ADMIN SALARIES	8,457.85
2400	Clerical & Office Salaries	9,958.02
3400	*** NOT ON FILE ***	211.20
3900	*** NOT ON FILE ***	164.80
TOTAL FUND		86,263.77
TOTAL DISTRICT:		3,514,309.02

SALARY EXPENDITURE:		\$3,514,309.02
01-9110		\$3,267,621.85
99-9621		\$232,629.93
99-9621		\$341,553.23

		\$3,514,309.02

		\$3,841,805.01

Agenda Item: XIII-30



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6/12/24

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado

Initials:

LC

SUBJECT: Commercial Warrant Registers

☒ **Action Item**

☐ **Information Item**

Attached Pages 13

BACKGROUND:

May 2, 2024 \$692,186.53
May 9, 2024 \$1,039,362.38
May 16, 2024 \$888,489.44
May 24, 2024 \$1,296,498.54
May 30, 2024 \$430,419.23
The commercial warrant payments to vendor totals
\$4,346,956.12

RECOMMENDED BOARD ACTION:

That the CJUSD Board of Trustees approve the Supplemental Agenda-Vendor Warrants as presented.

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
243310	5-STAR STUDENTS	Student subscription	2,250.00	CENTER HIGH SCHOOL
243493	ACORN ARBORICULTURAL SERVICES	TREE WORK-WCR	9,440.00	MAINTENANCE
243232	AHMAD NAZARI BASIR	B.NAZARI MILEAGE APRIL 2024	68.88	COMPUTER SERVICES
243359	ALL PRO BACKFLOW INC	BACKFLOW TESTING - DISTRICT	1,440.00	MAINTENANCE
243281	ALL WEST COACHLINES INC.	CHS/DUDLEY	5,396.69	PERSONNEL SERVICES
243356	ALL WEST COACHLINES INC.	CHS/VARIOUS	8,438.86	PERSONNEL SERVICES
243424	ALL WEST COACHLINES INC.	OAK HILL/MOSAC MUSEUM	1,236.90	PERSONNEL SERVICES
243262	AMAZON CAPITAL SERVICES INC	PRINTER FOR A/P	468.81	BUSINESS SERVICES
243264	AMAZON CAPITAL SERVICES INC	SUMMER SCHOOL SUPPLIES	51.87	ARTHUR S. DUDLEY ELEMENTARY
243266	AMAZON CAPITAL SERVICES INC	SUMMER SCHOOL SUPPLIES	52.31	ARTHUR S. DUDLEY ELEMENTARY
243267	AMAZON CAPITAL SERVICES INC	SUMMER SCHOOL SUPPLIES	67.42	ARTHUR S. DUDLEY ELEMENTARY
243268	AMAZON CAPITAL SERVICES INC	SUMMER SCHOOL SUPPLIES	90.53	ARTHUR S. DUDLEY ELEMENTARY
243269	AMAZON CAPITAL SERVICES INC	SUMMER SCHOOL SUPPLIES	39.45	ARTHUR S. DUDLEY ELEMENTARY
243285	AMAZON CAPITAL SERVICES INC	TEACHER MOVING SUPPLIES	59.81	WILSON RILES MIDDLE SCHOOL
243317	AMAZON CAPITAL SERVICES INC	candy for grad leis, balloons,	271.29	OAK HILL ELEMENTARY
243353	AMAZON CAPITAL SERVICES INC	SUMMER SUPPLIES	503.01	ARTHUR S. DUDLEY ELEMENTARY
243429	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	769.09	PERSONNEL SERVICES
243432	AMAZON CAPITAL SERVICES INC	SPED CLASSROOM SENSORY ITEMS	156.22	SPECIAL EDUCATION
243433	AMAZON CAPITAL SERVICES INC	SUMMER SCHOOL SUPPLIES	287.05	SPECIAL EDUCATION
243437	AMAZON CAPITAL SERVICES INC	SUMMER SUPPLIES	48.96	ARTHUR S. DUDLEY ELEMENTARY
243231	AMIRI MOHAMMAD	M.AMIRI MILEAGE APRIL 2024	28.21	COMPUTER SERVICES
243253	ARMIENTA ABIGAIL	EMPLOYEE MILE REIMB APRIL 2024	64.72	FAMILY RESOURCE CENTER
243341	ARMIENTA ABIGAIL	EMPLOYEE REIMBURSEMENT	443.69	FAMILY RESOURCE CENTER
243465	ARMIENTA ABIGAIL	EMPLOYEE MILE REIMB MAY 2024	93.93	FAMILY RESOURCE CENTER
243413	ASSIST TEAM LLC	STRUCTURED RECESS SUPPORT	11,676.00	WILSON RILES MIDDLE SCHOOL
243422	BAIONI KIM	EMPLOYEE TRAVEL REIMBURSEMENT	2,944.82	MCCLELLAN HIGH SCHOOL
243242	BAIONI RON	R.BAIONI MILEAGE APRIL 2024	27.94	COMPUTER SERVICES
243343	BALLESTEROS ARLENE	REIM SUPPLIES/POSTAGE	137.53	PERSONNEL SERVICES
243436	BENCE MEGAN	EMPLOYEE TRAVEL REIMBURSEMENT	1,679.57	MCCLELLAN HIGH SCHOOL
243335	BIDWELL H2O	Water service @ OH	105.00	OAK HILL ELEMENTARY
243313	BRADY ASHLEY	Mileage	64.59	CENTER HIGH SCHOOL
243296	BRCO CONSTRUCTORS INC	New Pedestrian Ramp-RFE	18,500.00	MAINTENANCE
243300	BRIGHTLY SOFTWARE INC	TECH ESSENTIALS HELP DESK	8,034.91	COMPUTER SERVICES
243452	BUTLER CHEMICALS INC	CHS DISHWASHER	13,352.41	NUTRITION SERVICES
243307	CANAAN SOUND & LIGHT	SOUND FOR GRADUATION	2,400.00	WILSON RILES MIDDLE SCHOOL
243260	CASSELL LINDA	mechanical pencils, incentives	21.85	OAK HILL ELEMENTARY
243340	CATALYST FAMILY INC	INVOICE 3006-APRIL24	68,389.29	FAMILY RESOURCE CENTER
243485	CATAPULTK12	CATAPULT CONNECT	9,376.57	COMPUTER SERVICES
243318	CDT INC.	EMPLOYEE DRUG TESTING	198.00	PERSONNEL SERVICES
243245	CENTER UNIFIED REVOLVING FUND	PAYBACK REVOLVING FUND PAYROLL	1,532.32	BUSINESS SERVICES
243246	CENTER UNIFIED REVOLVING FUND	PAYBACK REVOLVING PAYROLL	0.00	BUSINESS SERVICES
243254	CENTER UNIFIED REVOLVING FUND	PAYBACK REVOLVING PAYROLL	2,318.04	BUSINESS SERVICES
243368	CENTER UNIFIED REVOLVING FUND	PAYBACK REVOLVING PAYROLL	34.88	BUSINESS SERVICES
243299	CHARACTERSTRONG LLC	ONLINE CURRICULUM	99.00	WILSON RILES MIDDLE SCHOOL
243229	CHARTER AMERICA	CHS VOLLEYBALL/MARYSVILLE	1,252.80	PERSONNEL SERVICES
243239	CHARTER AMERICA	CHS TENNIS/LINDHURST	1,252.80	PERSONNEL SERVICES
243283	CHARTER AMERICA	OAK HILL/AEROSPACE MUSEUM	1,404.00	PERSONNEL SERVICES
243355	CHARTER AMERICA	CHS/CONSUMNES RIVER COLLEGE	1,873.80	PERSONNEL SERVICES
243439	CHARTER AMERICA	NORTH COUNTRY/RIVER BAND PARK	1,571.40	PERSONNEL SERVICES
243252	CHEFS TOYS	UTENSIL DRAWERS	5,119.50	NUTRITION SERVICES
243379	CHEFS TOYS	CUTTING BOARDS & WELL PANS	852.24	NUTRITION SERVICES

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
243459	CHU MAY	REIM TRAVEL EXPENSE RON CLARK	678.20	NORTH COUNTRY ELEMENTARY
243315	CLASSIC AWARDS & PROMOTIONS	awards	614.17	CENTER HIGH SCHOOL
243291	CLEAR VIEW WINDOWS	GLASS REPAIR - SPINELLI	595.00	MAINTENANCE
243410	CONIDARIS CYNTHIA	STAFF MILEAGE REIMBURSEMENT	380.00	SPECIAL EDUCATION
243261	COSCO FIRE PROTECTION INC	DEFICIENCY REPAIRS - OAK HILL	2,578.47	MAINTENANCE
243290	COSCO FIRE PROTECTION INC	DEFICIENCY REPAIRS - WCR	5,963.46	MAINTENANCE
243367	COUNTY OF SACRAMENTO	FISCAL AGENT FEES 3RD QTR	3,430.20	BUSINESS SERVICES
243434	COVELO GROUP INC	BEHAVIOR TECHNICIANS FOR SPED	31,673.35	SPECIAL EDUCATION
243372	CPM EDUCATIONAL PROGRAM	ELECTRONIC TEXTBOOKS	4,040.63	CURRICULUM & INSTRUCTION
243339	CPR TRAINING FOR LIFE	CPR training for staff	25.00	CENTER HIGH SCHOOL
243265	CUELLAR JULIANA CERVANTEZ	MV MILEAGE REIMBURSEMENT	64.22	FAMILY RESOURCE CENTER
243480	CUELLAR JULIANA CERVANTEZ	MV MILEAGE REIMBURSEMENT	64.22	FAMILY RESOURCE CENTER
243360	DAVISON, HUGH R.	DISCING PFE LOT	1,300.00	MAINTENANCE
243275	DIAB DABRENA	desk chair	229.99	OAK HILL ELEMENTARY
243426	DIESEL EMISSIONS SERVICE	INSTALL NEW BUS BATTERIES	182.54	PERSONNEL SERVICES
243344	DOCUMENT TRACKING SERVICES	DOCUMENT TRANSLATING SERVICE	5,116.00	CURRICULUM & INSTRUCTION
243256	DUTT KARISHMA	MONTHLY MILEAGE NURSE - APRIL	194.43	CURRICULUM & INSTRUCTION
243323	EAB GLOBAL INC	LEADERSHIP FORUM	22,369.00	SUPERINTENDENT OFFICE
243487	EAGLE TOWING INC	BUS TOW	590.00	PERSONNEL SERVICES
243470	EAST BAY RESTAURANT SUPPLY INC	BUSSING BIN AND LIDS	312.74	NUTRITION SERVICES
243390	EDWARDS CATHLEEN	GATE SUPPLY REIMBURSEMENT	246.45	CURRICULUM & INSTRUCTION
243284	ENTERPRISE RENT A CAR	CHS/CIT HTS COMMUNITY CENTER	147.47	PERSONNEL SERVICES
243227	FARREL JASON	REIM CSU LONG BEACH JOB FAIR	377.35	PERSONNEL SERVICES
243357	FIRESTONE COMPLETE AUTO CARE	AUTO SVCS WHITE FLEET VEH 75	133.76	MAINTENANCE
243363	FIRESTONE COMPLETE AUTO CARE	WHITE FLEET VEHICLE SVCS	783.43	MAINTENANCE
243329	FOLLETT CONTENT SOLUTIONS LLC	TEXTBOOKS	3,242.20	CURRICULUM & INSTRUCTION
243358	FOLLETT CONTENT SOLUTIONS LLC	TEXTBOOKS	72,078.29	CURRICULUM & INSTRUCTION
243320	FRENCH DAVID L.	TRAVEL REIMBURSEMENT	618.81	MCCLELLAN HIGH SCHOOL
243251	GONZALEZ SARA	EMPLOYEE MILEAGE APRIL '24	46.77	FAMILY RESOURCE CENTER
243342	GONZALEZ SARA	EMPLOYEE REIMBURSEMENT	194.81	FAMILY RESOURCE CENTER
243468	GONZALEZ SARA	EMPLOYEE MILEAGE MAY 24	35.24	FAMILY RESOURCE CENTER
243476	GRAY ANDERIA	MV MILEAGE REIMB MAY	93.60	FAMILY RESOURCE CENTER
243277	GREEN KENDRA	MV PARENT MILE REIM APRIL	163.80	FAMILY RESOURCE CENTER
243477	GREEN KENDRA	MV PARENT MILE REIM MAY	161.20	FAMILY RESOURCE CENTER
243308	HAAKENSON JACOB	PARENT MILEAGE REIMBURSEMENT	1,300.00	SPECIAL EDUCATION
243435	HASLAM MICHELE	REIM FOR CULTURE CLUB SUPPLIES	106.43	NORTH COUNTRY ELEMENTARY
243389	HAWKINS OFFICIATING SERVICE	OFFICIATING SERVICES	720.00	WILSON RILES MIDDLE SCHOOL
243226	HEARTBEAT CPR EDUCATORS	CPR TRAINING/MECHANIC	75.00	PERSONNEL SERVICES
243350	HILL PAULA	HOME & HOSPITAL MILEAGE	34.84	CURRICULUM & INSTRUCTION
243375	HOLLOWAY DANIELLE	REIMBURSEMENT	210.43	ARTHUR S. DUDLEY ELEMENTARY
243461	HOME DEPOT	SUPPLIES	161.58	ARTHUR S. DUDLEY ELEMENTARY
243488	HOME DEPOT	VACUUM/INTERIOR PRO BUSES	107.72	PERSONNEL SERVICES
243418	INFORMED K12	RENEWAL OF FORMS	36,785.00	BUSINESS SERVICES
243391	INT. INST. FOR RESTORATIVE PRA	Restorative practice conferenc	450.00	CENTER HIGH SCHOOL
243393	INT. INST. FOR RESTORATIVE PRA	Online P.D	450.00	CENTER HIGH SCHOOL
243394	INT. INST. FOR RESTORATIVE PRA	Online PD	450.00	CENTER HIGH SCHOOL
243395	INT. INST. FOR RESTORATIVE PRA	Online PD	450.00	CENTER HIGH SCHOOL
243396	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL
243397	INT. INST. FOR RESTORATIVE PRA	Online PD	450.00	CENTER HIGH SCHOOL
243398	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL
243399	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL

01 GENERAL FUND				
P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
243400	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL
243401	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL
243402	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL
243403	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL
243404	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL
243405	INT. INST. FOR RESTORATIVE PRA	online PD	450.00	CENTER HIGH SCHOOL
243249	JACKSON OIL JULIA	APRIL EMPLOYE MILE REIMB	47.57	FAMILY RESOURCE CENTER
243345	JACKSON OIL JULIA	EMPLOYEE REIMBURSEMENT	166.37	FAMILY RESOURCE CENTER
243469	JACKSON OIL JULIA	MAY MILE REIMBURSEMENT	38.06	FAMILY RESOURCE CENTER
243312	JENSEN, NANCY	BEHIND THE WHEEL TRAINING	975.00	PERSONNEL SERVICES
243444	JOHNSON CONTROLS FIRE	KITCHEN HOOD SVC	770.00	MAINTENANCE
243297	JONES SCHOOL SUPPLY CO INC	MEDALS	202.98	WILSON RILES MIDDLE SCHOOL
243314	JOSTENS INC.	diplomas/certificates	2,452.34	CENTER HIGH SCHOOL
243250	Jew Kelly	MILEAGE REIMBURSEMENT APRIL	47.24	FAMILY RESOURCE CENTER
243392	Jew Kelly	EMPLOYEE REIMBURSEMENT	205.63	FAMILY RESOURCE CENTER
243473	Jew Kelly	MILEAGE REIMBURSEMENT MAY	19.50	FAMILY RESOURCE CENTER
243463	KASAI ANDREA	REIMBURSEMENT GRAD SUPPLIES	121.30	ARTHUR S. DUDLEY ELEMENTARY
243272	KENNY SHERRIE	MV PARENT MILE REIMB APRIL	50.70	FAMILY RESOURCE CENTER
243479	KENNY SHERRIE	MV PARENT MILE REIMB MAY	62.40	FAMILY RESOURCE CENTER
243348	KLATT BEN	claim form	129.90	CENTER HIGH SCHOOL
243408	LAV CHANDRA	SETTLEMENT REIMBURSEMENT	330.00	SPECIAL EDUCATION
243384	LAW OFFICE OF MATTHEW H STOREY	PAYMENT FOR LEGAL SERVICES	3,300.00	SPECIAL EDUCATION
243366	LAWSON BECKY	REIMBURSEMENT-CLEAR ADM, CRCD.	2,000.00	BUSINESS SERVICES
243428	LINDEN MARY	REIMBURSEMENT	239.53	ARTHUR S. DUDLEY ELEMENTARY
243302	LONERO LUCIA	REIM/GRILL	71.12	PERSONNEL SERVICES
243240	LUX BUS AMERICA CO	CHS SWIMMING /BEAR RIVER	2,326.30	PERSONNEL SERVICES
243306	MAGEDMAN JAMES	FBIA trip	387.92	CENTER HIGH SCHOOL
243257	MARTINEZ EMILY ANNE	MONTHLY MILEAGE NURSE - APRIL	49.04	CURRICULUM & INSTRUCTION
243337	MASON VENESSA	REIMBURSEMENT	36.59	ARTHUR S. DUDLEY ELEMENTARY
243273	MATERIO DANNY	MV PARENT MILE REIMB APRIL	108.16	FAMILY RESOURCE CENTER
243478	MATERIO DANNY	MV PARENT MILE REIMB MAY	141.44	FAMILY RESOURCE CENTER
243330	MAZA JESSICA	EMPLOYEE REIMBURSEMENT	186.80	FAMILY RESOURCE CENTER
243271	MCCLEAN JEANNE OCHOA	MV PARENT MILE REIMB APRIL	145.60	FAMILY RESOURCE CENTER
243293	MCGRAW-HILL EDUCATION	TEXTBOOK DIGITAL SUBSCRIPTIONS	93,246.75	CURRICULUM & INSTRUCTION
243325	MCGRAW-HILL EDUCATION	TEXTBOOKS	54,506.51	CURRICULUM & INSTRUCTION
243326	MCGRAW-HILL EDUCATION	MY MATH PRE-K TEXTBOOKS	1,718.10	SUPERINTENDENT OFFICE
243327	MCGRAW-HILL EDUCATION	TEXTBOOKS	707.32	CURRICULUM & INSTRUCTION
243328	MCGRAW-HILL EDUCATION	TEXTBOOKS	5,336.11	CURRICULUM & INSTRUCTION
243274	MCLEOD SIERRA	R- class supplies	139.32	OAK HILL ELEMENTARY
243338	MEIER, VIRGINIA	REIMBURSEMENT	26.94	ARTHUR S. DUDLEY ELEMENTARY
243230	MGM TRANSPORTATION INC	CHS GOLF/BASEBALL	2,750.00	PERSONNEL SERVICES
243238	MGM TRANSPORTATION INC	CHS SOFTBALL/TRACK	4,800.00	PERSONNEL SERVICES
243282	MGM TRANSPORTATION INC	CHS GOLF/CURRICULAR	3,500.00	PERSONNEL SERVICES
243243	MGM TRANSPORTATION INC	CHS VARIOUS	4,700.00	PERSONNEL SERVICES
243241	MICHAEL'S TRANSPORTATION SERV.	CHS VOLLEYBALL/TWELVE BRIDGES	1,050.00	PERSONNEL SERVICES
243380	MICHAEL'S TRANSPORTATION SERV.	CHS TRACH/RIVERBARK	2,119.00	PERSONNEL SERVICES
243440	MICHAEL'S TRANSPORTATION SERV.	STAFFING SERVICE	8,175.00	PERSONNEL SERVICES
243489	MICHAEL'S TRANSPORTATION SERV.	DRIVER STAFFING SERVICE	8,268.75	PERSONNEL SERVICES
243415	MICHELE KOSCHEKA	REIMB-T-SHIRTS, SUPPLIES	367.41	WILSON RILES MIDDLE SCHOOL
243304	MIRANDA RYAN	EMPLOYEE REIMBURSEMENT	298.10	FAMILY RESOURCE CENTER
243378	MIRANDA RYAN	EMPLOYEE REIMBURSEMENT	213.49	FAMILY RESOURCE CENTER

01 GENERAL FUND				
P.O. #	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
243474	MIRANDA RYAN	MILE REIMBURSEMENT MAZA	33.37	FAMILY RESOURCE CENTER
243472	MUSCO SPORTS LIGHTING LLC	Control link service fee	475.00	CENTER HIGH SCHOOL
243298	NATIONAL CNTR CIVIC INNOV INC	conference bio, shem, physics	1,100.00	CENTER HIGH SCHOOL
243406	NATIONAL CNTR CIVIC INNOV INC	online PD class	1,100.00	CENTER HIGH SCHOOL
243407	NATIONAL CNTR CIVIC INNOV INC	online PD	1,100.00	CENTER HIGH SCHOOL
243336	NIELSEN-KEILERMAN CO	Heat tracker (CIF requirement)	429.92	CENTER HIGH SCHOOL
243383	NORTH HIGHLANDS RECREATION AND	PAYMENT FOR CONFERENCE	5,300.56	FAMILY RESOURCE CENTER
243224	NORTH STATE TIRE CO. INC	TIRES/BUS 9	1,893.06	PERSONNEL SERVICES
243287	NORTH STATE TIRE CO. INC	NEW TIRES/BUS #4	483.49	PERSONNEL SERVICES
243442	NORTH STATE TIRE CO. INC	NEW TIRES/UNIT #12	1,185.55	PERSONNEL SERVICES
243352	OFFICE DEPOT/BUS SERVICES DIV	SUMMER SUPPLIES	478.03	ARTHUR S. DUDLEY ELEMENTARY
243416	OLMSTEAD ERICA	CLEAR CREDENTIALINGPROGRAM	2,000.00	BUSINESS SERVICES
243349	PACHECO SHAWNA	claim form travel	440.85	CENTER HIGH SCHOOL
243247	PALMER HAMILTON LLC	CAFETERIA TABLE PARTS	129.30	MAINTENANCE
243455	PARKER GINGER	Travel expence form	437.13	CENTER HIGH SCHOOL
243243	PARVEEN SAENZ	lunch for meetings	899.27	OAK HILL ELEMENTARY
243438	PARVEEN SAENZ	food for meeting, pizza	132.04	OAK HILL ELEMENTARY
243248	PERFORMANCE SYS INTEGRATIO	FIRE & BURG MONITORING SVC	550.00	MAINTENANCE
243319	PERFORMANCE SYS INTEGRATIO	REIMBURSEMENT - TREATS FOR MTG	325.00	MAINTENANCE
243321	PHILLIPS MARCI	REIMBURSEMENT WINCO	274.76	CURRICULUM & INSTRUCTION
243346	PIEGARO CYNTHIA	snacks for testing, PLC	21.86	ARTHUR S. DUDLEY ELEMENTARY
243484	PINEO ELIZABETH	INK FOR MAILING MACHINE	468.23	OAK HILL ELEMENTARY
243255	PITNEY BOWES INC	DISHWASHER REPAIR	531.18	BUSINESS SERVICES
243258	PKS INC	WAREHOUSE LIGHTING REPLACEMENT	257.75	NUTRITION SERVICES
243276	PLATT ELECTRIC SUPPLY	ukrainian/russian library books	152.00	OAK HILL ELEMENTARY
243491	PLUMB EILEEN	book jackets, origami, stickers	424.35	OAK HILL ELEMENTARY
24492	PLUMB EILEEN	HR TRAINING INV.#16376897	98.74	BUSINESS SERVICES
243220	PMA ONLINE	ACTIVITY CHAIR	2,395.00	SPECIAL EDUCATION
243331	PREMIER MEDICAL SUPPLY INC	PLTW CT 2-DAY	1,811.52	SPECIAL EDUCATION
243279	PROJECT LEAD THE WAY INC	RETIREMENT PLAQUES	1,500.00	REX FORTUNE ELEMENTARY
243332	PROMO SUPPLY HOUSE INC	M. PURDY MILEAGE APRIL 2024	325.00	PERSONNEL SERVICES
243233	PURDY MICHAEL	uniforms for coaches Basketball	115.91	COMPUTER SERVICES
243456	RALLY FACTORY	R- party supplies, art supplie	440.16	CENTER HIGH SCHOOL
243223	RAYOS DEL SOL CHRISTINE	CEJOI-0424	83.01	OAK HILL ELEMENTARY
243376	RIGHT AT SCHOOL LLC	REIM FOR COSTUME & SET PIECES	8,886.36	FAMILY RESOURCE CENTER
243303	RITTENHOUSE PENELOPE	Alarm Sensors-DW	513.36	NORTH COUNTRY ELEMENTARY
243234	RIVERSIDE TECHNOLOGIES INC.	ERMS YEAR-END ACTIVITY REIMBUR	1,113.63	MAINTENANCE
243419	RODRIGUEZ MARIA	PROFESSIONAL LEARNING	26.38	SPECIAL EDUCATION
243361	SACRAMENTO COUNTY OFFICE OF	4TH QTR INFO SERVICES	50.00	CURRICULUM & INSTRUCTION
243294	SACRAMENTO COUNTY OFFICE OF ED	WORKSHOP REGISTRATION	15,000.00	BUSINESS SERVICES
243322	SACRAMENTO COUNTY OFFICE OF ED	WONDERS TRAININGS	125.00	CURRICULUM & INSTRUCTION
243373	SACRAMENTO COUNTY OFFICE OF ED	SCOE INVOICE 241387	20,400.00	CURRICULUM & INSTRUCTION
243411	SACRAMENTO COUNTY OFFICE OF ED	PARTS/SUPPLIES	35,871.70	SPECIAL EDUCATION
243441	SCHOOL HEALTH CORPORATION	DISPOSABLE UNDERPADS	570.22	PERSONNEL SERVICES
243412	SCHOOL SERVICES OF CALIFORNIA,	PRO-RATA SHARE OF DEFICITS	72.23	SPECIAL EDUCATION
243263	SCHOOLS EXCESS LIABILITY FUND	REIM PARENT ELAC MEETING DONUT	975.00	BUSINESS SERVICES
243417	SEIVERT TRACEY	NEW HVAC-XEROX	45,143.75	BUSINESS SERVICES
243316	SEIVERT TRACEY	NEW HVAC-XEROX	40.20	NORTH COUNTRY ELEMENTARY
243427	SHELTONS UNLIMITED MECHANICAL	NEW HVAC-XEROX	90.86	NORTH COUNTRY ELEMENTARY
243364	SHELTONS UNLIMITED MECHANICAL	NEW HVAC-XEROX	27,157.45	MAINTENANCE
243369	SHELTONS UNLIMITED MECHANICAL	NEW HVAC-XEROX	24,543.55	MAINTENANCE

01 GENERAL FUND					
P. O. #	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES	
243458	SHEPARD DAMN	REIM TRAVEL EXPENSES RON CLARK	622.96	NORTH COUNTRY ELEMENTARY	
243235	SIERRA BUILDING SYS INC	FIRE SYSTEM SVC CALLS	3,237.50	MAINTENANCE	
243222	SIPPOLA JOHANNA	REIM FOR COOKING CLUB SUPPLIES	85.49	NORTH COUNTRY ELEMENTARY	
243309	STEINHART AUBREY	PARENT MILEAGE REIMBURSEMENT	1,430.00	SPECIAL EDUCATION	
243259	STERICYCLE INC	8006745644 March service	43.71	CENTER HIGH SCHOOL	
243454	STERICYCLE INC	8007051545 April	43.71	CENTER HIGH SCHOOL	
243354	SUMNER SHERYL	HOME & HOSPITAL MILEAGE	77.59	CURRICULUM & INSTRUCTION	
243292	SUNBELT RENTALS INC	EQUIP RENTL/WAREHOUSE LGHTS	694.54	MAINTENANCE	
243453	SUNRISE PARK & RECREATION DIST	ELOPINY-3684,85,86,87,88,82,89	271,761.91	FAMILY RESOURCE CENTER	
243225	T-MOBILE	NEW TECH PHONES	3,001.45	COMPUTER SERVICES	
243347	TACKETT-OLIVER MELISSA	REIMBURSEMENT	286.14	ARTHUR S. DUDLEY ELEMENTARY	
243365	TACKETT-OLIVER MELISSA	REIMBURSEMENT GRADUATION	2,150.00	BUSINESS SERVICES	
243466	TACKETT-OLIVER MELISSA	PAINT SAMPLES	123.94	ARTHUR S. DUDLEY ELEMENTARY	
243445	THE SHERWIN WILLIAMS CO INC	ACCELERATOR ACCESS PD	24.55	MAINTENANCE	
243286	THE VISION BOARD LLC	SPECIAL EDUCATION SERVICES	1,500.00	SPECIAL EDUCATION	
243430	TOTAL EDUCATION SOLUTIONS INC	MOWER SVC - GROUNDS DEPT	8,717.25	MAINTENANCE	
243370	TURF STAR INC.	EMP REIMB - COOKING CLUB	1,222.64	MAINTENANCE	
243425	TURNQUIST NANCY	CLASSROOM FIRST AID KITS	113.53	MCLELLAN HIGH SCHOOL	
243228	U.S. BANK NATIONAL ASSOCIATION	ELOP SUPPLIES	4,453.89	PERSONNEL SERVICES	
243237	U.S. BANK NATIONAL ASSOCIATION	BUSINESS OFFICE SUPPLIES	363.80	FAMILY RESOURCE CENTER	
243244	U.S. BANK NATIONAL ASSOCIATION	LEADERSHIP RETREAT	710.02	PERSONNEL SERVICES	
243324	U.S. BANK NATIONAL ASSOCIATION	CAR RENTAL SAN DIEGO 2024	623.99	SUPERINTENDENT OFFICE	
243333	U.S. BANK NATIONAL ASSOCIATION	CONDIMENT PUMPS	197.73	FAMILY RESOURCE CENTER	
243351	U.S. BANK NATIONAL ASSOCIATION	TEAMTAILOR SERVICE FEE	475.64	NUTRITION SERVICES	
243371	U.S. BANK NATIONAL ASSOCIATION	FOOD FOR MEETING	15,000.00	PERSONNEL SERVICES	
243374	U.S. BANK NATIONAL ASSOCIATION	ELOP SNACKS	183.20	CURRICULUM & INSTRUCTION	
243381	U.S. BANK NATIONAL ASSOCIATION	BOOST CONFERENCE HOTEL	2,579.58	FAMILY RESOURCE CENTER	
243382	U.S. BANK NATIONAL ASSOCIATION	THERALYTICS	1,499.37	FAMILY RESOURCE CENTER	
243409	U.S. BANK NATIONAL ASSOCIATION	CONFERENCE PURCHASE	210.00	CURRICULUM & INSTRUCTION	
243414	U.S. BANK NATIONAL ASSOCIATION	SALAD BAR REPLACEMENT LEGS	25.26	FAMILY RESOURCE CENTER	
243420	U.S. BANK NATIONAL ASSOCIATION	CASHIER CART	517.57	NUTRITION SERVICES	
243421	U.S. BANK NATIONAL ASSOCIATION	CENTERUSD ORG DOMAIN NAME	2,106.65	NUTRITION SERVICES	
243431	U.S. BANK NATIONAL ASSOCIATION	INTERVELTW PANEL/LUNCH CHAIRS	113.97	PERSONNEL SERVICES	
243443	U.S. BANK NATIONAL ASSOCIATION	ELOP SNACKS	69.00	MAINTENANCE	
243447	U.S. BANK NATIONAL ASSOCIATION	ELOP SNACKS	3,029.39	FAMILY RESOURCE CENTER	
243464	U.S. BANK NATIONAL ASSOCIATION	ELOP SNACKS	854.68	FAMILY RESOURCE CENTER	
243467	U.S. BANK NATIONAL ASSOCIATION	ELOP SNACKS	93.76	FAMILY RESOURCE CENTER	
243482	U.S. BANK NATIONAL ASSOCIATION	TOLL CHARGE	7.00	MAINTENANCE	
243483	U.S. BANK NATIONAL ASSOCIATION	Cell Service for Sprinklers	990.00	MAINTENANCE	
243486	U.S. BANK NATIONAL ASSOCIATION	TEACHER OF THE YEAR/FLOWERS	21.64	PERSONNEL SERVICES	
243289	U.S. BANK NATIONAL ASSOCIATION	TAPE FOR NC MOD PACKING	91.90	MAINTENANCE	
243289	U.S. BANK NATIONAL ASSOCIATION	BOXES	604.39	MAINTENANCE	
243446	U.S. BANK NATIONAL ASSOCIATION	C-STEM CONFERENCE	2,400.00	REX FORTUNE ELEMENTARY	
243471	UNIVERSITY OF CALIFORNIA DAVIS	BOOSTER PUMP-CHS	14,183.54	MAINTENANCE	
243295	V-POWER EQUIPMENT INC	MV PARENT MILE REIM APRIL	218.40	FAMILY RESOURCE CENTER	
243278	VANKHAM YOPIN	MV PARENT MILE REIM MAY	197.60	FAMILY RESOURCE CENTER	
243481	VANKHAM YOPIN	REIMBURSEMENT	656.79	ARTHUR S. DUDLEY ELEMENTARY	
243377	WARRINER JILL	CLEARADMINPROGREIMBURSE	2,095.00	BUSINESS SERVICES	
243451	WARRINER JILL	SUPPLIES	115.28	ARTHUR S. DUDLEY ELEMENTARY	
243462	WARRINER JILL	MV MILEAGE REIMB APRIL	117.00	FAMILY RESOURCE CENTER	
243270	WELCOME MARKITHA	MV MILEAGE REIMB MAY	116.48	FAMILY RESOURCE CENTER	
243475	WELCOME MARKITHA				

01 GENERAL FUND			
P.O. #	VENDOR NAME	DESCRIPTION	SITE NAMES
243219	WESTED	(CRSE) TRAINING	BUSINESS SERVICES
243457	WHARTON EMILY	REIM TRAVEL EXPENSES RON CLAR	NORTH COUNTRY ELEMENTARY
243460	WHARTON EMILY	REIM FOR LEGO CLUB SUPPLIES	NORTH COUNTRY ELEMENTARY
243305	WILSON C. RILES	MV STUDENT FEES	FAMILY RESOURCE CENTER
243311	WISE JEFF	Milage	CENTER HIGH SCHOOL
TOTAL FUND		1,225,797.21	

12	CHILD DEVELOPMEN FUND		
P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT SITE NAMES
243221	CATALYST FAMILY INC	TRANSITIONAL 1 TIME PMT SB140	6,000.00 BUSINESS SERVICES
TOTAL FUND			6,000.00

13 CAFETERIA FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
243280	U.S. BANK NATIONAL ASSOCIATION	POPSICLE STICKS	15.07	NUTRITION SERVICES
243490	U.S. BANK NATIONAL ASSOCIATION	ALLERGY FOOD	6.99	NUTRITION SERVICES
243334	YASINSKIY LIYA	PARENT REFUND	166.80	NUTRITION SERVICES
TOTAL FUND			188.86	

21 BUILDING FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
243288	COUNTY OF SACRAMENTO	County Fees for NC Mod Project	1,750.00	MAINTENANCE
243362	ENTER CONSULTING GROUP INC	HAZMAT INSP-CHS ANNEX ROOFS	10,070.00	MAINTENANCE
243387	HOME DEPOT	Windows and Supplies-CHS Mod	23,280.93	MAINTENANCE
243448	MOBILE MODULAR PORTABLE STORAG	Storage Units for No Co Mod	21,416.43	MAINTENANCE
243385	SACRAMENTO AREA SEWER DISTRICT	TAP CONSTRUCTION - NO. COUNTRY	1,539.24	MAINTENANCE
243386	SIERRA SCHOOL EQUIPMENT	WHITE BOARDS-CHS MOD	3,230.02	MAINTENANCE
243449	TEAM ONE NETWORKING INC	TECH EQUIPMENT FOR OH MOD	79,938.84	MAINTENANCE
243450	TEAM ONE NETWORKING INC	TECH EQUIPMENT FOR NO CO MOD	134,965.68	MAINTENANCE
TOTAL FUND			276,191.14	

25 CAPITAL FACILITIES FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
243388	HOME DEPOT	dryrot supplies-Spinelli QS	13,070.71	MAINTENANCE
243301	PULTE HOME COMPANY LLC	REIMBURSEMENT DEVELOPER FEES	3,669.14	BUSINESS SERVICES
TOTAL FUND			16,739.85	
TOTAL DISTRICT			1,524,917.06	

FUND	AMOUNT
01 GENERAL FUND	1,225,797.21
12 CHILD DEVELOPMEN FUND	6,000.00
13 CAFETERIA FUND	188.86
21 BUILDING FUND	276,191.14
25 CAPITAL FACILITIES FUND	16,739.85
TOTAL DISTRICT	1,524,917.06

Agenda Item: XIV-A



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
Steven Bruno
Kelly Kelley
Tabia Lee, EdD
Delrae M. Pope

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6/12/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr, Superintendent

Initials
SL

SUBJECT: Second Reading: Board Policies/Regulations/Exhibits

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

Replace BP 0450 - Comprehensive Safety Plan
Replace AR 0450 - Comprehensive Safety Plan
Replace BP 0460 - Local Control and Accountability Plan
Replace AR 0460 - Local Control and Accountability Plan
Delete - BP 0470 - COVID-19 Mitigation Plan
Replace BP 0500 - Accountability
Replace BP 0520 - Intervention in Underperforming Schools
Replace AR 1220 - Citizen Advisory Committees
Replace BP 1431 - Waivers
Delete BP 2300 - Conflict Of Interest Code: Designated Personnel
Replace BP 3400 - Management of District Assets/Accounts
Replace AR 3400 - Management of District Assets/Accounts
Replace BP 3516 - Emergency and Disaster Preparedness Plan
Replace AR 3516 - Emergency and Disaster Preparedness Plan
Replace BP 3550 - Food Service/Child Nutrition Program
Replace AR 3550 - Food Service/Child Nutrition Program
Replace BP 3551 - Food Service Operations/Cafeteria Fund
Replace AR 3551 - Food Service Operations/Cafeteria Fund
Replace BP 3553 - Free and Reduced Price Meals
Replace AR 3553 - Free and Reduced Price Meals
Replace BP 4111/4211/4311 - Recruitment and Selection
Replace AR 4112.5/4212.5/4312.5 - Criminal Record Check
Replace E(1) 4112.5/4212.5/4312.5 - Criminal Record Check
Replace BP 4118 - Dismissal/Suspension/Disciplinary Action
Replace Regulation 4118 - Dismissal/Suspension/Disciplinary Action
Replace BP 4140/4240/4340 - Bargaining Units
Replace BP 4157/4257/4357 - Employee Safety
Replace AR 4157/4257/4357 - Employee Safety
Replace AR 4157.1/4257.1/4357.1 - Work-Related Injuries
Replace BP 4218 - Dismissal/Suspension/Disciplinary Action
Replace AR 4218 - Dismissal/Suspension/Disciplinary Action
Replace AR 5126 - Awards for Achievement
Replace BP 5131.2 - Bullying
Replace AR 5131.2 - Bullying
Replace BP 5141.21 - Administering Medication and Monitoring Health Conditions
Replace AR 5141.21 - Administering Medication and Monitoring Health Conditions
Replace BP 5144 - Discipline

Agenda Item: XIV-A

Agenda Item: XIV-A

Replace AR 5144 - Discipline
Replace BP 5148.3 - Preschool/ Early Childhood Education
Replace AR 5148.3 - Preschool/ Early Childhood Education
Replace AR 6115 - Ceremonies and Observances
Replace BP 6142.8 - Comprehensive Health Education
Replace BP 6146.1 - High School Graduation Requirements
Replace BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities
Replace BP 6170.1 - Transitional Kindergarten
Replace AR 6173.3 - Education for Juvenile Court School Students
Replace BB 9140 - Board Representative
Replace Board Bylaw 9320 - Meetings and Notices
Replace Board Bylaw 9321 - Closed Session
Replace E(1) 9321 - Closed Session
Add E(2) 9321 - Closed Session
Replace Board Bylaw 9323.2 - Actions by the Board
Replace E(1) 9323.2 - Actions by the Board

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve the second reading of presented policies/ regulations/exhibits.

Agenda Item: XIV-A

Policy 0450: Comprehensive Safety Plan

Status: DRAFT

Original Adopted Date: 03/20/2019 | Last Revised Date: 03/15/2023

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

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

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

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

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

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

Tactical Response Plan

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

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

Safety Plan(s) Access and Reporting

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

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

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

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

Policy 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 03/20/2019 | Last Revised Date: 03/15/2023 | Last Reviewed Date: 03/15/2023

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

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

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

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

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

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

Tactical Response Plan

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

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

Regulation 0450: Comprehensive Safety Plan

Status: DRAFT

Original Adopted Date: 03/20/2019 | Last Revised Date: 03/15/2023

Development and Review of Comprehensive School Safety Plan

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

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

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

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

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

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

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

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

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive school safety plan to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee, to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive safety plan. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

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

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

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

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
 - b. An earthquake emergency procedure system in accordance with Education Code 32282
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
11. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.
12. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including Bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. Parent/guardian involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians
7. Annual notification to parents/guardians related to the safe storage of firearms
8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. District policy prohibiting the possession of firearms and ammunition on school grounds
11. Measures to prevent or minimize the influence of gangs on campus
12. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content
14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity
16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity
17. Strategies for suicide prevention and intervention

18. District policy and/or plan related to pandemics
 19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff
 20. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
 - f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
 - g. Development of a method for the reporting of violent incidents
 - h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
 21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques. Such training shall include preparation to implement the elements of the comprehensive safety plan
 22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants
 23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible
-

Regulation 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 03/20/2019 | Last Revised Date: 03/15/2023 | Last Reviewed Date: 03/15/2023

Development and Review of Comprehensive School Safety Plan

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2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

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

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

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2. A representative of the local school employee organization
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In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

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

Content of the Safety Plan

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

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

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

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
 - b. An earthquake emergency procedure system in accordance with Education Code 32282
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

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

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. Parent/guardian involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
6. Provision of safety materials and emergency communications in language(s) understandable to

parents/guardians

7. Annual notification to parents/guardians related to the safe storage of firearms
8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. District policy prohibiting the possession of firearms and ammunition on school grounds
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14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
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 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity
17. Strategies for suicide prevention and intervention
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19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff
20. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure

- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
 - f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
 - g. Development of a method for the reporting of violent incidents
 - h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques. Such training shall include preparation to implement the elements of the safety plan
22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants
23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible
-

Policy 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 03/20/2019 | Last Revised Date: 03/15/2023

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.

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. (Education Code 52060, 52064; 5 CCR 15494-15497)

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)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01. (Education Code 42238.02)

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

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, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

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

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

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt 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)

Advisory Committees

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students 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)

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)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before 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.

The Board delegates responsibility to the Superintendent or designee that they 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)

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)

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)

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 Board Policy 3100 - Budget. (Education Code 52062)

Adoption 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)

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 within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

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

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

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

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

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.

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 03/20/2019 | Last Revised Date: 03/15/2023 | Last Reviewed Date: 03/15/2023

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.

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

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

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

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

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

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

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

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

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

Plan Development

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

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

Public Review and Input

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

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)

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

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

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)

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

Adoption of the Plan

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

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

Submission of Plan to County Superintendent of Schools

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

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

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

Monitoring Progress

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

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

Regulation 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 03/20/2019 | Last Revised Date: 03/15/2023

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) 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 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
 - 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
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.

For purposes of the descriptions required by Items #1-3 above, the 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 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

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

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

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, the annual update, the IDEA Addendum as applicable, and the local control funding formula budget overview for parents/guardians on the homepage of the district's website and the performance overview portion of the Dashboard. (Education Code 52064.1, 52064.3, 52065)

Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 03/20/2019 | Last Revised Date: 03/15/2023 | Last Reviewed Date: 03/15/2023

Goals and Actions Addressing State and Local Priorities

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

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

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

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

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

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

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

Increase or Improvement in Services for Unduplicated Students

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

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

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

Availability of the Plan

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

Delete

Policy 0470: COVID-19 Mitigation Plan

Status: ADOPTED

Original Adopted Date: 02/16/2022 | Last Reviewed Date: 02/16/2022

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal or state law and/or order or local order may conflict with this policy, the law or order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

To limit the impact of the pandemic on the education of district students, the district shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 Safety Plan

The Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

To promote transparency and facilitate decision-making regarding COVID-19 mitigation strategies, the Superintendent or designee shall report to the Board on a regular basis regarding the following:

1. Level of community transmission of COVID-19
2. COVID-19 vaccination coverage in the community and among students and staff
3. Any local COVID-19 outbreaks or increasing trends
4. Changes to local, state, and/or federal public health guidance, orders, and laws
5. Any revisions to the district's COVID-19 safety plan

Reporting to the Public Health Department

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case. The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known: (Education Code 32090)

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)
3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education

Code 32090, the Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

On or before the second and fourth Monday of each month, the Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance with the form and procedures determined by CCEE.

Stakeholder Engagement and Community Relations

The district shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the Superintendent or designee.

The Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding community transmission levels, district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

Learning Recovery and Social-Emotional Support

The Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments
2. Review of available data from assessments within the California Assessment of Student Performance and Progress
3. Review of attendance data from the 2020-2021 school year
4. Review of prior year grades
5. Discussion of student needs and strengths with parents/guardians and former teachers

The Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The district shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs

2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
3. Learning recovery programs and materials designed to accelerate student academic proficiency, English language proficiency, or both
4. Integrated student supports to address other barriers to learning, such as:
 - a. The provision of health, counseling, or mental health services
 - b. Access to school meal programs
 - c. Access to before and after school programs
 - d. Programs to address student trauma and social-emotional learning
 - e. Referrals for support for family or student needs
5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning
8. Other interventions identified by the Superintendent or designee

To ensure schoolwide implementation of the district's tiered framework of supports, the Superintendent or designee shall plan staff development that includes: (Education Code 43522)

1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students
2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

The Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

1. Personal outreach to families, including by staff who are known to families
2. Door-to-door campaigns
3. The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies
4. Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

The Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows

the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff except as allowed by law. (Education Code 49450)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on their medical condition or COVID status, exposure, or high-risk status.

Policy 0500: Accountability

Status: DRAFT

Original Adopted Date: 02/21/2018

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).

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.

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 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 students experiencing homelessness. (Education Code 52052)

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.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

Policy 0500: Accountability

Status: ADOPTED

Original Adopted Date: 02/21/2018 | Last Reviewed Date: 02/21/2018

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).

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.

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)

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, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

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.

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.

Policy 0520: Intervention In Underperforming Schools

Status: DRAFT

Original Adopted Date: 02/19/2020

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.

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
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 district shall, for a minimum of two years, maintain regular communication with, and provide timely documentation to, the County Superintendent regarding the district's completion of the activities listed in Items #1-5 above, or substantially similar activities. (Education Code 52071)

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)

The district shall consider any recommendations from the California Collaborative for Educational Excellence in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52072, 52074)

If the 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

In addition, any school identified by 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 0520: Intervention In Underperforming Schools

Status: ADOPTED

Original Adopted Date: 02/19/2020 | Last Reviewed Date: 02/19/2020

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.

Voluntary Intervention

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 and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. 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

Required Intervention

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 shall work with the County Superintendent and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

With the approval of the County Superintendent, 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)

If referred to 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 LCAP. (Education Code 52071, 52074)

If the 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. 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

In addition, any school identified by the California Department of Education 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.

Regulation 1220: Citizen Advisory Committees

Status: DRAFT

Original Adopted Date: 03/20/2019

Committee Charge

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

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 8070 related to career technical education
2. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b
3. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property
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

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
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

7. Advisory committees established pursuant to Education Code 56190-56194 related to special education

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 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 until after all members present vote unanimously 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, 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 7920.00-7930.215. (Education Code 35147)

Committees Created by Superintendent

Committees created by the Superintendent or designee 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.

Regulation 1220: Citizen Advisory Committees

Status: ADOPTED

Original Adopted Date: 03/20/2019 | Last Reviewed Date: 03/20/2019

Committee Charge

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

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. Advisory committee established pursuant to Education Code 8070 related to career technical education
3. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b
4. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property
5. 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

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
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

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 jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location 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 not listed on the agenda unless all members present unanimously find 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 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. (Education Code 35147)

Committees Created by Superintendent

Committees which are created by the Superintendent or designee to advise the administration, do not report to the Board, and are not specified in Education Code 35147 shall not be subject to the requirements of the Brown Act or Education Code 35147.

Policy 1431: Waivers

Status: DRAFT

Original Adopted Date: 11/20/2013 | Last Revised Date: 02/19/2020

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.

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)

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)

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)

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)

The notice, which shall state the time, date, location, and subject of the public hearing and invite public testimony, shall be printed in a newspaper of general circulation, posted at each school and three public places in the district, or published on the district's website.

If the district determines that a waiver is needed for more than one year, the Board shall reapply to SBE. When the Board has requested and received the same general waiver from SBE for two consecutive years, the Board does not subsequently need to reapply annually provided that the information contained on the request remains current; except that the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Policy 1431: Waivers

Status: ADOPTED

Original Adopted Date: 11/20/2013 | Last Revised Date: 02/19/2020 | Last Reviewed Date: 02/19/2020

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.

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)

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)

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)

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)

The notice, which shall state the time, date, location, and subject of the public hearing and invite public testimony, may be printed in a newspaper of general circulation and/or posted at each school and three public places in the district.

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)

Delete

**Board Policy Manual
Center Joint Unified School District**

Policy 2300: ^Conflict Of Interest Code: Designated Personnel

Status: ADOPTED

Original Adopted Date: 08/16/1982 | Last Revised Date: 12/16/2009 | Last Reviewed Date: 12/16/2009

Persons occupying the following positions are designated employees and must disclose financial interests defined in Appendix B of Bylaw 9270:

Superintendent of Schools (All categories of Appendix B)

Chief Administrative Officer

Assistant Superintendent, Operations & Facilities

Director of Fiscal Services

Director of Personnel

The Board expects each of the persons identified as designated employees to conform to the requirements of Bylaw 9270 for that position.

Policy 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 10/17/2007

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. 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

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

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.

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 the employee's immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Policy 3400: Management Of District Assets/Accounts

Status: ADOPTED

Original Adopted Date: 10/17/2007 | Last Reviewed Date: 10/17/2007

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 shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards.

Capital Assets

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

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.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district. These internal controls may include, but are not limited to, segregating 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; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

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 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, 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.

Regulation 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 10/01/2003

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)

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 and Misappropriation of Funds

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
12. Failing to report a conflict of interest
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, any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation, and discussing or disclosing the result of any investigation shall be made in consultation with legal counsel.

County Office of Education Investigation

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)

Regulation 3400: Management Of District Assets/Accounts

Status: ADOPTED

Original Adopted Date: 10/01/2003 | Last Reviewed Date: 10/01/2003

Accounts

The district's accounting system shall fully comply with the definitions, instructions and procedures set forth in the California Department of Education School Accounting Manual. (Education Code 41010)

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, 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. Any other dishonest or fraudulent act

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 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.

Policy 3516: Emergencies And Disaster Preparedness Plan

Status: DRAFT

Original Adopted Date: 06/13/2018

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Policy 3516: Emergencies And Disaster Preparedness Plan

Status: ADOPTED

Original Adopted Date: 06/13/2018 | Last Reviewed Date: 06/13/2018

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, and may include administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Regulation 3516: Emergencies And Disaster Preparedness Plan

Status: DRAFT

Original Adopted Date: 12/13/2017 | Last Revised Date: 06/13/2018

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake, flood, or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak
8. Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
2. Routine monitoring of the security of the district's digital network and technology infrastructure
3. Instruction for district staff and students regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
4. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
5. Personal safety and security, including:
 - a. Identification of areas of responsibility for the supervision of students
 - b. Procedures for the evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for the release of students, including a procedure to release students when reference to the

emergency card is not feasible

- d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
 - e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
6. Closure of schools, including an analysis of:
- a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
7. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
- a. Identification of spokesperson(s)
 - b. Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
8. Cooperation with other state and local agencies, including:
- a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
9. Steps to be taken after the disaster or emergency, including:
- a. Inspection of school facilities
 - b. Provision of mental health services for students and staff, as needed

The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Regulation 3516: Emergencies And Disaster Preparedness Plan

Status: ADOPTED

Original Adopted Date: 12/13/2017 | Last Revised Date: 06/13/2018 | Last Reviewed Date: 06/13/2018

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake, flood, or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Superintendent or designee may ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
2. Instruction for district staff and students regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
 - a. Identification of areas of responsibility for the supervision of students
 - b. Procedures for the evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety

- e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
5. Closure of schools, including an analysis of:
- a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
- a. Identification of spokesperson(s)
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, web sites, social media, and electronic notifications
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
7. Cooperation with other state and local agencies, including:
- a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
8. Steps to be taken after the disaster or emergency, including:
- a. Inspection of school facilities
 - b. Provision of mental health services for students and staff, as needed

The Superintendent or designee shall assemble key information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, and procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Policy 3550: Food Service/Child Nutrition Program

Status: DRAFT

Original Adopted Date: 10/21/2015 | Last Revised Date: 11/16/2022

The Governing Board recognizes that adequate, nourishing food is essential to student health and well-being, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to and participation in the district's food service programs and maintain fiscal integrity of the programs in accordance with law.

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. A nutritionally adequate breakfast or lunch is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program or National School Lunch Program.

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritious adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease
2. Meet or exceed nutrition standards specified in law
3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits.
4. Be served in age-appropriate portions

At the beginning of each school year, the Superintendent or designee shall communicate information related to the district's food service programs to the public through available means, including, but not limited to, the district's website, social media, flyers, and school publications.

The district's food service program shall give priority to serving freshly prepared onsite meals and medically restricted diet meals, using whole or minimally processed sustainable foods which are locally grown, produced or plant-based, including fresh fruits and vegetables.

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals, positively impact students' knowledge related to food and nutrition, support the district's nutrition education program, and increase students' consumption of these foods and participation in school meals.

To the extent possible, the school meal program shall be coordinated with the nutrition education program, instructional program for teachers, parents/guardians and food service employees, available community resources, and other related district programs.

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee may invite students and parents/guardians to participate in the selection of foods of good nutritional quality for school menus.

Students shall be allowed adequate time and space to eat meals. (Education Code 49501.5)

To the extent possible, school, recess, and transportation schedules shall be designed to promote participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school cafeterias and facilities for food

preparation and consumption.

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation and service process.

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food service program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by CDE.

Policy 3550: Food Service/Child Nutrition Program

Status: DRAFT

Original Adopted Date: 10/21/2015 | Last Revised Date: 11/16/2022 | Last Reviewed Date: 11/16/2022

The Governing Board recognizes that adequate, nourishing food is essential to student health and well-being, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to and participation in the district's food service programs and maintain fiscal integrity of the programs in accordance with law.

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease
2. Meet or exceed nutrition standards specified in law
3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
4. Be served in age-appropriate portions
5. Be provided at no cost to students who request a meal

At the beginning of each school year, the Superintendent or designee shall communicate information related to the district's food service programs to the public through available means, including, but not limited to, the district's web site, social media, flyers, and school publications.

The district's food service program shall give priority to serving unprocessed foods and fresh fruits and vegetables.

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals and to support the district's nutrition education program.

To the extent possible, the school meal program shall be coordinated with the nutrition education program, instructional program for teachers, parents/guardians and food service employees, available community resources, and other related district programs.

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee may invite students and parents / guardians to participate in the selection of foods of good nutritional quality for school menus.

Students shall be allowed adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to promote participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school cafeterias and facilities for food preparation and consumption.

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation and service process.

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food service program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (COE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the COE.

Regulation 3550: Food Service/Child Nutrition Program

Status: DRAFT

Original Adopted Date: 10/19/2016 | Last Revised Date: 11/16/2022

Nutrition Standards for School Meals

Meals, food items, and beverages provided through the district's food services program shall: (Education Code 49501.5, 49553; 42 USC 1758, 1773)

1. Comply with National School Lunch and/or Breakfast Program standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8 as applicable
2. Not be deep fried, par fried, or flash fried, as defined in Education Code 49430 and 49430.7

Drinking Water

The district shall provide access to free, fresh drinking water during meal times in food service areas at all district schools, including, but not limited to, areas where reimbursable meals under the National School Lunch or Breakfast Program are served or consumed. (Education Code 38086; 42 USC 1758)

Special Milk Program

Any school that does not participate in the National School Lunch or Breakfast Program may participate in the Special Milk Program to provide all enrolled students with reasonably priced milk. (7 CFR 215.7)

Food Safety

The Superintendent or designee shall ensure that the district's food service program meets the applicable sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437.

For all district schools participating in the National School Lunch and/or School Breakfast Program, the Superintendent or designee shall implement a written food safety program for the storage, preparation, and service of school meals which complies with the national Hazard Analysis and Critical Control Point (HACCP) system. The district's HACCP plan shall include, but is not limited to, a determination of critical control points and critical limits at each stage of food production, monitoring procedures, corrective actions, and recordkeeping procedures. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall ensure that food service directors, managers, and staff complete an annual continuing education or training as required by law. Each new employee, including a substitute, or volunteer shall complete initial food safety training prior to handling food. For each employee, the Superintendent or designee shall document the date, trainer, and subject of each training.

The Superintendent or designee shall assign staff to maintain records and logs documenting food safety activities, including, but not limited to, records of food deliveries, time and temperature monitoring during food production, equipment temperature (freezer, cooler, thermometer calibration), corrective actions, verification or review of safety efforts, and staff training.

Inspection of Food Facilities

All food preparation and service areas shall be inspected in accordance with Health and Safety Code 113725-113725.1 and applicable county regulations.

Each school participating in the National School Lunch and/or Breakfast Program shall, during each school year, obtain a minimum of two food safety inspections conducted by the county environmental health agency. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall retain records from the most recent food safety inspection. All schools shall post a notice indicating that the most recent inspection report is available to any interested person upon request. (Health and Safety Code 113725.1; 42 USC 1758; 7 CFR 210.13, 210.15, 220.7)

Regulation 3550: Food Service/Child Nutrition Program

Status: ADOPTED

Original Adopted Date: 10/19/2016 | Last Revised Date: 11/16/2022 | Last Reviewed Date: 11/16/2022

Nutrition Standards for School Meals

Meals, food items, and beverages provided through the district's food services program shall: (Education Code 49501.5, 49553; 42 USC 1758, 1773)

1. Comply with National School Lunch and / or Breakfast Program standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8 as applicable
2. Not be deep fried, par fried, or flash fried, as defined in Education Code 49430 and 49430.7

Drinking Water

The district shall provide access to free, fresh drinking water during meal times in food service areas at all district schools, including, but not limited to, areas where reimbursable meals under the National School Lunch or Breakfast Program are served or consumed. (Education Code 38086; 42 USC 1758)

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Food Safety

The Superintendent or designee shall ensure that the district's food service program meets the applicable sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437.

For all district schools participating in the National School Lunch and/or School Breakfast Program, the Superintendent or designee shall implement a written food safety program for the storage, preparation, and service of school meals which complies with the national Hazard Analysis and Critical Control Point (HACCP) system. The district's HACCP plan shall include, but is not limited to, a determination of critical control points and critical limits at each stage of food production, monitoring procedures, corrective actions, and recordkeeping procedures. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall ensure that food service directors, managers, and staff complete an annual continuing education or training as required by law. Each new employee, including a substitute, or volunteer shall complete initial food safety training prior to handling food. For each employee, the Superintendent or designee shall document the date, trainer, and subject of each training.

The Superintendent or designee shall assign staff to maintain records and logs documenting food safety activities, including, but not limited to, records of food deliveries, time and temperature monitoring during food production, equipment temperature (freezer, cooler, thermometer calibration), corrective actions, verification or review of safety efforts, and staff training.

Inspection of Food Facilities

All food preparation and service areas shall be inspected in accordance with Health and Safety Code 113725 - 113725.1 and applicable county regulations.

Each school participating in the National School Lunch and/or Breakfast Program shall, during each school year, obtain a minimum of two food safety inspections conducted by the county environmental health agency. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall retain records from the most recent food safety inspection. All schools shall post a notice indicating that the most recent inspection report is available to any interested person upon request. (Health and Safety Code 113725.1; 42 USC 1758; 7 CFR 210.13, 210.15, 220.7)

Policy 3551: Food Service Operations/Cafeteria Fund

Status: DRAFT

Original Adopted Date: 11/20/2019 | Last Revised Date: 12/20/2023

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

At the Board's discretion, district funds other than the cafeteria fund may be used for the purchase of school meals.

The Superintendent or designee shall ensure that food service director(s) possess the qualifications required by 7 CFR 210.30 and California Department of Education (CDE) standards.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by CDE. (42 USC 1776)

Meal Sales

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. After such school meals have been made available to a student, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431, 49501.5)

As permitted by law, adult meals and other nonprogram foods, such as smart snack compliant food and beverages sold in vending machines, may be sold to students. (Education Code 38082, 49431, 49501.5)

Meals may be sold to district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are authorized by the Superintendent or designee to be on campus. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

Cafeteria Fund and Account

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and for reasonable and necessary indirect program costs as allowed by law.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

Procurement of Foods, Equipment, and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

The district's food service program shall give priority to serving freshly prepared onsite meals and medically restricted diet meals, using whole or minimally processed sustainable foods which are locally grown, produced or plant based, including fresh fruits and vegetables.

When soliciting for bids and contracts for the purchase of an agricultural food product, the district shall specify in the solicitation that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies. A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, the quality of the domestic product is inferior to the quality of the nondomestic product, or the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception for three years from the date of purchase. (Food and Agriculture Code 58596.3)

Furthermore, the district shall accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price for domestic product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by CDE to ensure compliance of the district's food service program with federal requirements.

Policy 3551: Food Service Operations/Cafeteria Fund

Status: ADOPTED

Original Adopted Date: 11/20/2019 | Last Revised Date: 12/20/2023 | Last Reviewed Date: 12/20/2023

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

The Superintendent or designee shall ensure that food service director(s) possess the qualifications required by 7 CFR 210.30 and California Department of Education (CDE) standards.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by CDE. (42 USC 1776)

Meal Sales

Any student who requests a meal shall be served a nutritionally adequate breakfast and lunch free of charge, each school day. (Education Code 49501.5)

As permitted by law, additional or second meals, adult meals, and other nonprogram foods, such as smart snack compliant food and beverages sold in vending machines, may be sold to students. (Education Code 38082, 49501.5)

Meals may be sold to district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are authorized by the Superintendent or designee to be on campus. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

Cafeteria Fund and Account

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and for reasonable and necessary indirect program costs as allowed by law.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

Procurement of Foods, Equipment and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

When soliciting for bids and contracts for the purchase of an agricultural food product, the district shall specify in the solicitation that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies. A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, the quality of the domestic product is inferior to the quality of the nondomestic product, or the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception for three years from the date of purchase. (Food and Agriculture Code 58596.3)

Furthermore, the district shall accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price for domestic product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by CDE to ensure compliance of the district's food service program with federal requirements.

Regulation 3551: Food Service Operations/Cafeteria Fund

Status: DRAFT

Original Adopted Date: 11/20/2019 | Last Revised Date: 12/20/2023

Payments for Meals

The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

At the beginning of the school year, the Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of eligibility forms at the start of the school year
4. Posting the policy on the district's website

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free and reduced-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

Minimizing Food Waste and Reducing Food Insecurity

The District shall take steps to minimize food waste and reduce food insecurity in district schools. (Health and Safety Code 114079)

The Superintendent or designee shall arrange to recover the maximum amount of edible food that would otherwise be disposed for donation to a local food recovery organization. (14 CCR 18991.3)

The district may also provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce that complies with Health and Safety Code 113992, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

The Superintendent or designee shall maintain records related to edible food recovery including a list of each food recovery service or organization that collects or receives the district's edible food, contact information for the service or organization, the types of food, frequency, and quantity that will be collected or hauled by the district, and a copy of contracts or written agreements between the district and food recovery services or organizations. (14 CCR 18991.4)

Cafeteria Fund and Account

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. (Education Code 38090, 38093)

The cafeteria fund shall be used only for those expenditures authorized by the Governing Board as necessary for the

operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

The district may use cafeteria funds to supplement the provision of a nutritionally adequate breakfast and/or lunch to district students when permitted by law.

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the purpose of and basis for the expenditure. (Education Code 38101)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate as approved by CDE or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed six months' average expenditures. (7 CFR 210.14, 220.7)

U.S. Department of Agriculture Foods

The district shall provide facilities for the storage and control of foods received through the U.S. Department of Agriculture (USDA) that protect against theft, spoilage, damage, or other loss. Such storage facilities shall maintain donated foods in sanitary conditions, at the proper temperature and humidity, and with adequate air circulation. The district shall comply with all federal, state, or local requirements related to food safety and health and procedures for responding to a food recall, as applicable, and shall obtain all required health inspections. (7 CFR 250.14)

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

Regulation 3551: Food Service Operations/Cafeteria Fund

Status: ADOPTED

Original Adopted Date: 11/20/2019 | **Last Revised Date:** 12/20/2023 | **Last Reviewed Date:** 12/20/2023

Payments for Meals

The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

At the beginning of the school year, the Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of eligibility forms at the start of the school year
4. Posting the policy on the district's website

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free and reduced-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

Donation of Leftover Food

The District shall take steps to minimize food waste and reduce food insecurity in district schools. (Health and Safety Code 114079)

The Superintendent or designee shall arrange to recover the maximum amount of edible food that would otherwise be disposed for donation to a local food recovery organization. (14 CCR 18991.3)

The district may also provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce that complies with Health and Safety Code 113992, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

The Superintendent or designee shall maintain records related to edible food recovery including a list of each food recovery service or organization that collects or receives the district's edible food, contact information for the service or organization, the types of food, frequency, and quantity that will be collected or hauled by the district, and a copy of contracts or written agreements between the district and food recovery services or organizations. (14 CCR 18991.4)

Cafeteria Fund and Account

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. (Education Code 38090, 38093)

The cafeteria fund shall be used only for those expenditures authorized by the Governing Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

The district may use cafeteria funds to supplement the provision of a nutritionally adequate breakfast and/or lunch to district students when permitted by law.

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the purpose of and basis for the expenditure. (Education Code 38101)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate as approved by CDE or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed six months' average expenditures. (7 CFR 210.14, 220.7)

U.S. Department of Agriculture Foods

The district shall provide facilities for the storage and control of foods received through the U.S. Department of Agriculture (USDA) that protect against theft, spoilage, damage, or other loss. Such storage facilities shall maintain donated foods in sanitary conditions, at the proper temperature and humidity, and with adequate air circulation. The district shall comply with all federal, state, or local requirements related to food safety and health and procedures for responding to a food recall, as applicable, and shall obtain all required health inspections. (7 CFR 250.14)

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

Policy 3553: Free And Reduced Price Meals

Status: DRAFT

Original Adopted Date: 06/13/2018 | Last Revised Date: 11/16/2022

The Governing Board recognizes that adequate nutrition is essential to the development, health and well-being, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of all students in the district's food service program.

Each school day, the district shall make available, free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch for any student who requests a meal. (Education Code 49501.5)

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

To provide optimal nutrition and ensure that schools receive maximum federal meal reimbursement, the Superintendent or designee shall assess the eligibility of district schools to operate a federal universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a. The Superintendent or designee shall submit an application to operate a federal universal meal provision to the California Department of Education (CDE) on behalf of any district school that meets the definition of a "high poverty school." (Education Code 49564.3)

The Superintendent or designee shall ensure that meals served under the school nutrition program meet applicable state and/or federal nutritional standards, as specified in law and district-adopted guidelines.

The Board shall approve, and shall submit to CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals are not treated differently from other students and that meets other requirements specified in Education Code 49557.

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be disclosed except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

The Board authorizes designated employees to use records pertaining to an individual student's eligibility for the free and reduced-price meal program for the following purposes: (Education Code 49558)

1. Disaggregation of academic achievement data
2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576
3. Facilitation of targeted educational services and supports to individual students based on the local control accountability plan

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist that other educational agency in ensuring that the student continues to receive school meals.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula (LCFF) calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the LCFF and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. The Superintendent or designee also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

Policy 3553: Free And Reduced Price Meals

Status: ADOPTED

Original Adopted Date: 06/13/2018 | Last Revised Date: 11/16/2022 | Last Reviewed Date: 11/16/2022

The Governing Board recognizes that adequate nutrition is essential to the development, health and well-being, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of all students in the district's food service program.

Each school day, the district shall provide, free of charge, a nutritionally adequate breakfast and lunch for any student who requests a meal. (Education Code 49501.5)

To provide optimal nutrition and ensure that schools receive maximum federal meal reimbursement, the Superintendent or designee shall assess the eligibility of district schools to operate a federal universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a. The Superintendent or designee shall submit an application to operate a federal universal meal provision to the California Department of Education (COE) on behalf of any district school that meets the definition of a "high poverty school." (Education Code 49564.3)

The Superintendent or designee shall ensure that meals served under the school nutrition program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

The Board shall approve, and shall submit to COE for approval, a plan that ensures that students eligible to receive free or reduced-price meals are not treated differently from other students and that meets other requirements specified in Education Code 49557.

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be disclosed except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

The Board authorizes designated employees to use records pertaining to an individual student's eligibility for the free and reduced-price meal program for the following purposes: (Education Code 49558)

1. Disaggregation of academic achievement data
2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576
3. Facilitation of targeted educational services and supports to individual students based on the local control accountability plan

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist that other educational agency in ensuring that the student continues to receive school meals.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula (LCFF) calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the LCFF and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. The Superintendent or designee also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

Regulation 3553: Free And Reduced Price Meals

Status: DRAFT

Original Adopted Date: 06/13/2018 | Last Revised Date: 11/16/2022

Applications

The Superintendent or designee shall ensure that the district's application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. The district's application packet shall include the notifications and information listed in Education Code 49557.2.

The application form and related information shall be distributed in paper form to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520, 49557; 42 USC 1758; 7 CFR 245.5)

In addition, the district application form for free and reduced price meals shall be available online. The online application form shall require completion of only those questions necessary for determining eligibility, contain clear instructions for families that are experiencing homelessness or who are migratory and comply with other requirements specified in Education Code 49557.

An application form and related information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

Eligibility

The Superintendent or designee shall determine students' eligibility for the free and reduced-price meal program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

Participants in the CalFresh, California Work Opportunity and Responsibility to Kids (CalWORKS), and Medi-Cal programs shall be directly certified for enrollment in the free and reduced-price meal program without further application. Participants in other state or federal programs may be directly certified when authorized by law. (Education Code 49561, 49562; 42 USC 1758; 7 CFR 245.6)

Verification of Eligibility

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a.

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

If, as a result of verification activities, the eligibility of a household that is receiving free or reduced-price benefits cannot be confirmed, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for the household's ineligibility. At least 10 days prior to the actual reduction or termination, the Superintendent or designee shall send a notice of adverse action to the household. The notice shall advise the

household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

The Superintendent designates the following district employee(s) to disclose a student's name and eligibility status from individual meal records only for the purpose of disaggregation of academic achievement data and/or the provision of services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576.

Nutrition Services Supervisor

In permitting the disclosure of student records for such purposes, the Superintendent or designee shall ensure that: (Education Code 49558).

1. No individual indicators of participation in the free and reduced-price meal program are maintained in the permanent records of any student if not otherwise allowed by law
2. Information regarding individual student participation in the free and reduced-price meal program is not publicly released
3. All other confidentiality provisions required by law are met
4. Information collected regarding individual students certified to participate in the free and reduced-price meal program is destroyed when no longer needed for its intended purpose

Nondiscrimination Plan

In implementing the district's food service programs for students who are eligible to receive free or reduced-price meals, the district shall ensure the following: (Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law
 2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means
 3. The students shall not be required to work for their meals
 4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals at a different time
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Regulation 3553: Free And Reduced Price Meals

Status: ADOPTED

Original Adopted Date: 06/13/2018 | Last Revised Date: 11/16/2022 | Last Reviewed Date: 11/16/2022

Applications

The Superintendent or designee shall ensure that the district's application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. The district's application packet shall include the notifications and information listed in Education Code 49557.2.

The application form and related information shall be distributed in paper form to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520; 42 USC 1758; 7 CFR 245.5)

In addition, the district application form for free and reduced price meals shall be available online. The online application form shall require completion of only those questions necessary for determining eligibility, contain clear instructions for families that are homeless or migrant, and comply with other requirements specified in Education Code 49557.

An application form and related information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

Eligibility

The Superintendent or designee shall determine students' eligibility for the free and reduced-price meal program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

Participants in the CalFresh, California Work Opportunity and Responsibility to Kids (CalWORKS), and Medi-Cal programs shall be directly certified for enrollment in the free and reduced-price meal program without further application. Participants in other state or federal programs may be directly certified when authorized by law. (Education Code 49561, 49562; 42 USC 1758; 7 CFR 245.6)

Verification of Eligibility

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a. (42 USC 1758; 7 CFR 245.6a)

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse

action as described below

If as a result of verification activities, the eligibility of a household that is receiving free or reduced-price benefits cannot be confirmed, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for the household's ineligibility. At least 10 days prior to the actual reduction or termination, the Superintendent or designee shall send a notice of adverse action to the household. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

The Superintendent designates the following district employee(s) to disclose a student's name and eligibility status from individual meal records only for the purpose of disaggregation of academic achievement data and/or the provision of services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576.

Nutrition Services Supervisor

In permitting the disclosure of student records for such purposes, the Superintendent or designee shall ensure that: (Education Code 49558)

1. No individual indicators of participation in the free and reduced-price meal program are maintained in the permanent records of any student if not otherwise allowed by law.
2. Information regarding individual student participation in the free and reduced-price meal program is not publicly released.
3. All other confidentiality provisions required by law are met.
4. Information collected regarding individual students certified to participate in the free and reduced-price meal program is destroyed when no longer needed for its intended purpose.

Nondiscrimination Plan

In implementing the district's food service programs for students who are eligible to receive free or reduced-price meals, the district shall ensure the following: (Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.
2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.
3. The students shall not be required to work for their meals.

The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals at a different time.

Policy 4111: Recruitment And Selection

Status: DRAFT

Original Adopted Date: 06/13/2018

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. The Superintendent or designee shall also disseminate job announcements to ensure a wide range of candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.2)

The Superintendent shall develop and maintain appropriate hiring procedures to identify the best possible candidates for a position. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential and consistent with law.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Policy 4111: Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 06/13/2018 | Last Reviewed Date: 06/13/2018

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Policy 4211: Recruitment And Selection

Status: DRAFT

Original Adopted Date: 06/13/2018

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Regulation 4112.5: Criminal Record Check

Status: DRAFT

Original Adopted Date: 12/15/1999

The Superintendent or designee shall not hire or retain in employment, in a certificated or classified position, a person who has been convicted of a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c), a controlled substance offense as defined in Education Code 44011, or a sex offense as defined in Education Code 44010. However, the Superintendent or designee shall not deny or terminate employment solely on the basis that the person has been: (Education Code 44830.1, 44836, 45122.1, 45123)

1. Convicted of a violent or serious felony, controlled substance offense, or sex offense, and the conviction is reversed and the person is acquitted of the offense in a new trial or the charges against the person are dismissed, unless the sex offense for which the conviction is dismissed pursuant to Penal Code 1203.4 involves a victim who was a minor
2. Convicted of a violent or serious felony and has obtained a certificate of rehabilitation or a pardon
3. Convicted of a serious felony, that is not also a violent felony, and has proven to the sentencing court that rehabilitation for purposes of school employment has been attained for at least one year
4. Convicted of a controlled substance offense and is applying for or is employed in a certificated position and has a credential issued by the Commission on Teacher Credentialing
5. Convicted of a controlled substance offense and is applying for or is employed in a classified position and has been determined by the Governing Board, from the evidence presented, to have been rehabilitated for at least five years

A certificated employee may be hired by the district without obtaining a criminal record summary if that employee is employed as a certificated employee in another California school district and became a permanent employee of another California school district as of October 1, 1997. (Education Code 44830.1, 44836)

The Superintendent or designee shall not issue a temporary certificate of clearance to a person whose application for a credential, certificate, or permit is being processed by the Commission on Teacher Credentialing if that person has been convicted of a violent or serious felony, unless the person is otherwise exempt pursuant to Education Code 44332.6 or 44830.1. (Education Code 44332.5, 44332.6)

Pre-Employment Record Check

The Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.

When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)

1. The applicant has not resided in California for at least one year immediately preceding the application for employment.
2. The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor.

The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)

Subsequent Arrest Notification

The Superintendent or designee shall enter into a contract with the DOJ to receive notification of subsequent arrests resulting in conviction of any person whose fingerprints have been submitted to the DOJ. (Education Code 44830.1, 45125; Penal Code 11105.2)

Upon telephone or email notification by the DOJ that a current temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay. (Education Code 44830.1, 45122.1)

When the district receives written electronic notification by the DOJ of the fact of conviction, the temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year shall be terminated automatically unless the employee challenges the DOJ record and the DOJ withdraws its notification in writing. Upon receipt of the written withdrawal of notification by the DOJ, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits for the period of time from the suspension without pay to the reinstatement if the employee is still employed by the district. (Education Code 44830.1, 45122.1)

The Superintendent or designee shall immediately notify the DOJ whenever a person whose fingerprints are maintained by the DOJ is terminated. (Penal Code 11105.2)

Notification of Applicant/Employee

The Superintendent or designee shall expeditiously furnish a copy of any DOJ notification to the applicant or employee to whom it relates if the information is a basis for an adverse employment decision. The copy shall be delivered in person or to the last contact information provided by the applicant or employee. (Penal Code 11105, 11105.2)

Maintenance of Records

The Superintendent shall designate at least one custodian of records who shall be responsible for the security, storage, dissemination, and destruction of all Criminal Offender Record Information (CORI) furnished to the district and shall serve as the primary contact for the DOJ for any related issues. (Penal Code 11102.2)

An employee designated as custodian of records shall receive a criminal background check clearance from the DOJ prior to serving in that capacity. (Penal Code 11102.2)

The custodian of records shall sign and return to the DOJ the Employee Statement Form acknowledging an understanding of the laws prohibiting misuse of CORI. In addition, the custodian of records shall ensure that any individual with access to CORI has on file a signed Employee Statement Form.

To ensure its confidentiality, CORI shall be accessible only to the custodian of records and shall be kept in a locked file separate from other files. CORI shall be used only for the purpose for which it is requested and its contents shall not be disclosed or reproduced. (Education Code 44830.1, 45125)

Once a hiring determination is made, the applicant's CORI shall be destroyed to the extent that the identity of the individual can no longer be reasonably ascertained. (Education Code 44830.1, 45125; 11 CCR 708)

The Superintendent or designee shall immediately notify the DOJ whenever a designated custodian of records ceases to serve in that capacity. (Penal Code 11102.2)

Interagency Agreement

Subject to an interagency agreement with other school districts, the district shall submit and receive CORI on behalf of all participating districts. (Education Code 44830.2, 45125.01)

Upon receipt from the DOJ of a report of conviction of a serious or violent felony, the district shall communicate that fact to participating districts and shall remove the affected employee from the common list of persons eligible for employment. (Education Code 44830.2, 45125.01)

In addition, upon receipt from the DOJ of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the district shall give notice to the superintendent of any participating district, or the person designated in writing by that superintendent, that the report is available for inspection on a confidential basis by the superintendent or the authorized designee. The report shall be made available at the district office for 30 days following the receipt of the notice. (Education Code 44830.2, 45125.01)

The district shall not release a copy of that information to any participating district or any other person. In addition, the district shall retain or dispose of the information in the manner specified in law and in this administrative regulation after all participating districts have had an opportunity to inspect it in accordance with law. (Education Code 44830.2, 45125.01)

The district shall maintain a record of all persons to whom the information has been shown and shall make this record available to the DOJ. (Education Code 44830.2, 45125.01)

Regulation 4112.5: Criminal Record Check

Status: ADOPTED

Original Adopted Date: 12/15/1999 | Last Reviewed Date: 12/15/1999

Applicants for Employment

All applicants for classified positions, including temporary, substitute and part-time positions, shall be required to submit fingerprint identification cards. However, secondary school students attending a district school who are to be employed in a temporary or part-time position shall not be required to submit a fingerprint identification card. (Education Code 45125)

The Superintendent or designee shall ensure that each classified applicant has a local law enforcement authority prepare fingerprint identification cards with his/her personal description. The local law enforcement authority shall forward these cards, along with the required fee, to the Bureau of Criminal Identification Investigation, State Department of Justice, for processing. (Education Code 45125)

The district may charge the applicant a fee for processing the application as specified in law. If the applicant is subsequently hired by the district within 30 days of the application, the fee may be reimbursed to the applicant. (Education Code 45125)

The Superintendent or designee shall request the Department of Justice to forward one copy of the fingerprint cards to the Federal Bureau of Investigation for the purpose of obtaining any record of previous convictions of the applicant if: (Education Code 45125)

1. The person has not resided in the State of California for at least one year immediately preceding the person's application for employment
2. The person has resided for more than one year, but less than seven years, in the State of California and the Department of Justice has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to, or the use of a controlled substance, by a minor

The Governing Board shall not employ an applicant until the Department of Justice completes its check of the state criminal history files. (Education Code 45125)

The Superintendent or designee may hire a classified employee without waiting for the disposition of the employee's criminal history files upon a determination that an emergency or exceptional situation exists and that a delay in filling the position would endanger student health or safety. (Education Code 45125)

The Superintendent or designee may ask the local law enforcement agency to conduct an automated record check to ascertain whether a prospective classified employee has a criminal record. This information shall be requested only for applicants whom the district intends to hire at the time the check is requested. (Education Code 45125.5)

Current Employees

The Superintendent or designee shall maintain a list of all current district classified employees who have not completed a criminal background check, except secondary students employed in a temporary or part-time position by the district having jurisdiction over the school they attend. (Education Code 45125)

Upon notification by telephone from the Department of Justice that a current temporary, substitute or probationary classified employee has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay, unless the employee has received a certificate of rehabilitation and a pardon. (Education Code 45122.1)

Upon receipt of written notification of the fact of conviction from the Department of Justice, the Superintendent or designee shall immediately terminate the temporary, substitute or probationary employee without regard to any other procedure for termination specified in the Education Code or district procedures, unless that employee has received a certificate of rehabilitation and a pardon. (Education Code 45122.1)

If the employee challenges the Department of Justice record and the Department of Justice withdraws in writing its notification, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits. (Education Code 45122.1)

The Superintendent or designee shall request subsequent arrest service from the Department of Justice as provided under Penal Code 11105.2. (Education Code 45125)

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Status: DRAFT

Original Adopted Date: 12/15/1999

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1. Convicted of a violent or serious felony, controlled substance offense, or sex offense, and the conviction is reversed and the person is acquitted of the offense in a new trial or the charges against the person are dismissed, unless the sex offense for which the conviction is dismissed pursuant to Penal Code 1203.4 involves a victim who was a minor
2. Convicted of a violent or serious felony and has obtained a certificate of rehabilitation or a pardon
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Subsequent Arrest Notification

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Upon receipt from the DOJ of a report of conviction of a serious or violent felony, the district shall communicate that fact to participating districts and shall remove the affected employee from the common list of persons eligible for employment. (Education Code 44830.2, 45125.01)

In addition, upon receipt from the DOJ of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the district shall give notice to the superintendent of any participating district, or the person designated in writing by that superintendent, that the report is available for inspection on a confidential basis by the superintendent or the authorized designee. The report shall be made available at the district office for 30 days following the receipt of the notice. (Education Code 44830.2, 45125.01)

The district shall not release a copy of that information to any participating district or any other person. In addition, the district shall retain or dispose of the information in the manner specified in law and in this administrative regulation after all participating districts have had an opportunity to inspect it in accordance with law. (Education Code 44830.2, 45125.01)

The district shall maintain a record of all persons to whom the information has been shown and shall make this record available to the DOJ. (Education Code 44830.2, 45125.01)

Regulation 4212.5: Criminal Record Check

Status: ADOPTED

Original Adopted Date: 12/15/1999 | Last Reviewed Date: 12/15/1999

Applicants for Employment

All applicants for classified positions, including temporary, substitute and part-time positions, shall be required to submit fingerprint identification cards. However, secondary school students attending a district school who are to be employed in a temporary or part-time position shall not be required to submit a fingerprint identification card. (Education Code 45125)

The Superintendent or designee shall ensure that each classified applicant has a local law enforcement authority prepare fingerprint identification cards with his/her personal description. The local law enforcement authority shall forward these cards, along with the required fee, to the Bureau of Criminal Identification Investigation, State Department of Justice, for processing. (Education Code 45125)

The district may charge the applicant a fee for processing the application as specified in law. If the applicant is subsequently hired by the district within 30 days of the application, the fee may be reimbursed to the applicant. (Education Code 45125)

The Superintendent or designee shall request the Department of Justice to forward one copy of the fingerprint cards to the Federal Bureau of Investigation for the purpose of obtaining any record of previous convictions of the applicant if: (Education Code 45125)

1. The person has not resided in the State of California for at least one year immediately preceding the person's application for employment
2. The person has resided for more than one year, but less than seven years, in the State of California and the Department of Justice has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to, or the use of a controlled substance, by a minor

The Governing Board shall not employ an applicant until the Department of Justice completes its check of the state criminal history files. (Education Code 45125)

The Superintendent or designee may hire a classified employee without waiting for the disposition of the employee's criminal history files upon a determination that an emergency or exceptional situation exists and that a delay in filling the position would endanger student health or safety. (Education Code 45125)

The Superintendent or designee may ask the local law enforcement agency to conduct an automated record check to ascertain whether a prospective classified employee has a criminal record. This information shall be requested only for applicants whom the district intends to hire at the time the check is requested. (Education Code 45125.5)

Current Employees

The Superintendent or designee shall maintain a list of all current district classified employees who have not completed a criminal background check, except secondary students employed in a temporary or part-time position by the district having jurisdiction over the school they attend. (Education Code 45125)

Upon notification by telephone from the Department of Justice that a current temporary, substitute or probationary classified employee has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay, unless the employee has received a certificate of rehabilitation and a pardon. (Education Code 45122.1)

Upon receipt of written notification of the fact of conviction from the Department of Justice, the Superintendent or designee shall immediately terminate the temporary, substitute or probationary employee without regard to any other procedure for termination specified in the Education Code or district procedures, unless that employee has received a certificate of rehabilitation and a pardon. (Education Code 45122.1)

If the employee challenges the Department of Justice record and the Department of Justice withdraws in writing its notification, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits. (Education Code 45122.1)

The Superintendent or designee shall request subsequent arrest service from the Department of Justice as provided under Penal Code 11105.2. (Education Code 45125)

Regulation 4312.5: Criminal Record Check

Status: DRAFT

Original Adopted Date: 12/15/1999

The Superintendent or designee shall not hire or retain in employment, in a certificated or classified position, a person who has been convicted of a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c), a controlled substance offense as defined in Education Code 44011, or a sex offense as defined in Education Code 44010. However, the Superintendent or designee shall not deny or terminate employment solely on the basis that the person has been: (Education Code 44830.1, 44836, 45122.1, 45123)

1. Convicted of a violent or serious felony, controlled substance offense, or sex offense, and the conviction is reversed and the person is acquitted of the offense in a new trial or the charges against the person are dismissed, unless the sex offense for which the conviction is dismissed pursuant to Penal Code 1203.4 involves a victim who was a minor
2. Convicted of a violent or serious felony and has obtained a certificate of rehabilitation or a pardon
3. Convicted of a serious felony, that is not also a violent felony, and has proven to the sentencing court that rehabilitation for purposes of school employment has been attained for at least one year
4. Convicted of a controlled substance offense and is applying for or is employed in a certificated position and has a credential issued by the Commission on Teacher Credentialing
5. Convicted of a controlled substance offense and is applying for or is employed in a classified position and has been determined by the Governing Board, from the evidence presented, to have been rehabilitated for at least five years

A certificated employee may be hired by the district without obtaining a criminal record summary if that employee is employed as a certificated employee in another California school district and became a permanent employee of another California school district as of October 1, 1997. (Education Code 44830.1, 44836)

The Superintendent or designee shall not issue a temporary certificate of clearance to a person whose application for a credential, certificate, or permit is being processed by the Commission on Teacher Credentialing if that person has been convicted of a violent or serious felony, unless the person is otherwise exempt pursuant to Education Code 44332.6 or 44830.1. (Education Code 44332.5, 44332.6)

Pre-Employment Record Check

The Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.

When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)

1. The applicant has not resided in California for at least one year immediately preceding the application for employment.
2. The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor.

The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)

Subsequent Arrest Notification

The Superintendent or designee shall enter into a contract with the DOJ to receive notification of subsequent arrests resulting in conviction of any person whose fingerprints have been submitted to the DOJ. (Education Code 44830.1, 45125; Penal Code 11105.2)

Upon telephone or email notification by the DOJ that a current temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay. (Education Code 44830.1, 45122.1)

When the district receives written-electronic notification by the DOJ of the fact of conviction, the temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year shall be terminated automatically unless the employee challenges the DOJ record and the DOJ withdraws its notification in writing. Upon receipt of the written withdrawal of notification by the DOJ, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits for the period of time from the suspension without pay to the reinstatement if the employee is still employed by the district. (Education Code 44830.1, 45122.1)

The Superintendent or designee shall immediately notify the DOJ whenever a person whose fingerprints are maintained by the DOJ is terminated. (Penal Code 11105.2)

Notification of Applicant/Employee

The Superintendent or designee shall expeditiously furnish a copy of any DOJ notification to the applicant or employee to whom it relates if the information is a basis for an adverse employment decision. The copy shall be delivered in person or to the last contact information provided by the applicant or employee. (Penal Code 11105, 11105.2)

Maintenance of Records

The Superintendent shall designate at least one custodian of records who shall be responsible for the security, storage, dissemination, and destruction of all Criminal Offender Record Information (CORI) furnished to the district and shall serve as the primary contact for the DOJ for any related issues. (Penal Code 11102.2)

An employee designated as custodian of records shall receive a criminal background check clearance from the DOJ prior to serving in that capacity. (Penal Code 11102.2)

The custodian of records shall sign and return to the DOJ the Employee Statement Form acknowledging an understanding of the laws prohibiting misuse of CORI. In addition, the custodian of records shall ensure that any individual with access to CORI has on file a signed Employee Statement Form.

To ensure its confidentiality, CORI shall be accessible only to the custodian of records and shall be kept in a locked file separate from other files. CORI shall be used only for the purpose for which it is requested and its contents shall not be disclosed or reproduced. (Education Code 44830.1, 45125)

Once a hiring determination is made, the applicant's CORI shall be destroyed to the extent that the identity of the individual can no longer be reasonably ascertained. (Education Code 44830.1, 45125; 11 CCR 708)

The Superintendent or designee shall immediately notify the DOJ whenever a designated custodian of records ceases to serve in that capacity. (Penal Code 11102.2)

Interagency Agreement

Subject to an interagency agreement with other school districts, the district shall submit and receive CORI on behalf of all participating districts. (Education Code 44830.2, 45125.01)

Upon receipt from the DOJ of a report of conviction of a serious or violent felony, the district shall communicate that fact to participating districts and shall remove the affected employee from the common list of persons eligible for employment. (Education Code 44830.2, 45125.01)

In addition, upon receipt from the DOJ of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the district shall give notice to the superintendent of any participating district, or the person designated in writing by that superintendent, that the report is available for inspection on a confidential basis by the superintendent or the authorized designee. The report shall be made available at the district office for 30 days following the receipt of the notice. (Education Code 44830.2, 45125.01)

The district shall not release a copy of that information to any participating district or any other person. In addition, the district shall retain or dispose of the information in the manner specified in law and in this administrative regulation after all participating districts have had an opportunity to inspect it in accordance with law. (Education Code 44830.2, 45125.01)

The district shall maintain a record of all persons to whom the information has been shown and shall make this record available to the DOJ. (Education Code 44830.2, 45125.01)

Regulation 4312.5: Criminal Record Check

Status: ADOPTED

Original Adopted Date: 12/15/1999 | Last Reviewed Date: 12/15/1999

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The Superintendent or designee shall ensure that each classified applicant has a local law enforcement authority prepare fingerprint identification cards with his/her personal description. The local law enforcement authority shall forward these cards, along with the required fee, to the Bureau of Criminal Identification Investigation, State Department of Justice, for processing. (Education Code 45125)

The district may charge the applicant a fee for processing the application as specified in law. If the applicant is subsequently hired by the district within 30 days of the application, the fee may be reimbursed to the applicant. (Education Code 45125)

The Superintendent or designee shall request the Department of Justice to forward one copy of the fingerprint cards to the Federal Bureau of Investigation for the purpose of obtaining any record of previous convictions of the applicant if: (Education Code 45125)

1. The person has not resided in the State of California for at least one year immediately preceding the person's application for employment
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If the employee challenges the Department of Justice record and the Department of Justice withdraws in writing its notification, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits. (Education Code 45122.1)

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Exhibit 4112.5-E(1): Criminal Record Check

Status: DRAFT

Original Adopted Date: Pending

**SAMPLE EMPLOYEE STATEMENT FORM
USE OF CRIMINAL JUSTICE INFORMATION**

As an employee/volunteer of Center Joint Unified School District, you may have access to confidential criminal record information which is controlled by state and federal statutes. Misuse of such information may adversely affect the individual's civil rights and violate constitutional rights of privacy. Penal Code 502 prescribes the penalties relating to computer crimes. Penal Code 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be disseminated. Penal Code 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information. Government Code 6200 prescribes felony penalties for misuse of public records. Penal Code 11142 and 13300 state:

"Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor."

Civil Code 1798.53, Invasion of Privacy, states:

"Any person who intentionally discloses information, not otherwise public, which they know or should reasonably know was obtained from personal or confidential information maintained by a state agency or from records within a system of records maintained by a federal government agency, shall be subject to a civil action, for invasion of privacy, by the individual."

CIVIL, CRIMINAL, AND ADMINISTRATIVE PENALTIES:

- Penal Code 11141: DOJ furnishing to unauthorized person (misdemeanor)
- Penal Code 11142: Authorized person furnishing to other (misdemeanor)
- Penal Code 11143: Unauthorized person in possession (misdemeanor)
- California Constitution, Article I, Section 1 (Right to Privacy)
- Civil Code 1798.53, Invasion of Privacy
- Title 18 USC 641, 1030, 1951, and 1952

Any employee who is responsible for such misuse may be subject to immediate dismissal. Violations of this law may result in criminal and/or civil action.

I HAVE READ THE ABOVE AND UNDERSTAND THE POLICY REGARDING MISUSE OF CRIMINAL RECORD INFORMATION.

Signature: _____ Date: _____

Printed Name: _____ Title: _____

Name of District: Center Joint Unified School District

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should maintain these forms.

Exhibit (PDF) 4112.5-E PDF(1): Criminal Record Check

Status: ADOPTED

Original Adopted Date: 05/03/2021

See PDF on the next page.

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Signature Date

Printed Name Title

Name of District

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should maintain

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Policy 4118: Dismissal/Suspension/Disciplinary Action

Status: DRAFT

Original Adopted Date: 10/21/2015 | Last Revised Date: 03/15/2023

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance.

The Superintendent or designee shall ensure that disciplinary actions are appropriately documented and taken in a consistent, nondiscriminatory manner. In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, suspension or leave without pay, or dismissal.

Suspension/Dismissal Procedures

The Superintendent shall notify the Board whenever there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of the Board's intention to suspend or dismiss the employee at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed and may be served personally or by registered mail to the employee's last known address. (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter. (Education Code 44941, 44941.1, 44943, 44944)

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from assigned duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1)

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944. (Education Code 44944)

Compulsory Leave of Absence

Upon being informed that a certificated employee has been charged with a mandatory leave of absence offense, the Superintendent or designee shall immediately place the employee on a compulsory leave of absence. (Education Code 44940, 44940.5)

Policy 4118: Dismissal/Suspension/Disciplinary Action

Status: ADOPTED

Original Adopted Date: 10/21/2015 | Last Revised Date: 03/15/2023 | Last Reviewed Date: 03/15/2023

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, and administrative regulation.

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance. An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

Suspension/Dismissal Procedures

The Superintendent shall notify the Board whenever there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of the Board's intention to suspend or dismiss the employee at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed and may be served personally or by registered mail to the employee's last known address. (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter. (Education Code 44941, 44941.1, 44943, 44944)

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from assigned duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1, 44940)

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944. (Education Code 44944)

Regulation 4118: Dismissal/Suspension/Disciplinary Action

Status: DRAFT

Original Adopted Date: 04/20/2022 | Last Revised Date: 03/15/2023

Causes for Suspension or Dismissal

A certificated employee with permanent status may be suspended without pay or dismissed only for one or more of the following causes: (Education Code 44932)

1. Immoral conduct including, but not limited to, egregious misconduct that is the basis for a sex offense or controlled substance offense described in Education Code 44010 or 44011 or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Unprofessional conduct
3. Commission, aiding, or advocating the commission of acts of criminal syndicalism
4. Dishonesty
5. Unsatisfactory performance
6. Evident unfitness for service
7. Physical or mental condition unfitting the employee to instruct or associate with children
8. Persistent violation of or refusal to obey the school laws or reasonable regulations of the state or district
9. Conviction of a felony or of any crime involving moral turpitude
10. Violation of Education Code 51530 or Government Code 1028 prohibiting the advocacy or teaching of communism
11. Alcoholism or other drug abuse that makes the employee unfit to instruct or associate with children

An employee may be suspended or dismissed on grounds of unprofessional conduct consisting of acts or omissions not listed above if the charge specifies instances of behavior deemed to constitute unprofessional conduct. (Education Code 44933)

Suspension/Dismissal of Permanent Employees

When a permanent certificated employee is charged with one or more of the offenses specified in the section "Causes for Suspension or Dismissal" above, the following procedures shall apply:

1. The person preparing a written statement of charges that there is cause to suspend or dismiss an employee shall submit the signed statement to the Governing Board, or a written statement of charges shall be formulated by the Board that cause to suspend or dismiss the permanent employee exists. (Education Code 44934, 44934.1)
2. The employee, upon receiving notice of the Board's intent to suspend or dismiss, may request a hearing on the matter. The hearing shall be conducted by the Commission on Professional Competence, except that any case involving only egregious misconduct shall be heard instead by an administrative law judge and, in any other case, the hearing may be conducted by an administrative law judge when both the district and the employee so stipulate. (Education Code 44943, 44944, 44944.05, 44944.1, 44944.3)
3. Except when the employee is charged solely with egregious misconduct, the district may amend the charges less than 90 days before the hearing only upon showing of good cause and upon approval of the administrative law judge. (Education Code 44934)
4. The employee shall be suspended or dismissed when the Commission on Professional Competence or administrative law judge has issued its decision upholding suspension or dismissal or, if the employee did not request a hearing, at the expiration of 30 days after service of the notice of intent to suspend or dismiss.

(Education Code 44941, 44943, 44944)

The Superintendent or designee shall notify the Commission on Teacher Credentialing when the employment status of a certificated employee has been changed as a result of alleged misconduct or while an allegation of misconduct is pending. (Education Code 44030.5, 44242.5, 44940; 5 CCR 80303)

Suspension/Dismissal of Probationary Employees

The district may choose not to rehire probationary employees for the following school year without giving a statement of reasons if proper notice is provided by March 15 of the employee's second, complete, consecutive year of employment. (Education Code 44929.21, 44929.23)

During the school year, a probationary employee who is in the first or second year of service may be dismissed only for one or more of the causes listed in Items #1-11 in the section "Causes for Suspension or Dismissal" above or for unsatisfactory performance determined pursuant to Education Code 44660-44665. (Education Code 44948.2, 44948.3)

Whenever a first- or second-year probationary employee is so charged, the following procedures shall apply for dismissing the employee during the school year: (Education Code 44948.3)

1. The Superintendent or designee shall give 30 days' prior written notice of dismissal, not later than March 15 in the case of second-year probationary employees. The notice shall include a statement of the reasons for the dismissal, notice of the opportunity to appeal, and, if the cause is unsatisfactory performance, a copy of the evaluation conducted pursuant to Education Code 44664.
2. Upon receipt of the notice of dismissal, the employee may be dismissed if no request for a hearing is submitted to the Board within 15 days.
3. If a hearing is requested, the district may arrange for the appointment of an administrative law judge to conduct the hearing and to recommend a decision to the Board.

A probationary employee may be suspended without pay for a specified period of time as an alternative to dismissal. (Education Code 44948.3)

Compulsory Leave of Absence

Upon being informed that a certificated employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes: (Education Code 44830.1, 44940)

1. Any sex offense as defined in Education Code 44010
2. Violation or attempted violation of Penal Code 187, prohibiting murder or attempted murder
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

The Superintendent or designee may place on an immediate compulsory leave of absence a certificated employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1, except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinol. (Education Code 44940)

If an employee is charged with an offense that falls into both the mandatory and optional leave of absence definitions, the offense shall be treated as a mandatory leave of absence offense. (Education Code 44940)

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless a hearing is demanded. (Education Code 44940, 44940.5)

During the period of compulsory leave, the employee shall be compensated in accordance with Education Code 44940.5.

Upon receipt of telephone or electronic notification from the Department of Justice that a current temporary, substitute, or probationary employee serving before March 15 of the second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place the employee on leave without pay. Upon receipt of electronic notification of the conviction from the Department of Justice, such employee shall be automatically terminated and without regard to any other termination procedure. (Education Code 44830.1)

Regulation 4118: Dismissal/Suspension/Disciplinary Action

Status: ADOPTED

Original Adopted Date: 04/20/2022 | Last Revised Date: 03/15/2023 | Last Reviewed Date: 03/15/2023

Causes for Suspension or Dismissal

A certificated employee with permanent status may be suspended without pay or dismissed only for one or more of the following causes: (Education Code 44932)

1. Immoral conduct including, but not limited to, egregious misconduct that is the basis for a sex offense or controlled substance offense described in Education Code 44010 or 44011 or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Unprofessional conduct
3. Commission, aiding, or advocating the commission of acts of criminal syndicalism
4. Dishonesty
5. Unsatisfactory performance
6. Evident unfitness for service
7. Physical or mental condition unfitting the employee to instruct or associate with children
8. Persistent violation of or refusal to obey the school laws or reasonable regulations of the state or district
9. Conviction of a felony or of any crime involving moral turpitude
10. Violation of Education Code 51530 or Government Code 1028 prohibiting the advocacy or teaching of communism
11. Alcoholism or other drug abuse that makes the employee unfit to instruct or associate with children

An employee may be suspended or dismissed on grounds of unprofessional conduct consisting of acts or omissions not listed above if the charge specifies instances of behavior deemed to constitute unprofessional conduct. (Education Code 44933)

Suspension/Dismissal of Permanent Employees

When a permanent certificated employee is charged with one or more of the offenses specified in the section "Causes for Suspension or Dismissal" above, the following procedures shall apply:

1. The person preparing a written statement of charges that there is cause to suspend or dismiss an employee shall submit the signed statement to the Governing Board, or a written statement of charges shall be formulated by the Board that cause to suspend or dismiss the permanent employee exists (Education Code 44934, 44934.1)
2. The employee, upon receiving notice of the Board's intent to suspend or dismiss, may request a hearing on the matter. The hearing shall be conducted by the Commission on Professional Competence, except that any case involving only egregious misconduct shall be heard instead by an administrative law judge and, in any other case, the hearing may be conducted by an administrative law judge when both the district and the employee so stipulate. (Education Code 44943, 44944, 44944.05, 44944.1, 44944.3)
3. Except when the employee is charged solely with egregious misconduct, the district may amend the charges less than 90 days before the hearing only upon showing of good cause and upon approval of the administrative law judge. (Education Code 44934)
4. The employee shall be suspended or dismissed when the Commission on Professional Competence or

administrative law judge has issued its decision supporting suspension or dismissal or, if the employee did not request a hearing, at the expiration of 30 days after service of the notice of intent to suspend or dismiss. (Education Code 44941, 44943, 44944)

The Superintendent or designee shall notify the Commission on Teacher Credentialing when the employment status of a certificated employee has been changed as a result of alleged misconduct or while an allegation of misconduct is pending. (Education Code 44030.5, 44242.5, 44940; 5 CCR 80303)

Suspension/Dismissal of Probationary Employees

The district may choose not to rehire probationary employees for the following school year without giving a statement of reasons, if proper notice is provided by March 15. (Education Code 44929.21, 44929.23)

During the school year, a probationary employee who is in the first or second year of service may be dismissed only for one or more of the causes listed in Items #1-11 in the section "Causes for Suspension or Dismissal" above or for unsatisfactory performance determined pursuant to Education Code 44660-44665. (Education Code 44948.2, 44948.3)

Whenever a first- or second-year probationary employee is so charged, the following procedures shall apply for dismissing the employee during the school year: (Education Code 44948.3)

1. The Superintendent or designee shall give 30 days' prior written notice of dismissal, not later than March 15 in the case of second-year probationary employees. The notice shall include a statement of the reasons for the dismissal, notice of the opportunity to appeal, and, if the cause is unsatisfactory performance, a copy of the evaluation conducted pursuant to Education Code 44664.
2. Upon receipt of the notice of dismissal, the employee may be dismissed if no request for a hearing is submitted to the Board within 15 days.
3. If a hearing is requested, the district may arrange for the appointment of an administrative law judge to conduct the hearing and to recommend a decision to the Board.

A probationary employee may be suspended without pay for a specified period of time as an alternative to dismissal. (Education Code 44948.3)

Compulsory Leave of Absence

Upon being informed by law enforcement that a certificated employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes: (Education Code 44830.1, 44940)

1. Any sex offense as defined in Education Code 44010
2. Violation or attempted violation of Penal Code 187 prohibiting murder
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

The Superintendent or designee may place on an immediate compulsory leave of absence a certificated employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1, except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinols. (Education Code 44940)

If an employee is charged with an offense that falls into both the mandatory and optional leave of absence definitions, the offense shall be treated as a mandatory leave of absence offense. (Education Code 44940)

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if

the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless a hearing is demanded. (Education Code 44940, 44940.5)

During the period of compulsory leave, the employee shall be compensated in accordance with Education Code 44940.5.

Upon receipt of telephone or electronic notification from the Department of Justice that a current temporary, substitute, or probationary employee serving before March 15 of the second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place the employee on leave without pay. Upon receipt of electronic notification of the conviction from the Department of Justice, such employee shall be automatically terminated and without regard to any other termination procedure. (Education Code 44830.1)

Policy 4140: Bargaining Units

Status: DRAFT

Original Adopted Date: 09/19/2018 | Last Revised Date: 10/18/2023

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative for the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with the exclusive representative and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons, insignia, or other pictorial or written messages that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

A bargaining unit of certificated or classified supervisory employees may only be recognized if the bargaining unit includes all certificated or classified supervisory employees, respectively, and is not represented by the same employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, employees who serve in a management, senior management, or confidential position may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. However, an employee organization representing management, senior management, or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Education Code 45100.5, Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

District Communications to Employees

The Superintendent or designee may communicate with district employees regarding their rights to join and/or support or to refrain from joining or supporting an officially recognized employee organization. Such communications shall be factual and accurate and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

The district may disseminate written documents, recorded messages, or other mass communications to actual or perspective employees represented by an exclusive representative concerning their rights to join and/or support, or refrain from joining and/or supporting, an employee organization only after the Superintendent or designee meets and confers with the exclusive representative concerning the content of the mass communication. If the district and exclusive representative do not come to agreement on the content of the mass communication and the district still chooses to disseminate it, the Superintendent or designee shall request that the exclusive representative provide a communication of reasonable length to the district that shall be disseminated to the employees at the same time as the district's own mass communication. (Government Code 3556)

Access to New Employee Orientations

The district shall permit each exclusive representative access to new employee orientation or onboarding process where newly hired employees represented by the exclusive representative are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide the exclusive representative at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided where there is an urgent need critical to the district's operations that was not reasonably foreseeable. (Government Code 3556).

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, the structure, time, and manner of access to the new employee orientation shall be subject to compulsory interest arbitration. The district and the exclusive representative may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The arbitrator's decision shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, unless the district and the exclusive representative have agreed otherwise, when the district has not conducted an in-person orientation within 30 days of hiring a new employee, the Superintendent or designee shall permit the exclusive representative to schedule an in-person meeting during employment hours at the new employee's worksite, during which the new employee shall have the opportunity to attend and shall be relieved of other duties for the purpose of attending the meeting. The district shall provide appropriate space at the worksite within seven calendar days of receiving a request from the exclusive representative. (Government Code 3556, 3557)

During this meeting, the exclusive representative shall be permitted to communicate directly with the new employees for up to 30 minutes of paid time. (Government Code 3556)

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), of all employees represented by the exclusive representative on file with the district. An employee's personal email address shall only be disclosed if it used by the employee to conduct district business.

Such information shall be provided within 30 days of hire or by the first pay period of the month following hire for all new employees represented by the exclusive representative, unless the exclusive representative has agreed to a different interval for the provision of the information. Additionally, the Superintendent or designee shall provide the exclusive representative with the same information for all employees represented by the exclusive representative every 120 days, unless more frequent disclosure is required by agreement with the exclusive representative. (Government Code 3558, 7928.300)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6205-6210, 6215-6216, 7928.300)

1. The home address and any phone numbers on file for employees performing law enforcement-related functions

2. The home address, home telephone or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6205-6210 and 6215-16
3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to the district to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, home telephone number, and personal cell phone number from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

The Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communications with Employees by Employee Organizations

Subject to reasonable regulation by the district, employee organizations shall have access, at reasonable times, to the work areas of employees represented by the employee organization and to district facilities for the purpose of meeting with employees represented by the employee organization. Access may be limited in instances where it would be disruptive to district operations. (Government Code 3543.1)

Additionally, subject to reasonable regulation by the district, employee organizations shall have the ability to use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees represented by the employee organization. (Government Code 3543.1)

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount that has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

When an employee organization has certified to the district that it has and will maintain individual employee authorizations for payroll deductions, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and the employees to whom they apply and shall not handle or process employee written authorizations for the employees represented by such employee organization. The district also shall not require a copy of the written authorization to be submitted by the employee organization, except when there is a dispute about the existence or terms of the written authorization. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization that represents the employee rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

When an employee organization has declined to certify that it will handle and process written authorizations from employee(s) represented by the employee organization and makes a request for payroll deductions, the district shall request a copy of the written authorization for an employee before making the payroll deductions for that employee. (Education Code 45060, 45168)

Policy 4140: Bargaining Units

Status: ADOPTED

Original Adopted Date: 09/19/2018 | Last Revised Date: 10/18/2023 | Last Reviewed Date: 10/18/2023

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative to represent the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons or other items that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

A bargaining unit of supervisory employees may be recognized if the bargaining unit includes all supervisory employees and is not represented by an employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, such employees may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. An employee organization representing management or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. Management positions shall be designated by the Board which may be subject to review by the Public Employment Relations Board. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

The Superintendent or designee may communicate with district employees regarding their rights to join and/or support an officially recognized employee organization or to refrain from joining or supporting an officially

recognized employee organization. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' rights under the law, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication, provided that at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

Access to New Employee Orientations

The district shall permit employee organizations access to new employee orientation or onboarding process where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided if an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice. (Government Code 3555.5, 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, matters related to access to the new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. The arbitrator selection process shall commence within 14 days of a party's demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, in addition to above provisions regarding new employee orientations, the district shall ensure the following: (Government Code 3556)

1. When an inperson new employee orientation has not been conducted within 30 days of hiring any new employee who is working in person, the Superintendent or designee shall permit the exclusive representative to schedule an inperson meeting which newly hired employees shall have an opportunity to attend, at the employee's worksite and during employment hours. Each newly hired employee within the bargaining unit shall be provided at least 30 minutes of paid time to attend the meeting, during which the exclusive representative shall be permitted to communicate directly with the newly hired employees.

Within seven days of an exclusive representative's request to schedule such an inperson meeting, the Superintendent or designee shall provide an appropriate on-site meeting space.

2. When, by reason of a state or local public health order limiting the size of gatherings, the district is prohibited from organizing a new employee orientation, an exclusive representative may schedule multiple meetings to ensure that newly hired employees have an opportunity to attend without exceeding the maximum allowable number of people. If such an order prohibits all gatherings, the exclusive representative may schedule a meeting(s) once the order is lifted or modified to permit gatherings.

Alternative access to these meetings shall be determined through mutual agreement between the district and the exclusive representative.

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee within 30 days of hire or by the first pay period of the month following hire, unless the exclusive representative has agreed to a different interval for the provision of the information. In addition, the Superintendent or designee shall provide the exclusive representative the same information in regard to all employees in the bargaining unit at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 7928.300)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6207, 6215, 6215.2, 7928.300)

1. The home address and any phone numbers on file for employees performing law enforcement-related functions
2. The home address, home telephone or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207
3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, and home telephone and personal cell phone numbers from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

To provide accurate information, the Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communications with Employees

Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)

Access to district means of communication shall be limited in cases where such access would be disruptive to district operations.

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

Policy 4240: Bargaining Units

Status: DRAFT

Original Adopted Date: 09/19/2018 | Last Revised Date: 10/18/2023

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative for the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with the exclusive representative and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons, insignia, or other pictorial or written messages that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

A bargaining unit of certificated or classified supervisory employees may only be recognized if the bargaining unit includes all certificated or classified supervisory employees, respectively, and is not represented by the same employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, employees who serve in a management, senior management, or confidential position may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. However, an employee organization representing management, senior management, or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Education Code 45100.5, Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

District Communications to Employees

The Superintendent or designee may communicate with district employees regarding their rights to join and/or support or to refrain from joining or supporting an officially recognized employee organization. Such communications shall be factual and accurate and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

The district may disseminate written documents, recorded messages, or other mass communications to actual or perspective employees represented by an exclusive representative concerning their rights to join and/or support, or refrain from joining and/or supporting, an employee organization only after the Superintendent or designee meets and confers with the exclusive representative concerning the content of the mass communication. If the district and exclusive representative do not come to agreement on the content of the mass communication and the district still chooses to disseminate it, the Superintendent or designee shall request that the exclusive representative provide a communication of reasonable length to the district that shall be disseminated to the employees at the same time as the district's own mass communication. (Government Code 3556)

Access to New Employee Orientations

The district shall permit each exclusive representative access to new employee orientation or onboarding process where newly hired employees represented by the exclusive representative are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide the exclusive representative at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided where there is an urgent need critical to the district's operations that was not reasonably foreseeable. (Government Code 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, the structure, time, and manner of access to the new employee orientation shall be subject to compulsory interest arbitration. The district and the exclusive representative may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The arbitrator's decision shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, unless the district and the exclusive representative have agreed otherwise, when the district has not conducted an in-person orientation within 30 days of hiring a new employee, the Superintendent or designee shall permit the exclusive representative to schedule an in-person meeting during employment hours at the new employee's worksite, during which the new employee shall have the opportunity to attend and shall be relieved of other duties for the purpose of attending the meeting. The district shall provide appropriate space at the worksite within seven calendar days of receiving a request from the exclusive representative. (Government Code 3556, 3557)

During this meeting, the exclusive representative shall be permitted to communicate directly with the new employees for up to 30 minutes of paid time. (Government Code 3556)

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), of all employees represented by the exclusive representative on file with the district. An employee's personal email address shall only be disclosed if it used by the employee to conduct district business.

Such information shall be provided within 30 days of hire or by the first pay period of the month following hire for all new employees represented by the exclusive representative, unless the exclusive representative has agreed to a different interval for the provision of the information. Additionally, the Superintendent or designee shall provide the exclusive representative with the same information for all employees represented by the exclusive representative every 120 days, unless more frequent disclosure is required by agreement with the exclusive representative. (Government Code 3558, 7928.300)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6205-6210, 6215-6216, 7928.300)

1. The home address and any phone numbers on file for employees performing law enforcement-related functions

2. The home address, home telephone or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6205-6210 and 6215-16
3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to the district to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, home telephone number, and personal cell phone number from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

The Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communications with Employees by Employee Organizations

Subject to reasonable regulation by the district, employee organizations shall have access, at reasonable times, to the work areas of employees represented by the employee organization and to district facilities for the purpose of meeting with employees represented by the employee organization. Access may be limited in instances where it would be disruptive to district operations. (Government Code 3543.1)

Additionally, subject to reasonable regulation by the district, employee organizations shall have the ability to use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees represented by the employee organization. (Government Code 3543.1)

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount that has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

When an employee organization has certified to the district that it has and will maintain individual employee authorizations for payroll deductions, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and the employees to whom they apply and shall not handle or process employee written authorizations for the employees represented by such employee organization. The district also shall not require a copy of the written authorization to be submitted by the employee organization, except when there is a dispute about the existence or terms of the written authorization. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization that represents the employee rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

When an employee organization has declined to certify that it will handle and process written authorizations from employee(s) represented by the employee organization and makes a request for payroll deductions, the district shall request a copy of the written authorization for an employee before making the payroll deductions for that employee. (Education Code 45060, 45168)

Policy 4240: Bargaining Units

Status: ADOPTED

Original Adopted Date: 09/19/2018 | **Last Revised Date:** 10/18/2023 | **Last Reviewed Date:** 10/18/2023

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative to represent the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons or other items that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

A bargaining unit of supervisory employees may be recognized if the bargaining unit includes all supervisory employees and is not represented by an employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, such employees may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. An employee organization representing management or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. Management positions shall be designated by the Board which may be subject to review by the Public Employment Relations Board. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

The Superintendent or designee may communicate with district employees regarding their rights to join and/or support an officially recognized employee organization or to refrain from joining or supporting an officially

recognized employee organization. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' rights under the law, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication, provided that at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

Access to New Employee Orientations

The district shall permit employee organizations access to new employee orientation or onboarding process where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided if an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice. (Government Code 3555.5, 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, matters related to access to the new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. The arbitrator selection process shall commence within 14 days of a party's demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, in addition to above provisions regarding new employee orientations, the district shall ensure the following: (Government Code 3556)

1. When an inperson new employee orientation has not been conducted within 30 days of hiring any new employee who is working in person, the Superintendent or designee shall permit the exclusive representative to schedule an inperson meeting which newly hired employees shall have an opportunity to attend, at the employee's worksite and during employment hours. Each newly hired employee within the bargaining unit shall be provided at least 30 minutes of paid time to attend the meeting, during which the exclusive representative shall be permitted to communicate directly with the newly hired employees.

Within seven days of an exclusive representative's request to schedule such an inperson meeting, the Superintendent or designee shall provide an appropriate on-site meeting space.

2. When, by reason of a state or local public health order limiting the size of gatherings, the district is prohibited from organizing a new employee orientation, an exclusive representative may schedule multiple meetings to ensure that newly hired employees have an opportunity to attend without exceeding the maximum allowable number of people. If such an order prohibits all gatherings, the exclusive representative may schedule a meeting(s) once the order is lifted or modified to permit gatherings.

Alternative access to these meetings shall be determined through mutual agreement between the district and the exclusive representative.

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee within 30 days of hire or by the first pay period of the month following hire, unless the exclusive representative has agreed to a different interval for the provision of the information. In addition, the Superintendent or designee shall provide the exclusive representative the same information in regard to all employees in the bargaining unit at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 7928.300)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6207, 6215, 6215.2, 7928.300)

1. The home address and any phone numbers on file for employees performing law enforcement-related functions
2. The home address, home telephone or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207
3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, and home telephone and personal cell phone numbers from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

To provide accurate information, the Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communication with Employees

Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)

Access to district means of communication shall be limited in cases where such access would be disruptive to district operations.

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

Policy 4340: Bargaining Units

Status: DRAFT

Original Adopted Date: 09/19/2018 | Last Revised Date: 10/18/2023

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative for the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with the exclusive representative and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons, insignia, or other pictorial or written messages that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

A bargaining unit of certificated or classified supervisory employees may only be recognized if the bargaining unit includes all certificated or classified supervisory employees, respectively, and is not represented by the same employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, employees who serve in a management, senior management, or confidential position may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. However, an employee organization representing management, senior management, or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Education Code 45100.5, Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

District Communications to Employees

The Superintendent or designee may communicate with district employees regarding their rights to join and/or support or to refrain from joining or supporting an officially recognized employee organization. Such communications shall be factual and accurate and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

The district may disseminate written documents, recorded messages, or other mass communications to a actual or perspective employees represented by an exclusive representative concerning their rights to join and/or support, or refrain from joining and/or supporting, an employee organization only after the Superintendent or designee meets and confers with the exclusive representative concerning the content of the mass communication. If the district and exclusive representative do not come to agreement on the content of the mass communication and the district still chooses to disseminate it, the Superintendent or designee shall request that the exclusive representative provide a communication of reasonable length to the district that shall be disseminated to the employees at the same time as the district's own mass communication. (Government Code 3556)

Access to New Employee Orientations

The district shall permit each exclusive representative access to new employee orientation or onboarding process where newly hired employees represented by the exclusive representative are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide the exclusive representative at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided where there is an urgent need critical to the district's operations that was not reasonably foreseeable. (Government Code 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, the structure, time, and manner of access to the new employee orientation shall be subject to compulsory interest arbitration. The district and the exclusive representative may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The arbitrator's decision shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, unless the district and the exclusive representative have agreed otherwise, when the district has not conducted an in-person orientation within 30 days of hiring a new employee, the Superintendent or designee shall permit the exclusive representative to schedule an in-person meeting during employment hours at the new employee's worksite, during which the new employee shall have the opportunity to attend and shall be relieved of other duties for the purpose of attending the meeting. The district shall provide appropriate space at the worksite within seven calendar days of receiving a request from the exclusive representative. (Government Code 3556, 3557)

During this meeting, the exclusive representative shall be permitted to communicate directly with the new employees for up to 30 minutes of paid time. (Government Code 3556)

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), of all employees represented by the exclusive representative on file with the district. An employee's personal email address shall only be disclosed if it used by the employee to conduct district business.

Such information shall be provided within 30 days of hire or by the first pay period of the month following hire for all new employees represented by the exclusive representative, unless the exclusive representative has agreed to a different interval for the provision of the information. Additionally, the Superintendent or designee shall provide the exclusive representative with the same information for all employees represented by the exclusive representative every 120 days, unless more frequent disclosure is required by agreement with the exclusive representative. (Government Code 3558, 7928.300)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6205-6210, 6215-6216, 7928.300)

1. The home address and any phone numbers on file for employees performing law enforcement-related functions

2. The home address, home telephone or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6205-6210 and 6215-16
3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to the district to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, home telephone number, and personal cell phone number from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

The Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communications with Employees by Employee Organizations

Subject to reasonable regulation by the district, employee organizations shall have access, at reasonable times, to the work areas of employees represented by the employee organization and to district facilities for the purpose of meeting with employees represented by the employee organization. Access may be limited in instances where it would be disruptive to district operations. (Government Code 3543.1)

Additionally, subject to reasonable regulation by the district, employee organizations shall have the ability to use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees represented by the employee organization. (Government Code 3543.1)

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount that has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

When an employee organization has certified to the district that it has and will maintain individual employee authorizations for payroll deductions, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and the employees to whom they apply and shall not handle or process employee written authorizations for the employees represented by such employee organization. The district also shall not require a copy of the written authorization to be submitted by the employee organization, except when there is a dispute about the existence or terms of the written authorization. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization that represents the employee rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

When an employee organization has declined to certify that it will handle and process written authorizations from employee(s) represented by the employee organization and makes a request for payroll deductions, the district shall request a copy of the written authorization for an employee before making the payroll deductions for that employee. (Education Code 45060, 45168)

Policy 4340: Bargaining Units

Status: ADOPTED

Original Adopted Date: 09/19/2018 | Last Revised Date: 10/18/2023 | Last Reviewed Date: 10/18/2023

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative to represent the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons or other items that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

A bargaining unit of supervisory employees may be recognized if the bargaining unit includes all supervisory employees and is not represented by an employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, such employees may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. An employee organization representing management or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. Management positions shall be designated by the Board which may be subject to review by the Public Employment Relations Board. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

The Superintendent or designee may communicate with district employees regarding their rights to join and/or support an officially recognized employee organization or to refrain from joining or supporting an officially

recognized employee organization. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' rights under the law, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication, provided that at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

Access to New Employee Orientations

The district shall permit employee organizations access to new employee orientation or onboarding process where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided if an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice. (Government Code 3555.5, 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, matters related to access to the new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. The arbitrator selection process shall commence within 14 days of a party's demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, in addition to above provisions regarding new employee orientations, the district shall ensure the following: (Government Code 3556)

1. When an inperson new employee orientation has not been conducted within 30 days of hiring any new employee who is working in person, the Superintendent or designee shall permit the exclusive representative to schedule an inperson meeting which newly hired employees shall have an opportunity to attend, at the employee's worksite and during employment hours. Each newly hired employee within the bargaining unit shall be provided at least 30 minutes of paid time to attend the meeting, during which the exclusive representative shall be permitted to communicate directly with the newly hired employees.

Within seven days of an exclusive representative's request to schedule such an inperson meeting, the Superintendent or designee shall provide an appropriate on-site meeting space.

2. When, by reason of a state or local public health order limiting the size of gatherings, the district is prohibited from organizing a new employee orientation, an exclusive representative may schedule multiple meetings to ensure that newly hired employees have an opportunity to attend without exceeding the maximum allowable number of people. If such an order prohibits all gatherings, the exclusive representative may schedule a meeting(s) once the order is lifted or modified to permit gatherings.

Alternative access to these meetings shall be determined through mutual agreement between the district and the exclusive representative.

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee within 30 days of hire or by the first pay period of the month following hire, unless the exclusive representative has agreed to a different interval for the provision of the information. In addition, the Superintendent or designee shall provide the exclusive representative the same information in regard to all employees in the bargaining unit at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 7928.300)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6207, 6215, 6215.2, 7928.300)

1. The home address and any phone numbers on file for employees performing law enforcement-related functions
2. The home address, home telephone or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207
3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, and home telephone and personal cell phone numbers from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

To provide accurate information, the Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communications with Employees

Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)

Access to district means of communication shall be limited in cases where such access would be disruptive to district operations.

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

Policy 4157: Employee Safety

Status: DRAFT

Original Adopted Date: 06/16/2010

The Governing Board is committed to maximizing employee safety and believes that workplace safety is the responsibility of every employee. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

All employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions that may occur. If an employee is unable to correct an unsafe condition, the employee shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall establish and implement a written injury and illness prevention program that includes a workplace violence prevention plan and that provides employees with access to such program in accordance with law. (Labor Code 6401.7; 8 CCR 3203)

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

1. Making a report or complaint
 2. Instituting proceedings or causing proceedings to be instituted
 3. Testifying with regard to employee safety or health
 4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7
 5. Requesting access to injury or illness reports and records
 6. Exercising any other right protected by the Occupational Safety and Health Act
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Policy 4157: Employee Safety

Status: ADOPTED

Original Adopted Date: 06/16/2010 | Last Reviewed Date: 06/16/2010

The Governing Board is committed to maximizing employee safety and believes that workplace safety is every employee's responsibility. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Board expects all employees to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

The Superintendent or designee shall establish and implement a written injury and illness prevention program in accordance with law. (Labor Code 6401.7)

The Superintendent or designee shall ensure the ready availability of first aid materials at district workplaces and shall make effective provisions, in advance, for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for making complaints, instituting proceedings, or testifying with regard to employee safety or health or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (Labor Code 6310)

Policy 4257: Employee Safety

Status: DRAFT

Original Adopted Date: 06/16/2010

The Governing Board is committed to maximizing employee safety and believes that workplace safety is the responsibility of every employee. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

All employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions that may occur. If an employee is unable to correct an unsafe condition, the employee shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall establish and implement a written injury and illness prevention program that includes a workplace violence prevention plan and that provides employees with access to such program in accordance with law. (Labor Code 6401.7; 8 CCR 3203)

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

1. Making a report or complaint
 2. Instituting proceedings or causing proceedings to be instituted
 3. Testifying with regard to employee safety or health
 4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7
 5. Requesting access to injury or illness reports and records
 6. Exercising any other right protected by the Occupational Safety and Health Act
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Policy 4257: Employee Safety

Status: ADOPTED

Original Adopted Date: 06/16/2010 | Last Reviewed Date: 06/16/2010

The Governing Board is committed to maximizing employee safety and believes that workplace safety is every employee's responsibility. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Board expects all employees to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

The Superintendent or designee shall establish and implement a written injury and illness prevention program in accordance with law. (Labor Code 6401.7)

The Superintendent or designee shall ensure the ready availability of first aid materials at district workplaces and shall make effective provisions, in advance, for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for making complaints, instituting proceedings, or testifying with regard to employee safety or health or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (Labor Code 6310)

Policy 4357: Employee Safety

Status: DRAFT

Original Adopted Date: 06/16/2010

The Governing Board is committed to maximizing employee safety and believes that workplace safety is the responsibility of every employee. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

All employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions that may occur. If an employee is unable to correct an unsafe condition, the employee shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall establish and implement a written injury and illness prevention program that includes a workplace violence prevention plan and that provides employees with access to such program in accordance with law. (Labor Code 6401.7; 8 CCR 3203)

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

1. Making a report or complaint
 2. Instituting proceedings or causing proceedings to be instituted
 3. Testifying with regard to employee safety or health
 4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7
 5. Requesting access to injury or illness reports and records
 6. Exercising any other right protected by the Occupational Safety and Health Act
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Policy 4357: Employee Safety

Status: ADOPTED

Original Adopted Date: 06/16/2010 | Last Reviewed Date: 06/16/2010

The Governing Board is committed to maximizing employee safety and believes that workplace safety is every employee's responsibility. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Board expects all employees to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

The Superintendent or designee shall establish and implement a written injury and illness prevention program in accordance with law. (Labor Code 6401.7)

The Superintendent or designee shall ensure the ready availability of first aid materials at district workplaces and shall make effective provisions, in advance, for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for making complaints, instituting proceedings, or testifying with regard to employee safety or health or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (Labor Code 6310)

Regulation 4157: Employee Safety

Status: DRAFT

Original Adopted Date: 06/16/2010

The Superintendent or designee shall provide safety devices and implement safeguards, methods, and processes that are reasonably necessary for the safety and health of employees in the workplace. (Labor Code 6401)

If the Department of Industrial Relations Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of an imminent hazard, including a machine, device, apparatus, or equipment that is in a dangerous condition or is dangerously placed, the Superintendent or designee shall post a notice of the hazard provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the workplace, operation, or process is made safe, and the required safeguards, safety appliances, or devices are provided. (Labor Code 6325)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but are not limited to:
 - a. Recognition of employees who follow safe and healthful work practices
 - b. Training and retraining programs
 - c. Disciplinary actions
3. A system for communicating with employees in a form readily understandable by all employees on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but is not limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard
5. A procedure for investigating occupational injury or illness

6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered

When an imminent hazard exists that cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided with the necessary safeguards.

7. Provision of training and instruction as follows:

- a. To all new employees
- b. To all employees given new job assignments for which training has not previously been received
- c. Whenever new substances, processes, procedures, or equipment are introduced into the workplace and represent a new hazard
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

8. A written workplace violence prevention plan developed and implemented in accordance with Labor Code 6401.9 (Labor Code 6401.7)

The plan, which shall be easily accessible to all employees at all times, shall be in effect at all times and in all work areas, and be specific to the hazards and corrective measures for each work area and operation. (Labor Code 6401.9)

The Superintendent or designee shall provide training to all employees when the plan is first established and annually thereafter in accordance with Labor Code 6401.9. Training materials shall be appropriate in content and vocabulary to employees' educational level, literacy, and language. (Labor Code 6401.9)

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee.

When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

2. Unobstructed access to the district's injury and illness prevention program through the district's server or website that allows an employee to review, print, and email the current version of the district's injury and illness prevention program.

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.

2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by Cal/OSHA upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified by law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiogram evaluation and audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Employees shall wear eye safety devices whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause eye injury. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a district facility or district grounds are not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness
3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate

Protection from Communicable Diseases and Infections

The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to blood or other potentially infectious materials; precautions to be implemented, including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)

Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. Such strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

Regulation 4157: Employee Safety

Status: ADOPTED

Original Adopted Date: 06/16/2010 | Last Reviewed Date: 06/16/2010

The Superintendent or designee shall provide and implement safety devices, safeguards, methods, and processes that are reasonably adequate to render the employment and place of employment safe and healthful. (Labor Code 6401)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:
 - a. Recognition of employees who follow safe and healthful work practices
 - b. Training and retraining programs
 - c. Disciplinary actions
3. A system for communicating with employees, in a form readily understandable by all employees, on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard
5. A procedure for investigating occupational injury or illness.
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided

necessary safeguards.

7. Provision of training and instruction as follows:

- a. To all new employees
- b. To all employees given new job assignments for which training has not previously been received
- c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a workplace is not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable

condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
 2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.
 3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.
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Regulation 4257: Employee Safety

Status: DRAFT

Original Adopted Date: 06/16/2010

The Superintendent or designee shall provide safety devices and implement safeguards, methods, and processes that are reasonably necessary for the safety and health of employees in the workplace. (Labor Code 6401)

If the Department of Industrial Relations Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of an imminent hazard, including a machine, device, apparatus, or equipment that is in a dangerous condition or is dangerously placed, the Superintendent or designee shall post a notice of the hazard provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the workplace, operation, or process is made safe, and the required safeguards, safety appliances, or devices are provided. (Labor Code 6325)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but are not limited to:
 - a. Recognition of employees who follow safe and healthful work practices
 - b. Training and retraining programs
 - c. Disciplinary actions
3. A system for communicating with employees in a form readily understandable by all employees on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but is not limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard
5. A procedure for investigating occupational injury or illness

6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered

When an imminent hazard exists that cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided with the necessary safeguards.

7. Provision of training and instruction as follows:

- a. To all new employees
- b. To all employees given new job assignments for which training has not previously been received
- c. Whenever new substances, processes, procedures, or equipment are introduced into the workplace and represent a new hazard
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

8. A written workplace violence prevention plan developed and implemented in accordance with Labor Code 6401.9 (Labor Code 6401.7)

The plan, which shall be easily accessible to all employees at all times, shall be in effect at all times and in all work areas, and be specific to the hazards and corrective measures for each work area and operation. (Labor Code 6401.9)

The Superintendent or designee shall provide training to all employees when the plan is first established and annually thereafter in accordance with Labor Code 6401.9. Training materials shall be appropriate in content and vocabulary to employees' educational level, literacy, and language. (Labor Code 6401.9)

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee.

When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

2. Unobstructed access to the district's injury and illness prevention program through the district's server or website that allows an employee to review, print, and email the current version of the district's injury and illness prevention program.

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.

2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by Cal/OSHA upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified by law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiogram evaluation and audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Employees shall wear eye safety devices whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause eye injury. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a district facility or district grounds are not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness
3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate

Protection from Communicable Diseases and Infections

The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to blood or other potentially infectious materials; precautions to be implemented, including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)

Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. Such strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

Regulation 4257: Employee Safety

Status: ADOPTED

Original Adopted Date: 06/16/2010 | Last Reviewed Date: 06/16/2010

The Superintendent or designee shall provide and implement safety devices, safeguards, methods, and processes that are reasonably adequate to render the employment and place of employment safe and healthful. (Labor Code 6401)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:
 - a. Recognition of employees who follow safe and healthful work practices
 - b. Training and retraining programs
 - c. Disciplinary actions
3. A system for communicating with employees, in a form readily understandable by all employees, on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard
5. A procedure for investigating occupational injury or illness.
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided

necessary safeguards.

7. Provision of training and instruction as follows:

- a. To all new employees
- b. To all employees given new job assignments for which training has not previously been received
- c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a workplace is not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable

condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
 2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.
 3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.
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Regulation 4357: Employee Safety

Status: DRAFT

Original Adopted Date: 06/16/2010

The Superintendent or designee shall provide safety devices and implement safeguards, methods, and processes that are reasonably necessary for the safety and health of employees in the workplace. (Labor Code 6401)

If the Department of Industrial Relations Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of an imminent hazard, including a machine, device, apparatus, or equipment that is in a dangerous condition or is dangerously placed, the Superintendent or designee shall post a notice of the hazard provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the workplace, operation, or process is made safe, and the required safeguards, safety appliances, or devices are provided. (Labor Code 6325)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8-CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but are not limited to:
 - a. Recognition of employees who follow safe and healthful work practices
 - b. Training and retraining programs
 - c. Disciplinary actions
3. A system for communicating with employees in a form readily understandable by all employees on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but is not limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard
5. A procedure for investigating occupational injury or illness

6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered

When an imminent hazard exists that cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided with the necessary safeguards.

7. Provision of training and instruction as follows:

- a. To all new employees
- b. To all employees given new job assignments for which training has not previously been received
- c. Whenever new substances, processes, procedures, or equipment are introduced into the workplace and represent a new hazard
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

8. A written workplace violence prevention plan developed and implemented in accordance with Labor Code 6401.9 (Labor Code 6401.7)

The plan, which shall be easily accessible to all employees at all times, shall be in effect at all times and in all work areas, and be specific to the hazards and corrective measures for each work area and operation. (Labor Code 6401.9)

The Superintendent or designee shall provide training to all employees when the plan is first established and annually thereafter in accordance with Labor Code 6401.9. Training materials shall be appropriate in content and vocabulary to employees' educational level, literacy, and language. (Labor Code 6401.9)

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee.

When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

2. Unobstructed access to the district's injury and illness prevention program through the district's server or website that allows an employee to review, print, and email the current version of the district's injury and illness prevention program.

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by Cal/OSHA upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified by law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiogram evaluation and audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

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Employees shall wear eye safety devices whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause eye injury. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a district facility or district grounds are not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness
3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate

Protection from Communicable Diseases and Infections

The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to blood or other potentially infectious materials; precautions to be implemented; including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)

Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. Such strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

Regulation 4357: Employee Safety

Status: ADOPTED

Original Adopted Date: 06/16/2010 | Last Reviewed Date: 06/16/2010

The Superintendent or designee shall provide and implement safety devices, safeguards, methods, and processes that are reasonably adequate to render the employment and place of employment safe and healthful. (Labor Code 6401)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:
 - a. Recognition of employees who follow safe and healthful work practices
 - b. Training and retraining programs
 - c. Disciplinary actions
3. A system for communicating with employees, in a form readily understandable by all employees, on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard
5. A procedure for investigating occupational injury or illness.
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided

necessary safeguards.

7. Provision of training and instruction as follows:

- a. To all new employees
- b. To all employees given new job assignments for which training has not previously been received
- c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a workplace is not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable

condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
 2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.
 3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.
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Regulation 4157.1: Work-Related Injuries

Status: DRAFT

Original Adopted Date: 09/20/2017

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of the employee's right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, the employee shall report the work-related injury or illness to the Superintendent or designee as soon as practicable. The employee and appropriate district staff shall also promptly document the date and time of any incident, a description of the incident, and any persons present.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to the employee's dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier or DIR, as applicable, within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death shall be filed within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism made available by Cal/OSHA. (Labor Code 6409.1)

For the purpose of this report, serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement. (Labor Code 6302)

Regulation 4157.1: Work-Related Injuries

Status: ADOPTED

Original Adopted Date: 09/20/2017 | Last Reviewed Date: 09/20/2017

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of his/her right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, he/she shall report the work-related injury or illness to the Superintendent or designee as soon as practicable.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to his/her dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death must be filed with the insurance carrier within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report by telephone or email to the Division of Occupational Safety and Health. (Labor Code 6409.1)

Regulation 4257.1: Work-Related Injuries

Status: DRAFT

Original Adopted Date: 09/20/2017

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of the employee's right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596;

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, the employee shall report the work-related injury or illness to the Superintendent or designee as soon as practicable. The employee and appropriate district staff shall also promptly document the date and time of any incident, a description of the incident, and any persons present.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to the employee's dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier or DIR, as applicable, within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death shall be filed within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism made available by Cal/OSHA. (Labor Code 6409.1)

For the purpose of this report, serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement. (Labor Code 6302)

Regulation 4257.1: Work-Related Injuries

Status: ADOPTED

Original Adopted Date: 09/20/2017 | Last Reviewed Date: 09/20/2017

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of his/her right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, he/she shall report the work-related injury or illness to the Superintendent or designee as soon as practicable.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to his/her dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death must be filed with the insurance carrier within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report by telephone or email to the Division of Occupational Safety and Health. (Labor Code 6409.1)

Regulation 4357.1: Work-Related Injuries

Status: DRAFT

Original Adopted Date: 09/20/2017

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of the employee's right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 13596)

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, the employee shall report the work-related injury or illness to the Superintendent or designee as soon as practicable. The employee and appropriate district staff shall also promptly document the date and time of any incident, a description of the incident, and any persons present.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to the employee's dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier or DIR, as applicable, within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death shall be filed within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism made available by Cal/OSHA. (Labor Code 6409.1)

For the purpose of this report, serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement. (Labor Code 6302)

Regulation 4357.1: Work-Related Injuries

Status: ADOPTED

Original Adopted Date: 09/20/2017 | Last Reviewed Date: 09/20/2017

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of his/her right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, he/she shall report the work-related injury or illness to the Superintendent or designee as soon as practicable.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to his/her dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death must be filed with the insurance carrier within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report by telephone or email to the Division of Occupational Safety and Health. (Labor Code 6409.1)

Policy 4218: Dismissal/Suspension/Disciplinary Action

Status: DRAFT

Original Adopted Date: 04/20/2022 | Last Revised Date: 06/14/2023

The Governing Board expects all employees to perform their jobs satisfactorily, to exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner. In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension or leave without pay, reduction of wages, or dismissal.

A probationary classified employee may be dismissed without cause anytime before the probationary period expires.

Permanent classified employees shall be subject to disciplinary action only for cause as specified in the accompanying administrative regulation. (Education Code 45113)

Procedures for Serious Disciplinary Proceedings

The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee. The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly review process. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter. (Education Code 45113, 45116)

If the employee fails to request a hearing within the time specified in the notice, the employee is deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board or by a third-party hearing officer, in accordance with law. (Education Code 45113, 5312)

A classified employee who timely requests a hearing may only be suspended, demoted, or dismissed pending the outcome of the hearing in accordance with Education Code 45113 and as specified in the accompanying administrative regulation.

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

The hearing shall be held in closed session unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the

employee in which disciplinary action was ultimately sustained, and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegations may be made orally at the hearing and shall be noted on the record.

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

Except for an allegation of egregious misconduct in which a minor is involved, the Board may delegate the authority to determine whether sufficient cause exists for disciplinary action to an impartial third-party hearing officer. When a matter is heard by a third-party hearing officer, the Board shall review the determination and adopt or reject the recommended decision. (Education Code 45113)

When any matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45113)

Compulsory Leave of Absence

Upon being informed that a classified employee has been charged with a mandatory leave of absence offense, the Superintendent or designee shall immediately place the employee on a compulsory leave of absence. (Education Code 44940, 44940.5, 45304)

Policy 4218: Dismissal/Suspension/Disciplinary Action

Status: ADOPTED

Original Adopted Date: 04/20/2022 | Last Revised Date: 06/14/2023 | Last Reviewed Date: 06/14/2023

The Governing Board expects all employees to perform their jobs satisfactorily and to exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

Permanent classified employees shall be subject to disciplinary action only for cause as specified in the accompanying administrative regulation. (Education Code 45113)

Procedures for Serious Disciplinary Proceedings

The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee. The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly review process. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter.

If the employee fails to request a hearing within the time specified in the notice, the employee is deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board. (Education Code 45113, 45312)

A permanent classified employee who timely requests a hearing on charges against the employee shall not be suspended without pay, suspended with a reduction in pay, demoted with a reduction in pay, or dismissed before a decision is rendered after the hearing, unless the governing board, or an impartial third-party hearing officer provided pursuant to the terms of an agreement with an employee organization under Chapter 10.7 of Division 4 of Title 1 of the Government Code, finds that at the time discipline was imposed at the conclusion of the review process specified in *Skelly v. State Personnel Bd.* (1975) 15 Cal.3d 194, the employer demonstrated by a preponderance of

the evidence that the employee engaged in criminal misconduct, misconduct that presents a risk of harm to pupils, staff, or property, or committed habitual violations of the district's policies or regulations.

Additionally, if a hearing on the charges will be conducted by the governing board, the school district may stop paying a permanent employee before a decision is rendered after 30 calendar days from the date the hearing is requested.

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

The hearing shall be held in closed session, unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the employee in which a disciplinary action was ultimately sustained, and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegations may be made orally at the hearing and shall be noted on the record.

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

Except for an allegation of egregious misconduct in which a minor is involved, the Board may delegate the authority to determine whether sufficient cause exists for disciplinary action to an impartial third-party hearing officer. When a matter is heard by a third-party hearing officer, the Board shall review the determination and adopt or reject the recommended decision. (Education Code 45113)

When any matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45113)

Regulation 4218: Dismissal/Suspension/Disciplinary Action

Status: DRAFT

Original Adopted Date: 11/16/1994 | Last Revised Date: 06/14/2023

Causes for Disciplinary Action

A permanent classified employee may be subject to suspension, demotion, involuntary reassignment, or dismissal for one or more of the following causes:

1. Immoral conduct, including, but not limited to, egregious misconduct that is the basis for a sex offense as defined in Education Code 44010, a controlled substance offense as defined in Education Code 44011, or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Conduct that constitutes a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c)
3. Unlawful discrimination, including harassment, against any student or other employee
4. Violation of or refusal to obey state or federal law or regulation, Board policy, or district or school procedure
5. Falsification of any information supplied to the district, including, but not limited to, information supplied on application forms, employment records, or any other school district records
6. Unsatisfactory performance
7. Unprofessional conduct
8. Dishonesty
9. Neglect of duty or absence without leave
10. Insubordination
11. Use of alcohol or a controlled substance while on duty or in such close time proximity thereto as to affect the employee's performance
12. Destruction or misuse of district property
13. Failure to fulfill any ongoing condition of employment including, but not limited to, maintenance of any license, certificate, or other similar requirement specified in the employee's class specification or otherwise necessary for the employee to perform the duties of the position
14. A physical or mental condition which precludes the employee from the proper performance of duties and responsibilities as determined by competent medical authority, except as otherwise provided by a contract or by law
15. Retaliation against any person who, in good faith, reports, discloses, divulges, or otherwise brings to the attention of any appropriate authority any information relative to an actual or suspected violation of state or federal law occurring on or directly related to the job
16. Violation of Education Code 45303 or Government Code 1028 prohibiting the advocacy or teaching of communism
17. Any other misconduct which is of such nature that it causes discredit or injury to the district or the employee's position

No disciplinary action shall be taken for any cause that arose before the employee became permanent, nor for any cause that arose more than two years before the date of the filing of the notice of cause unless this cause was concealed or not disclosed by the employee when it could be reasonably assumed that the employee would have disclosed the facts to the district. (Education Code 45113)

Initiation and Notification of Charges

The Superintendent or designee shall provide notice to the employee of a recommendation for discipline, which includes the charges and materials upon which the recommendation is based. The notification shall identify an impartial district official ("Skelly officer") with whom the employee may meet at a specified time and place or to whom the employee may provide a written response to the recommendation of discipline. After meeting with the employee or considering any response from the employee, the Skelly officer shall recommend to the Superintendent or designee whether to proceed with the recommendation for discipline.

The Superintendent or designee shall file any final recommendation for disciplinary action in writing with the Governing Board. A copy of the recommendation shall be served upon the employee either personally or by registered or certified mail, return receipt requested, at the employee's last known address.

The notice shall, in ordinary and concise language, inform the employee of the specific charge(s) or cause(s) for the disciplinary action, the specific acts and omissions upon which the action is based, and, if applicable, the district rule or regulation that the employee has allegedly violated. In addition, the notice shall include the employee's right to a hearing on those charges, the time within which the hearing may be requested, which shall be not less than five days after service of the notice to the employee, and a card or paper which the employee may sign and file to deny the charges and request a hearing. (Education Code 45113, 45116)

Request for Board Hearing

Within the time specified in the notice of the recommendation of disciplinary action, the employee may request a hearing on the charges by signing and filing the card or paper included with the notice. (Education Code 45113)

Any other written document signed and appropriately filed within the specified time limit by the employee shall constitute sufficient notice of the request for a hearing. The request shall be delivered to the office of the Superintendent or designee during normal work hours of that office. If mailed to the office of the Superintendent or designee, it must be received or postmarked no later than the time limit specified by the district. In cases where an order of suspension without pay has been issued in conjunction with a recommendation of dismissal, any request for a hearing on the dismissal shall also constitute a request to hear the suspension order, and the necessity of the suspension order shall be an issue in the hearing.

Employment Status Pending a Disciplinary Hearing

A classified employee against whom a recommendation for disciplinary action has been issued may remain on active duty or may be placed on paid leave pending a hearing on the charges. The employee shall not be suspended without pay, suspended or demoted with a reduction in pay, or dismissed pending the outcome of a timely requested hearing, except as specified below. (Education Code 45113)

However, the disciplinary action may be imposed prior to the decision if the Board, or an impartial third-party hearing officer provided pursuant to a collective bargaining agreement, finds by a preponderance of the evidence that at the time discipline was imposed, the employee (1) engaged in criminal misconduct, (2) engaged in misconduct that presents a risk of harm to students, staff, or property, or (3) committed habitual violations of the district's policies or regulations. Such finding(s) must be made at the conclusion of the Skelly review process. (Education Code 45113)

In such cases where the disciplinary action is imposed prior to the decision, the employee shall be given written notice of the disciplinary action and the findings made at the conclusion of the Skelly review process. Such written notice shall be served upon the employee personally.

In addition, the district may cease paying the employee if a decision has not been rendered by an impartial third-party hearing officer, pursuant to a collective bargaining agreement, or the Board within 30 days of the date the hearing was requested. (Education Code 45113)

Compulsory Leave of Absence

Upon being informed that a classified employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes: (Education Code 44940, 45304)

1. Any sex offense as defined in Education Code 44010

2. Violation or attempted violation of Penal Code 187, prohibiting murder or attempted murder
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

The Superintendent or designee may place on an immediate compulsory leave of absence a classified employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1 except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinol. (Education Code 44940, 44940.5, 45304)

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless the employee demands a hearing on the dismissal. (Education Code 44940, 44940.5)

Regulation 4218: Dismissal/Suspension/Disciplinary Action

Status: ADOPTED

Original Adopted Date: 11/16/1994 | Last Revised Date: 06/14/2023 | Last Reviewed Date: 06/14/2023

Causes for Disciplinary Action

A permanent classified employee may be subject to suspension, demotion, involuntary reassignment, or dismissal for one or more of the following causes:

1. Immoral conduct, including, but not limited to, egregious misconduct that is the basis for a sex offense as defined in Education Code 44010, a controlled substance offense as defined in Education Code 44011, or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Conduct that constitutes a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c)
3. Unlawful discrimination, including harassment, against any student or other employee
4. Violation of or refusal to obey state or federal law or regulation, Board policy, or district or school rule, policy, or procedure
5. Falsification of any information supplied to the district, including, but not limited to, information supplied on application forms, employment records, or any other school district records
6. Unsatisfactory performance
7. Unprofessional conduct
8. Dishonesty
9. Neglect of duty, absence without leave, abandonment of position, or repeated and unexcused absence or tardiness
10. Insubordination
11. Use of alcohol or a controlled substance while on duty or in such close time proximity thereto as to cause any detrimental effect upon the employee or upon employees associated with them
12. Destruction or misuse of district property
13. Failure to fulfill any ongoing condition of employment including, but not limited to, maintenance of any license, certificate, or other similar requirement specified in the employee's class specification or otherwise necessary for the employee to perform the duties of the position
14. A physical or mental condition which precludes the employee from the proper performance of duties and responsibilities as determined by competent medical authority, except as otherwise provided by a contract or by law
15. Unlawful retaliation against any person who, in good faith, reports, discloses, divulges, or otherwise brings to the attention of any appropriate authority any information relative to an actual or suspected violation of state or federal law occurring on or directly related to the job
16. Improper political activity, including but not limited to violation of Education Code 45303 or Government Code 1028 prohibiting the advocacy or teaching of communism
17. Any other misconduct which is of such nature that it causes discredit or injury to the district or the employee's position
18. Incompetence
19. Inefficiency
20. Possessing or being under the influence of a controlled substance at work or away from work, or furnishing a controlled substance to a minor
21. Conduct that constitutes a felony, conviction of any sex offense made relevant by provisions of law, or conviction of a misdemeanor which is of such a nature as to adversely affect the employee's ability to perform

the duties and responsibilities of his/her position.. A plea or verdict of guilty, or a conviction following a plea of nolo contendere, is deemed to be a concision for this purpose.

22. Discourteous treatment of the public, students, or other employees
23. Willful disobedience
24. Refusal to take and subscribe to any oath or affirmation which is required by law in connection with their employment

Except for item 14, no disciplinary action shall be taken for any cause which arose before the employee became permanent, nor for any cause which arose more than two years before the date of the filing of the notice of cause unless this cause was concealed or not disclosed by the employee when it could be reasonably assumed that the employee would have disclosed the facts to the district. (Education Code 45113)

Initiation and Notification of Charges

The Superintendent or designee shall provide notice to the employee of a recommendation for discipline, which includes the charges and materials upon which the recommendation is based. The notification shall identify an impartial district official ("Skelly officer") with whom the employee may meet at a specified time and place or to whom the employee may provide a written response to the recommendation of discipline. After meeting with the employee or considering any response from the employee, the Skelly officer shall recommend to the Superintendent or designee whether to proceed with the recommendation for discipline.

The Superintendent or designee shall file any final recommendation for a disciplinary action in writing with the Governing Board. A copy of the recommendation shall be served upon the employee either personally or by registered or certified mail, return receipt requested, at the employee's last known address.

The notice shall, in ordinary and concise language, inform the employee of the specific charge(s) or cause(s) for the disciplinary action, the specific acts and omissions upon which the action is based, and, if applicable, the district rule or regulation that the employee has allegedly violated. In addition, the notice shall include the employee's right to a hearing on those charges, the time within which the hearing may be requested which shall be not less than five days after service of the notice to the employee, and a card or paper which the employee may sign and file to deny the charges and request a hearing. (Education Code 45113, 45116)

Request for Board Hearing

Within the time specified in the notice of the recommendation of disciplinary action, the employee may request a hearing on the charges by signing and filing the card or paper included with the notice. (Education Code 45113)

Any other written document signed and appropriately filed within the specified time limit by the employee shall constitute a sufficient notice of the request for a hearing. The request shall be delivered to the office of the Superintendent or designee during normal work hours of that office. If mailed to the office of the Superintendent or designee, it must be received or postmarked no later than the time limit specified by the district. In cases where an order of suspension without pay has been issued in conjunction with a recommendation of dismissal, any request for a hearing on the dismissal shall also constitute a request to hear the suspension order, and the necessity of the suspension order shall be an issue in the hearing.

Employment Status Pending a Disciplinary Hearing

A classified employee against whom a recommendation for disciplinary action has been issued may remain on active duty or may be placed on paid leave pending a hearing on the charges. The employee shall not be suspended without pay, suspended or demoted with a reduction in pay, or dismissed pending the outcome of a timely requested hearing, except as specified below. (Education Code 45113)

However, the disciplinary action may be imposed prior to the decision if the Board, or an impartial third-party hearing officer provided pursuant to a collective bargaining agreement, finds by a preponderance of the evidence that at the time discipline was imposed, the employee (1) engaged in criminal misconduct, (2) engaged in misconduct that presents a risk of harm to students, staff, or property, or (3) committed habitual violations of the district's policies or regulations. Such finding(s) must be made at the conclusion of the Skelly review process. (Education Code

45113)

In such cases where the disciplinary action is imposed prior to the decision, the employee shall be given written notice of the disciplinary action and the findings made at the conclusion of the Skelly review process. Such written notice shall be served upon the employee personally.

In addition, the district may cease paying the employee if a decision has not been rendered by an impartial third-party hearing officer, pursuant to a collective bargaining agreement, or the Board within 30 days of the date the hearing was requested. (Education Code 45113)

Compulsory Leave of Absence

Upon being informed by law enforcement that a classified employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes:

1. Any sex offense as defined in Education Code 44010
2. Violation or attempted violation of Penal Code 187, prohibiting murder or attempted murder
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

The Superintendent or designee may place on an immediate compulsory leave of absence a classified employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1 except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinols.

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless the employee demands a hearing on the dismissal.

Regulation 5126: Awards For Achievement

Status: DRAFT

Original Adopted Date: 10/17/2012

The Superintendent or designee may appoint an awards committee at each school which may consist of school administrators, staff members, parents/guardians, community members, and student representatives. The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

Individual awards in excess of \$200 must be expressly approved by the Governing Board. (Education Code 44015)

Golden State Seal Merit Diploma

To be eligible to receive the Golden State Seal Merit Diploma upon graduation from high school, a student shall complete all requirements for a high school diploma and shall demonstrate mastery of the curriculum in mathematics, English language arts, science, U.S. history, and two other subject matter areas selected by the student by meeting at least one of the following criteria for each subject: (Education Code 51451, 51452; 5 CCR 876)

1. Mathematics and English language arts

- a. A grade of at least B+ or the numerical equivalent in a single course each semester completed in grade 9, 10, or 11
- b. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment

2. Science

- a. A grade of at least B+ or the numerical equivalent in a single course each semester completed in grade 9, 10, or 11
- b. An achievement level of "Standard Met" or above for the high school California Science Test taken in grade 10 or 11

3. U.S. history

- a. A grade of at least B or the numerical equivalent in the required U.S. history course each semester
- b. A qualifying score that demonstrates mastery of the subject as determined by the district for an exam produced by a private provider or the district

4. Two additional subject areas of the student's choosing

- a. Any additional qualifying grade or score listed above, earned for the subject of English language arts, mathematics, science, or U.S. history not already used to meet eligibility
- b. A grade of at least B or the numerical equivalent upon completion of high school courses in other subjects
- c. A qualifying score that demonstrates mastery of other subjects, as determined by the district, for an exam produced by a private provider or the district

The Superintendent or designee shall maintain appropriate records to identify students who have earned the Golden State Seal Merit Diploma and shall affix an insignia to the high school diploma and transcript of each such student. (Education Code 51454)

The Superintendent or designee shall submit an insignia request form to the California Department of Education in sufficient time to allow for processing of the request prior to the high school graduation ceremony.

State Seal of Biliteracy

To be eligible to receive the State Seal of Biliteracy upon graduation, a student shall demonstrate a high level of

proficiency in English and at least one other language, which may include American Sign Language. (Education Code 51461)

Proficiency in English shall be demonstrated by meeting one of the following state-established criteria: (Education Code 51461)

1. Completion of all English language arts requirements for graduation with an overall grade point average of at least 3.0 in those classes or completion of one or more English language arts courses at a public higher education institution or an independent institution of higher education, as described in Education Code 66010, with a grade equivalent to a grade point average of 3.0 or above
2. Passage of the California Assessment of Student Performance and Progress for English language arts, or any successor test, administered in grade 11, at or above the "Standard Met" achievement level
3. Passage of an English Advanced Placement (AP) exam with a score of 3 or higher or an English International Baccalaureate (IB) exam with a score of 4 or higher
4. Achievement of a score of 480 or higher on the Evidence-Based Reading and Writing section of the Scholastic Aptitude Test (SAT)

Proficiency in one or more languages other than English shall be demonstrated through one of the following requirements: (Education Code 51461)

1. Passage of a world language AP exam with a score of 3 or higher, a world language IB exam with a score of 4 or higher, or a world language American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Test (WPT) and an Oral Proficiency Interview (OPI) with scores of Intermediate Mid or higher
2. Successful completion of a four-year course of study of content in a world language at a high school or higher level, attaining an overall grade point average of at least 3.0 in that course of study, and oral proficiency in the language comparable to that required in Item #1 above, successful completion of high school level courses completed in another country in a language other than English with the equivalent of an overall grade point average of 3.0 or above, as verified through a transcript, or completion of one or more world language courses at a public higher education institution or an independent institution of higher education as described in Education Code 66010, with a grade equivalent to a grade point average of at least 3.0 and oral proficiency in the language comparable to that specified in Item #1 above, as verified through a transcript
3. If no AP exam or off-the-shelf language test exists, passage of a district language exam that can be certified to meet the rigor of a four-year high school course of study in a given language, and that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher
4. If a language is not characterized by listening, speaking, or reading, or for which there is no written system, passage of an assessment on the modalities that characterize communication in that language at the proficient level or higher

To be eligible to receive the State Seal of Biliteracy, a student who is an English learner shall, in addition to demonstrating proficiency in English and one or more languages other than English through one of the accomplishments specified above, attain an Oral Language composite score of level 4 on the English Language Proficiency Assessments for California, or any successor English oral language proficiency assessment: (Education Code 51461)

The Superintendent or designee shall maintain appropriate records to identify high school students who have earned the State Seal of Biliteracy and shall affix the insignia to the high school diploma or transcript of each such student. (Education Code 51463)

State Seal of Civic Engagement

To be eligible to receive the State Seal of Civic Engagement, a student shall meet district requirements for all of the following state-established criteria:

1. Be engaged in academic work in a productive way

2. Demonstrate a competent understanding of U.S. and California Constitutions, functions and governance of local governments, tribal government structures and organizations, the role of the citizen in a constitutional democracy, and democratic principles, concepts, and processes
3. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts
4. Demonstrate civic knowledge, skills, and dispositions through self-reflection
5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society

The Superintendent or designee shall maintain appropriate records to identify students who have earned the State Seal of Civic Engagement and shall affix the insignia to the high school diploma or transcript of each such student. (Education Code 51473)

Scholarship and Loan Fund

The Superintendent shall serve as chief executive officer of the scholarship and loan fund and as chairperson of the district committee established to administer the fund. The committee shall meet at least once each fiscal year and at other such times as it may be called into session by the Superintendent. (Education Code 35311, 35312)

Scholarship and loan funds shall be deposited, administered, and audited in accordance with Education Code 35314 and 35318.

The Superintendent or designee shall establish criteria, procedures, and deadlines for student applications for scholarships and/or loans from the fund. As applicable, the Superintendent or designee may require the student to submit letters of recommendation or other supplementary materials providing evidence of the student's accomplishments and/or need.

Notifications

The Superintendent or designee shall annually distribute information about eligibility requirements for the Golden State Seal Merit Diploma, State Seal of Biliteracy, State Seal of Civic Engagement, and/or any district awards programs to students at the applicable grade levels.

Regulation 5126: Awards For Achievement

Status: ADOPTED

Original Adopted Date: 10/17/2012 | Last Reviewed Date: 10/17/2012

District/School Awards

The Superintendent or designee may appoint an awards committee at each school which may consist of school administrators, teachers, parents/guardians, community members, and student representatives. The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

Individual awards in excess of \$200 must be expressly approved by the Governing Board. (Education Code 44015)

Golden State Seal Merit Diploma

To be eligible to receive the Golden State Seal Merit Diploma upon high school graduation, a student shall complete all requirements for a high school diploma and demonstrate, in accordance with the means adopted by the State Board of Education, mastery of the curriculum in at least six subject areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student. (Education Code 51451, 51452; 5 CCR 876)

To demonstrate mastery of these subject areas, the student shall earn a scaled score of 370 or above on six separate high school California Standards Tests (CST), including:

1. One mathematics exam, including Algebra II, Geometry, Summative High School Mathematics, or Integrated Mathematics 2 or 3
2. One English language arts exam at grade 9, 10, or 11
3. One science exam, including Biology, Chemistry, Physics, Earth Science, or Integrated/Coordinated Science 1, 2, 3, or 4
4. The grade 11 History-Social Science exam (United States history)
5. Two CSTs of the student's choice, which may include World History or any additional exams listed in items #1-4 above which have not already been used to establish eligibility

The Superintendent or designee shall maintain appropriate records to identify students who are eligible for the merit diploma and shall affix an insignia to the diploma and transcript of each student awarded the merit diploma. (Education Code 51454)

The Superintendent or designee shall submit an insignia request form to the California Department of Education in sufficient time to allow processing of the request prior to the high school graduation ceremony.

Biliteracy Award

To be eligible to receive the State Seal of Biliteracy upon graduation, a student shall meet all the following criteria: (Education Code 51461)

1. Complete all English language arts requirements for high school graduation with an overall grade point average (GPA) of 2.0 or above in those classes
2. Pass the CST in English language arts administered in grade 11 at the proficient level or above
3. Demonstrate proficiency in one or more foreign languages, which may include American sign language, by fulfilling one of the following criteria:
 - a. Pass a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher
 - b. Successfully complete a four-year high school course of study in a foreign language, attaining an overall GPA of 3.0 or above in that course of study
 - c. Pass a district language examination that meets the rigor of a four-year high school course of study in

that language, provided the test has been certified to or approved by the Superintendent of Public Instruction

d. Pass the SAT II foreign language examination with a score of 600 or higher

In addition to meeting the criteria in items #1-3 above, a student in any of grades 9-12 whose primary language is other than English shall attain the early advanced proficiency level or higher on the California English Language Development Test (CELDT). As necessary for this purpose, the district may administer the CELDT an additional time outside of the regularly scheduled administration specified in AR 6174 - Education for English Language Learners. (Education Code 51461)

The Superintendent or designee shall maintain appropriate records to identify high school students who qualify for the award and shall affix the insignia to the diploma or transcript of each student who earns the award. (Education Code 51463)

Notifications

The Superintendent or designee shall annually distribute information about eligibility requirements for the Golden State Seal Merit Diploma, State Seal of Biliteracy, and/or any district awards programs to students at the applicable grade levels.

Policy 5131.2: Bullying

Status: DRAFT

Original Adopted Date: 09/18/2019

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.

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

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

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in 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.

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

Policy 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 09/18/2019 | Last Reviewed Date: 09/18/2019

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

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

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

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

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

Regulation 5131.2: Bullying

Status: DRAFT

Original Adopted Date: 09/18/2019

Examples of Prohibited Conduct

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, 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, 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:

1. 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. Providing information to students, through student handbooks, district and school 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. 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. 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
5. 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

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)

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

The Superintendent or designee shall post on the district's 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)

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 website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's 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

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.

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.

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 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

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 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 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 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 Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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.

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 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.

Regulation 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 09/18/2019 | Last Reviewed Date: 09/18/2019

Definitions

Bullying is an unwanted, 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 involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes 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 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 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 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, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, 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:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. 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. 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 classrooms, playgrounds, hallways, restrooms, and cafeterias
5. 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

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

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

Student Instruction

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/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

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.

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 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

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 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, 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, 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 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

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.

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.

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.

Policy 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 09/20/2017

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing emergency medical aid to any person suffering or reasonably believed to be suffering from opioid overdose or respiratory distress. (Education Code 49414.3, 49414.7)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Policy 5141.21: Administering Medication And Monitoring Health Conditions

Status: ADOPTED

Original Adopted Date: 09/20/2017 | Last Reviewed Date: 09/20/2017

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

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When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 09/20/2017

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

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: (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.

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:

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)
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

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 #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 #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

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)
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

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

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 maintain on the list the type of medication and the times and dosage to be administered
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
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
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

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or 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. A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

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)

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)

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)

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)

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)

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 either medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, all medications shall be restocked before their expiration date. (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)

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)

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 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

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)

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)

The principal or designee shall designate 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)

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 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)

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

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)

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)

Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: ADOPTED

Original Adopted Date: 09/20/2017 | **Last Reviewed Date:** 09/20/2017

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)

Notifications to Parents/Guardians

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.

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:

1. Providing parent/guardian and authorized health care provider written statements 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)

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

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 his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication, including, but not limited to, the parent/guardian's responsibility 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 that he/she may 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 #1-5 above, if a parent/guardian has requested that his/her child 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 #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, 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

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 his/her child 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)
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

District Responsibilities

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 on the list the type of medication and the times and dosage to be administered
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
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 his/her 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
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

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees 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, 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. (Education Code 49414)

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 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)

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 for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. 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)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

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, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received

training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind his/her 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 his/her offer to volunteer and that there will be no retaliation against any employee for rescinding his/her offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during his/her 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)

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)

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 and retained in his/her 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 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)

Policy 5144: Discipline

Status: DRAFT

Original Adopted Date: 03/20/2019

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

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

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

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

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

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

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

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

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

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

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

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and

parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

Policy 5144: Discipline

Status: ADOPTED

Original Adopted Date: 03/20/2019 | Last Reviewed Date: 03/20/2019

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

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

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

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

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

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

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

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

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

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

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

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

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

Regulation 5144: Discipline

Status: DRAFT

Original Adopted Date: 03/20/2019 | Last Revised Date: 06/14/2023

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. Students in grades seven through twelve

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff, the student, and the student's parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students'

behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Detention after school hours as provided in the section below entitled "Detention After School"
12. Community service as provided in the section below entitled "Community Service"
13. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
14. Reassignment to an alternative educational environment
15. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

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

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Regulation 5144: Discipline

Status: ADOPTED

Original Adopted Date: 03/20/2019 | Last Revised Date: 06/14/2023 | Last Reviewed Date: 06/14/2023

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff, the student, and the student's parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

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

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a school employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Policy 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 12/19/2018 | Last Revised Date: 03/15/2023

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.

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.

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 U.S. Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

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.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

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.

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.

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.

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)

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program.

(Education Code 8205; 48000)

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.

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)

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.

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.

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.

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)

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.

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 Board Policy 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

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 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 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 12/19/2018 | Last Revised Date: 03/15/2023 | Last Reviewed Date: 03/15/2023

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.

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.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

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.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

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.

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.

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.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

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.

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)

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.

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.

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.

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)

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.

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 6170.1 - Transitional Kindergarten. (Education Code 8322)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Regulation 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 12/19/2018 | Last Revised Date: 03/15/2023

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, 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. 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. Children with exceptional needs between ages 3 to 21 shall have an active 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).

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.

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

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

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)

However, a part-day preschool program may also offer TK or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

The district 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

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)

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 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.

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

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

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. A current aid recipient
2. Income eligible
3. Experiencing homelessness
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
5. One who has children with exceptional needs, as defined in Education Code 8205
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)

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, 8217)

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

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three- 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.

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. The third priority shall be given to eligible four-year-old children who are not enrolled in a state-funded 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.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child who is identified as a dual language learner shall be enrolled first. If there are no children identified as dual language learners, the child that has been on the waiting list for the longest time shall be admitted first.

4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208(a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.
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.
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 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. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

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

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 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
- c. One who has children with exceptional needs, as defined in Education Code 8205
- 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 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

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)

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.

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)

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

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

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 8241
5. Contractors of the district shall report the services, revenues, and expenditures for children in the 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)

Family fees accrued but uncollected prior to October 1, 2023, may be forgiven and not collected. (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)

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

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

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 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)

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.

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

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.

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)

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

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)

Regulation 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 12/19/2018 | Last Revised Date: 03/15/2023 | Last Reviewed Date: 03/15/2023

Children with exceptional needs means either of the following:

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations. These children include an infant or toddler with a developmental delay or established risk condition, or who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. These children shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.
2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR 3030-3031. These children shall have an active individualized education program (IEP) and shall be receiving early intervention services or appropriate special education.

Dual language learner children means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English.

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part- or full-day preschool programs in accordance with law and the terms of its contract with CDE.

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

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

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)

However, a part-day preschool program may also offer transitional kindergarten (TK) or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation, 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

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)

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

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

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

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. A current aid recipient
2. Income eligible
3. Homeless
4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited
5. One who has children with exceptional needs, as defined in Education Code 8205
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)

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)

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

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three- 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.
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.
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.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child from a family in which the primary home language is a language other than English shall be enrolled first. If there are no children from such a family, the child that has been on the waiting list for the longest time shall be admitted first.

4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.
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.
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 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. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

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

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
 - b. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited
 - c. One who has children with exceptional needs, as defined in Education Code 8205
 - d. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE
2. The child's family needs the childcare services because of either the following:
 - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless
 - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all 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)

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.

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)

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

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

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the

fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252)

However, for the 2022-2023 school year, family fees shall not be collected as specified in Education Code 8252.

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 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 or neglected. (Education Code 8253)

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

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

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)

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.

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

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.

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)

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

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)

Regulation 6115: Ceremonies And Observances

Status: DRAFT

Original Adopted Date: 02/16/2011 | Last Revised Date: 06/14/2023

Holidays

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day - January 1

Dr. Martin Luther King, Jr. Day - Third Monday in January or the Monday or Friday of the week in which January 15 occurs

Lincoln Day - The Monday or Friday of the week in which February 12 occurs

Washington Day - Third Monday in February

Memorial Day - Last Monday in May

Juneteenth National Independence Day - June 19

Independence Day - July 4

Labor Day - First Monday in September

Veterans Day - November 11

Thanksgiving Day - The Thursday in November designated by the President

Christmas Day - December 25

In addition, schools shall be closed on: (Education Code 37220)

1. Any day appointed by the Governor as a holiday or as a special or limited holiday on which the Governor provides that schools shall close
2. Any day appointed by the President as a holiday, including by executive order or by signing into law legislation that creates a nationwide federal holiday
3. Any other day designated as a holiday by the Governing Board and/or negotiated with employee organizations

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occur under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

Commemorative Exercises

District schools shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460, 49110.5)

Dr. Martin Luther King, Jr. Day - The Friday before the day schools are closed for this holiday

Abraham Lincoln's Birthday - The school day before the day schools are closed for this holiday

Susan B. Anthony Day - February 15

George Washington's Birthday - The Friday preceding the third Monday in February

Black American Day - March 5

Conservation, Bird, and Arbor Day - March 7
Workplace Readiness Week - The week that includes April 28

Classified Employee Week - Third week in May

U.S. Constitution and Citizenship Day - On or near September 17

Commemorative exercises shall be integrated into the regular educational program as required by law.

Patriotic Exercises

Each school shall conduct patriotic exercises daily, which may include the Pledge of Allegiance to the Flag of the United States and/or instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

At secondary schools, such exercises shall be conducted during the homeroom period.

A student may choose not to participate in the flag salute or Pledge of Allegiance for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
 2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
 3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
 4. On the day of death and the following day for a Member of Congress
 5. On Memorial Day, until noon only
 6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
 7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government, a member of the Armed Forces from the state who has died while serving on active duty, or the death of a first responder working in the state who dies while serving in the line of duty
 8. On other occasions by order of the President and in accordance with presidential instructions or orders
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Regulation 6115: Ceremonies And Observances

Status: ADOPTED

Original Adopted Date: 02/16/2011 | Last Revised Date: 06/14/2023 | Last Reviewed Date: 06/14/2023

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In addition, schools shall be closed on: (Education Code 37220)

1. Any day appointed by the Governor as a holiday or as a special or limited holiday on which the Governor provides that schools shall close
2. Any day appointed by the President as a holiday, by signing into law legislation that creates a nationwide federal holiday
3. Any other day designated as a holiday by the Governing Board

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Governing Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

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Black American Day - March 5

Conservation, Bird, and Arbor Day - March 7

Classified Employee Week - Third week in May

U.S. Constitution and Citizenship Day - On or near September 17

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

Patriotic Exercises

Each school shall conduct patriotic exercises daily, which may include the Pledge of Allegiance to the Flag of the United States and/or instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

At secondary schools, such exercises shall be conducted during the homeroom period.

A student may choose not to participate in the flag salute or Pledge of Allegiance for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

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 3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
 4. On the day of death and the following day for a Member of Congress
 5. On Memorial Day, until noon only
 6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
 7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
 8. On other occasions by order of the President and in accordance with presidential instructions or orders
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Policy 6142.8: Comprehensive Health Education

Status: DRAFT

Original Adopted Date: 10/15/2008

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.

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.

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.

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.

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.

Policy 6142.8: Comprehensive Health Education

Status: ADOPTED

Original Adopted Date: 10/15/2008 | Last Reviewed Date: 10/15/2008

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. The district's health education program shall be part of a coordinated school health system which supports the well-being of students and is linked to district and community services and resources.

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 education and physical activity.

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. 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.

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 and effective instructional methodologies.

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, and student achievement of district standards for health education.

Policy 6146.1: High School Graduation Requirements

Status: DRAFT

Original Adopted Date: 09/18/2019 | Last Revised Date: 06/14/2023

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

Diploma Pathway #1:

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

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

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission, which may be counted toward additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three and a half courses in social studies, including United States history and geography; world history, culture, and geography; American government and civics; and a one-semester course in economics (Education Code 51225.3)
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)

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)
7. One semester in Consumer Finance (5 units)
8. Elective Credits (95 units)
9. Beginning with the 2029-30 school year, one-semester course in ethnic studies (education Code 51225.3)

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.

Diploma Pathway #2:

As determined by a student's IEP team while in high school that Diploma Pathway #2 is the best option for the student based on their identified individual needs; a student may complete one or more core courses taught by a special education credentialed teacher. These courses are aligned with state standards for the subject area. These

courses will count towards a high school diploma but will not meet a-g admission requirements.

Exemptions from District-Adopted Graduation Requirements

Diploma Pathway #3:

The I.E.P. team may opt to adjust the credits required to graduate with a diploma for a student with an I.E. P. as long as the student is required to successfully complete at least the minimum number of credits for high school graduation as required by the California Department of Education AND one course in personal finance or consumer finance. This determination will be made on a case by case basis in an I.E. P. meeting based on the needs of the student. (CJUSD AR 6146.4)

Diploma Pathway #4:

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

Diploma Pathway #5:

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

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

The Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

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)

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

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

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

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

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

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

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. 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.

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

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

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

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district.

(Education Code 51225.5)

Policy 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 09/18/2019 | Last Revised Date: 06/14/2023 | Last Reviewed Date: 06/14/2023

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

Diploma Pathway #1:

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

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

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission, which may be counted toward additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three and a half courses in social studies, including United States history and geography; world history, culture, and geography; American government and civics; and a one-semester course in economics (Education Code 51225.3)
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)

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)
7. One semester in Consumer Finance (5 units)
8. Elective Credits (95 units)
9. Beginning with the 2029-30 school year, one-semester course in ethnic studies (education Code 51225.3)

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.

Diploma Pathway #2:

As determined by a student's IEP team while in high school that Diploma Pathway #2 is the best option for the student based on their identified individual needs; a student may complete one or more core courses taught by a special education credentialed teacher. These courses are aligned with state standards for the subject area. These

courses will count towards a high school diploma but will not meet a-g admission requirements.

Exemptions from District-Adopted Graduation Requirements

Diploma Pathway #3:

The I.E.P. team may opt to adjust the credits required to graduate with a diploma for a student with an I.E. P. as long as the student is required to successfully complete at least the minimum number of credits for high school graduation as required by the California Department of Education AND one course in personal finance or consumer finance. This determination will be made on a case by case basis in an I.E. P. meeting based on the needs of the student. (CJUSD AR 6146.4)

Diploma Pathway #4:

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

Diploma Pathway #5:

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

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

The Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

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)

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

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

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

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

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

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

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

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

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

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

Policy 6146.4: Differential Graduation And Competency Standards For Students With Disabilities

Status: DRAFT

Original Adopted Date: 02/17/2010 | Last Revised Date: 10/18/2023

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

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 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

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)

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

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)

Policy 6146.4: Differential Graduation And Competency Standards For Students With Disabilities

Status: ADOPTED

Original Adopted Date: 02/17/2010 | Last Revised Date: 10/18/2023 | Last Reviewed Date: 10/18/2023

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

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 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 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)

Certificate of Educational Achievement or Completion

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)

Policy 6170.1: Transitional Kindergarten

Status: DRAFT

Original Adopted Date: 12/19/2018 | Last Revised Date: 06/15/2022

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

The district's TK program shall admit children as follows: (Education Code 48000):

1. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
2. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
3. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program, 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)

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.

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.

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, 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)

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)

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.

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 or a full day program 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)

The Superintendent or designee shall 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, CSPP, Head Start programs, and other community-based early learning and care programs.

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

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

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from CTC that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 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)

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.

The district shall 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 2025-26 school year. (Education Code 48000)

Continuation to Kindergarten

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.

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.

A student shall not attend more than two years in kindergarten or a combination of TK and kindergarten. (Education Code 46300)

Assessment

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 6170.1: Transitional Kindergarten

Status: ADOPTED

Original Adopted Date: 12/19/2018 | **Last Revised Date:** 06/15/2022 | **Last Reviewed Date:** 06/15/2022

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

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. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
4. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
5. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000).

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.

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.

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 the Superintendent or designee recommends 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)

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)

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.

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 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)

The Superintendent or designee shall develop a plan 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)

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 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

The district shall maintain an average TK class enrollment of not more than 24 students for each school site. (Education Code 48000)

Staffing

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) that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2023, 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 issued by CTC. (Education Code 48000)

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.

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 school year. (Education Code 48000)

Continuation to Kindergarten

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.

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.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

Assessment

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.

Regulation 6173.3: Education For Juvenile Court School Students

Status: DRAFT

Original Adopted Date: 09/20/2017

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

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 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

When a student enrolled in a juvenile court school transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned
3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the 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)

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 be required to take the uncompleted portion of the course. 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, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

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)

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 the second year of high school transfers from a juvenile court school into a district school, 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 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 student's educational 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 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)

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)

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)

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)

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)

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)

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)

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

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)

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.

Regulation 6173.3: Education For Juvenile Court School Students

Status: ADOPTED

Original Adopted Date: 09/20/2017 | Last Reviewed Date: 09/20/2017

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

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 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

When a student transfers from a juvenile court school into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed at that school and shall not require the student to retake the course. If the student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the 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 shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

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)

Graduation

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)

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 second year of high school transfers from a juvenile court school into a district school, he/she 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 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 educational decisions for him/her, 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

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)

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.

Bylaw 9140: Board Representatives

Status: DRAFT

Original Adopted Date: 06/15/2011 | Last Reviewed Date: 06/15/2011

Labor Relations Negotiators

The Governing Board shall designate a chief negotiator to represent it in negotiations with employee organizations.

Board Representative

The district Superintendent is officially delegated as the representative of the board to consult with the negotiator.

The Board itself will not negotiate with any employee organization directly. The Board's role in the negotiation process will be to:

1. Obtain the most competent negotiations representative it is able to secure.
2. Act in good faith from a position of fairness.
3. Establish parameters and determine its positions in the Board proposal.
4. Express these positions through its designated spokesperson.
5. Be informed by the negotiating team periodically.
6. Keep all differences between Board members behind closed doors in executive session.
7. Maintain its dedication to the school children and taxpayers.

Other Advisory Committees

The Board recognizes that effective performance of its community leadership responsibilities may require its participation in district or community committees on matters of concern to the district and its students. As needed, the Board may appoint any of its members to serve as its representative on a district committee or on a committee of another public agency or organization of which the Board or district is a member or to which the Board is invited to participate.

When making such appointments, the Board shall clearly specify the authority and responsibilities of the representative(s), including, but not limited to, reporting back to the

Board regarding committee activities and/or actions. Board representatives shall not exercise the authority of the Board without prior Board approval.

If a committee discusses a topic on which the Board has taken a position, the Board member shall express the position of the Board. When contributing his/her own ideas or opinions, the representative shall clearly indicate that he/she is expressing his/her individual idea or opinion.

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Status: ADOPTED

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Board regarding committee activities and/or actions. Board representatives shall not exercise the authority of the Board without prior Board approval.

If a committee discusses a topic on which the Board has taken a position, the Board member shall express the position of the Board. When contributing his/her own ideas or opinions, the representative shall clearly indicate that he/she is expressing his/her individual idea or opinion.

Board Representative to Elect Members of County Committee on School District Organization

At its annual organizational meeting, the Board shall designate one Board member as its representative to elect members to the county committee on school district organization. (Education Code 35023)

The Board shall provide the representative with nominees to this committee.

A Board member is eligible serve as a member of the county committee on school district organization. (Education Code 4007)

Bylaw 9320: Meetings And Notices

Status: DRAFT

Original Adopted Date: 04/18/2012 | Last Revised Date: 06/14/2023

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with applicable open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide the opportunity for members of the public to directly address the Board. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, the Superintendent or designee may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Regular Meetings

Unless otherwise determined by the Board, the Board shall hold one (1) regular meeting each month starting at 6:00 p.m. on the 3rd Wednesday of the month at Center Joint Unified School District Annex, 3243 Center Court Lane, Antelope, CA 95843.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's website. (Government Code 54954.2)

Consistent with Government Code 54957.5 and Board Bylaw 9322 - Agenda/Meeting Materials, whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours.

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

At least 24 hours before the time of the meeting, written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's website, and, at least 24 hours before the time of the meeting, in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it

convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. (Government Code 54956.5)

The Board may meet in closed session during emergency meetings so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships. Any such meeting, regardless of title or topic, shall be held as a regular or special meeting, as appropriate, and shall comply with all other requirements for regular or special meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board established pursuant to Board Bylaw 9130 - Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

Location of Meetings

Unless the Board is holding a teleconference meeting during a proclaimed state of emergency, all meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

All meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code

54961)

If a fire, flood, earthquake, or other emergency renders the posted regular or special meeting location unsafe and the deadline for posting the location has passed, the meeting shall be held at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of meetings pursuant to Government Code 54956 by the most rapid available means of communication.

Traditional Teleconferencing

A Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency
3. The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference
4. The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting
5. At least a quorum of the members is within the district boundaries.

Teleconferencing by Individual Board Member Due to Just Cause

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda
2. Making the location of the Board member participating by teleconference open and accessible to the public
3. Posting the agenda at the location of the Board member participating by teleconference

A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda
3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual
5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a

live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, "just cause" may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely
2. A contagious illness prevents a Board member from attending in person
3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency

Teleconferencing by Individual Board Member Due to Emergency Circumstances

Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)

If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda
2. Making the location of the Board member participating by teleconference open and accessible to the public
3. Posting the agenda at the location of the Board member participating by teleconference

For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda
3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any

individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

Teleconference Meetings During a Proclaimed State of Emergency

The Board may conduct a Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. For the purpose of determining whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency
2. When the Board has been determined, pursuant to Item #1 above, that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

1. Including the location of Board members in the agenda
2. Making the locations of Board members open and accessible to the public
3. Posting the agenda at the locations of Board members

For the Board to hold such meeting, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to

register to do so. (Government Code 54953)

The Board may continue to conduct all meetings by teleconference throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953)

Bylaw 9320: Meetings And Notices

Status: ADOPTED

Original Adopted Date: 04/18/2012 | **Last Revised Date:** 06/14/2023 | **Last Reviewed Date:** 06/14/2023

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or district official may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953)

Regular Meetings

The Board shall hold one (1) regular meeting each month. Regular meetings shall be held at 6:00 p.m. on the 3rd Wednesday at the District Board Room, currently located at Center Joint Unified School District Annex, 3243 Center Court Lane, Antelope, CA 95843.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's web site. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose or on the district web site, consistent with Government Code 54957.5, at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in Items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Traditional Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction.

All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Unless a Board member participates by teleconference pursuant to the provisions described in the sections "Teleconferencing During a Personal Emergency," "Teleconferencing For 'Just Cause'" or "Teleconferencing During a Proclaimed State of Emergency" below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere.

All teleconference locations shall be accessible to the public and the public shall have the right to address the Board directly at each teleconference location. Additional teleconference locations may be provided to the public. (Government Code 54953)

Teleconferencing During a Personal Emergency

Until January 1, 2026, with approval from the majority of the Board, a Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the Board member from attending in person. The Board member requesting to appear remotely shall notify the Board of the emergency situation as soon as possible, and provide a concise general description of the circumstances relating to the Board member's need to appear remotely. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

A Board member may not appear remotely under emergency circumstances for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely under emergency circumstances for more than two meetings. (Government Code 54953)

When a Board member is approved to participate remotely due to emergency circumstances, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If permitted to participate remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals.

(Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing for "Just Cause"

A Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A Board member appearing for just cause shall notify the Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

Just Cause may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely
2. A contagious illness prevents a Board member from attending in person
3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency

When a Board member participates remotely for just cause, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If the Board member participates remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

Until January 1, 2024, the Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing

2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the district's control that prevents members of the public from offering public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
 2. State or local officials continue to impose or recommend measures to promote social distancing
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Bylaw 9321: Closed Session

Status: DRAFT

Original Adopted Date: 11/20/2019

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 provided in the accompanying Exhibit (1). (Education Code 35145, Government Code 54954.2, 54954.5, 54957)

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 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 actions taken in the closed session, the votes or abstentions thereon, and other disclosures as specified 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)

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 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

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

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, 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

The Board may hold a closed session to hear complaints or charges brought against an 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 receives written notice of the right to have the complaints or charges heard in open session. 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 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

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. A closed session regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

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. However, the Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

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

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. 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 shall remain in closed session. (Education Code 35146, 48912, 49070)

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session 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 shall meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

In order to protect student privacy rights provided in 20 JSC 1232g or other applicable laws, 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 portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Board Bylaw 9320 - Meetings and Notices and Board 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. (Education Code 32281)

Real Property Negotiations

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)

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 anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position 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)

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of its legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

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)
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)
3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board
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

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

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)

Joint Powers Agency Issues

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information 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))

Review of Audit Report from California State Auditor's Office

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 shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

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)

Bylaw 9321: Closed Session

Status: ADOPTED

Original Adopted Date: 11/20/2019 | Last Reviewed Date: 11/20/2019

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. (Government Code 54954.2)

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. (Government Code 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 taken in the closed session, the votes or abstentions thereon, and other disclosures specified below that are applicable to the matter being addressed. Such reports may be made in writing or orally at the location announced in the agenda for the closed session. (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during a closed session involves final approval or adoption of a document such as a contract or settlement agreement, 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 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

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information. (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

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, or dismissal 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)

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 employee shall receive 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 session. (Government Code 54957)

The Board may hold a closed session to discuss an 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)

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)

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

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 factfinder 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

The Board may meet in closed session, prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees, to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. Prior to the closed session, the Board shall identify its designated representative in open session. Any closed session held for this purpose 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 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 the item approved and the other party or parties to the negotiation. (Government Code 54957.1)

Matters Related to Students

If a public hearing would lead to the disclosure of confidential student 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, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any student other than the student requesting the public meeting shall be in closed session. (Education Code 35146, 48912, 49070)

The Board shall meet 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 meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

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 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)

However, in taking final action, the Board shall not release any information in violation of student privacy rights provided in 20 USC 1232g or other applicable laws. In an expulsion or other disciplinary action, the cause for the disciplinary action shall be disclosed in open session, but the Board shall refer to the student number or other identifier and shall not disclose the student's name.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, district attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Government Code 54956.5 if agreed to by a two-thirds vote of the Board members present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present. (Government Code 54956.5, 54957)

Agenda items related to these security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

The Board may 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

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 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 litigation when discussion of the matter in open session would prejudice the district's position in the 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)

Litigation is considered "pending" in any of the following circumstances: (Government Code 54956.9)

1. Litigation to which the district is a "party" has been initiated formally. (Government Code 54956.9(d)(1))
2. A point has been reached where, 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, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9(d)(2), (3))

Existing facts and circumstances for these purposes are limited to the following: (Government Code 54956.9)

- a. 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. 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. 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. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.
 - e. 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

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)

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. 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

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, 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 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)

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)

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.

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.

Exhibit 9321-E(1): Closed Session

Status: DRAFT

Original Adopted Date: Pending

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

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: [REDACTED]
(Specify position to be filled)

PUBLIC EMPLOYMENT Government Code 54957

Title: [REDACTED]
(Specify position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION Government Code 54957

Title: [REDACTED]
(Specify title of employee being evaluated)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE Government Code 54957 (Due to employee privacy rights, no additional information may be provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE Government Code 54957 (Due to employee privacy rights, no additional information may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN Government Code 54957.10 (No additional information may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS Government Code 54957.6

District-Designated Representatives: [REDACTED]
(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: [REDACTED]
(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented Employee(s): [REDACTED]
(Specify position of unrepresented employee(s) who are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Education Code 35146

Tracking/Identification Number: [REDACTED]

(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

Tracking/Identification Number: [REDACTED]

(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

Tracking/Identification Number: [REDACTED]

(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: [REDACTED]

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Tracking/Identification Number: [REDACTED]

(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: [REDACTED]

(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: [REDACTED]

(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: [REDACTED]

(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District Negotiator: [REDACTED]

(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: [REDACTED]

(Specify name of party, not agent.)

Under Negotiation: [REDACTED]
(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Anticipated Litigation/Initiation of Litigation

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:
[REDACTED]

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION
Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances:
[REDACTED]

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Government Code 54956.9(d)(1)

Name Of Case: [REDACTED]
(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

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS
Government Code 54956.95

Name Of Claimant(s): [REDACTED]
(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 Claim Is
Made: [REDACTED]

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name Of JPA: [REDACTED]

Discussion Will Concern: [REDACTED]
(Specify closed session description used by the JPA.)

Name Of District Representative On JPA
board: [REDACTED]

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

(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.)

Exhibit (PDF) 9321-E PDF(1): Closed Session

Status: ADOPTED

Original Adopted Date: 05/03/2021

See PDF on the next page.

Exhibit 1

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

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 of employee being evaluated)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Government Code 54957

(No additional information is required. An employee's dismissal or nonrenewal shall not be reported until the employee has first exhausted any right to a hearing or other administrative remedy.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

Government Code 54957

(No additional information is required.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

Government Code 54957.10

(No additional information is required.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS

Government Code 54957.6

District-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:

(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented employee:

(Specify position of unrepresented employee who is 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. 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. 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. The district may use other means to identify the student for record-keeping purposes.)

CONFIDENTIAL STUDENT MATTER

Action 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. 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: _____

(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: _____

(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:

(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.)

Negotiating parties: _____

(Specify name of party, not agent.)

Under negotiation: _____

(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Pending Litigation

CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION

Government Code 54956.9(d)(1)

Name of case: _____

(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations.

CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

Government Code 54956.9(d)(2) or (3)

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3). Number of potential cases: _____

Or

Initiation of litigation pursuant to Government Code 54956.9(d)(4). Number of potential cases:

If applicable, facts and circumstances: _____

(The district may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2)-(5). These include facts and

circumstances, such as an accident, disaster, incident, or transactional occurrence that might result in litigation against the district and that are known to potential plaintiff(s).)

Joint Powers Authority Issues

LIABILITY CLAIMS FOR INSURANCE-RELATED JOINT POWERS AGENCY

Government Code 54956.95

Name of claimant(s): _____

(Specify name, except pursuant to Government Code 54961 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 INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

Government Code 54956.96

Name of JPA: _____

Discussion 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: _____

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.

Add

Board Policy Manual
Center Joint Unified School District

Exhibit 9321-E(2): Closed Session

Status: DRAFT

Original Adopted Date: Pending

REPORTS OF CLOSED SESSION ACTIONS

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

PUBLIC EMPLOYEE APPOINTMENT

Title: [REDACTED]
(Specify position to be filled)

Appointment Made: (Yes; otherwise no action taken)

Ayes: [REDACTED]
Nays: [REDACTED]
Abstentions: [REDACTED]
Absent: [REDACTED]
Recused: [REDACTED]
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: [REDACTED]
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: [REDACTED]
Nays: [REDACTED]
Abstentions: [REDACTED]
Absent: [REDACTED]
Recused: [REDACTED]
(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: [REDACTED]
(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Title: [REDACTED]
(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: [REDACTED]
Nays: [REDACTED]
Abstentions: [REDACTED]
Absent: [REDACTED]
Recused: [REDACTED]
(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

(If applicable) Agreement Reached With: [REDACTED]
(Specify Employee Organization)

Ayes: [REDACTED]
Nays: [REDACTED]
Abstentions: [REDACTED]
Absent: [REDACTED]
Recused: [REDACTED]
(Enter names of Board members)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: [REDACTED]

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: [REDACTED]

(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: [REDACTED]

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: [REDACTED]

Tracking/Identification Number: [REDACTED]

(If applicable) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: [REDACTED]
(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: [REDACTED]

Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Real Property Negotiations

(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

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

(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

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Joint Powers Agency Issues

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

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the assessment in compliance with the applicable board resolution.

Bylaw 9323.2: Actions By The Board

Status: DRAFT

Original Adopted Date: 06/12/2019

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164, 35165)

An "action" by the Board means: (Government Code 54952.6)

1. A collective decision by a majority of the Board members
2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision
3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

Action on Non-Agenda Items

The Board may take action on a subject not appearing on the posted meeting agenda only after publicly identifying the item and if any one of the following conditions are met: (Government Code 54954.2)

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier
4. Until December 31, 2025, when a Board member requests to participate by teleconference due to emergency circumstances pursuant to Government Code 54953 so long as the timing of the request did not allow for sufficient time to place it on the agenda

Challenging Board Actions

Before seeking to file a civil action to stop or prevent a Brown Act violation or to invalidate a prior action taken by the Board, the district attorney's office or interested person shall first present a demand to "cure and correct" the alleged violation to the district. If the district receives a proper demand from the district attorney's office or any interested person to "cure and correct" an alleged violation of the Brown Act, the Board shall consult with legal counsel on if and how to respond as provided by law. (Government Code 54960-54960.5)

Bylaw 9323.2: Actions By The Board

Status: ADOPTED

Original Adopted Date: 06/12/2019 | **Last Reviewed Date:** 06/12/2019

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164)

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3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

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Action on Non-Agenda Items

After publicly identifying the item, the Board may take action on a subject not appearing on the posted meeting agenda under any of the following conditions: (Government Code 54954.2)

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier

Challenging Board Actions

The district attorney's office or any interested person may file an action in court for the purpose of: (Government Code 54960, 54960.2)

1. Stopping or preventing the Board's violation or threatened violation of the Brown Act
2. Determining the applicability of the Brown Act to ongoing or future threatened Board actions
3. Determining the applicability of the Brown Act to a past action of the Board that is not specified in Government Code 54960.1, provided that:
 - a. Within nine months of the alleged violation, a cease and desist letter is submitted to the Board, clearly describing the past Board action and the nature of the alleged violation.
 - b. The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.
 - c. The action is brought within the time required by Government Code 54960.2.
4. Determining the validity, under state or federal law, of any Board rule or action which penalizes any of its members or otherwise discourages their expression
5. Compelling the Board to audio record its closed sessions because of a court's finding of the Board's violation of any applicable Government Code provision

The district attorney or any interested person may file an action in court to nullify a Board action which is alleged to be in violation of law regarding any of the following: (Government Code 54960.1)

1. Open meeting and teleconferencing (Government Code 54953)
2. Agenda posting (Government Code 54954.2)
3. Closed session item descriptions (Government Code 54954.5)
4. New or increased tax assessments (Government Code 54954.6)
5. Special meetings (Government Code 54956)
6. Emergency meetings (Government Code 54956.5)

Prior to bringing any action to nullify a Board action, the district attorney or other interested person shall present a demand to "cure and correct" the alleged violation. The demand shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place. (Government Code 54960.1)

Within 30 days of receiving the demand, the Board shall do one of the following: (Government Code 54960.1)

1. Cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct.
 2. Determine not to cure or correct the alleged violation and inform the demanding party in writing of its decision to not cure or correct.
 3. Take no action. If the Board takes no action within the 30-day period, its inaction shall be considered a decision not to cure or correct the challenged action.
-

Exhibit 9323.2-E(1): Actions By The Board

Status: DRAFT

Original Adopted Date: Pending

RESTRICTIONS ON BOARD ACTIONS

This exhibit is a non-exhaustive list of the Governing Board actions that require more than a majority vote as well as restrictions and prohibitions on when the Board may take certain actions. Other such actions may exist and may be identified in the future.

Actions Requiring a Two-Thirds Vote of the Membership of the Board

1. Resolution declaring the Board's intention to sell or lease real property (Education Code 17466)
2. Resolution declaring the Board's intent to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)
3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)
4. Lease, for up to three months, of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)
5. Request for temporary borrowing of funds needed for immediate requirements of the district to pay district obligations incurred before the receipt of district income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)
6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the district so long the proposed use of property is not for nonclassroom facilities (Government Code 53094)
7. When the district is organized to serve only grades K-8, action to establish a community day school for any of grades K-8 (Education Code 48660)
8. When the district is organized to serve only grades K-8, has an average daily attendance (ADA) of 2,500 or less, or desires to operate a community day school to serve any of grades K-6 (and no higher grades) and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)
9. Decision to pursue the authorization and issuance of general obligation bonds pursuant to paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution (Education Code 15266)
10. Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)
11. When the district has a three-member Board and has adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA), action to respond to an emergency facilities condition without giving notice for bids to award contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)

2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

Actions Requiring a Four-Fifths Vote of the Membership of the Board

1. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)
2. Resolution for district borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the district during that fiscal year from apportionments based on ADA for the preceding school year (Government Code 53823, 53824)
3. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)
4. When the district has a five-member or seven-member Board and has adopted the procedures set forth in UPCCAA, action to respond to an emergency facilities condition without giving notice for bids to award contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)
5. Resolution to award a contract for a public works project at \$212,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the UPCCAA for projects of \$200,000 or less, all bids received are in excess of \$200,000, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)

Actions Requiring a Four-Fifths Vote of the Board Members Present at the Meeting

1. Approval of the expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)

Actions Requiring a Unanimous Vote of the Membership of the Board

1. Resolution authorizing and prescribing the terms of a lease of district property for extraction and taking of gas not associated with oil (Education Code 17510, 17511)
2. Authorization of the use of day labor or force account, or waiver of the competitive bid process pursuant to Public Contract Code 20111, when the Board determines that an emergency exists requiring the repair, alteration, work, or improvement to any facility to permit the continuance of existing classes or to avoid danger to life or property, and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

Actions Requiring a Unanimous Vote of the Board Members Present at the Meeting

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

Actions Required to Occur During a Regular Board Meeting

1. Termination of the Superintendent or an assistant superintendent without cause (Education Code 35150)
2. Discussion or action regarding the contract, salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1 (Government Code 54956)

Prohibitions on Certain Board Actions

1. Termination of the Superintendent or an assistant superintendent without cause within 30 days after the first convening of the Board after an election at which one or more Board members are elected or recalled (Education Code 35150)
 2. When the District is disposing of surplus land and has received a notification from the Department of Housing and Community Development pursuant to Government Code 54230.5 with regard to the surplus land, final action to ratify or approve the proposed disposal of surplus land unless the district holds an open and public meeting in compliance with Government Code 54230.7 to review and consider the substance of the notice
-

Exhibit (PDF) 9323.2-E PDF(1): Actions By The Board

Status: ADOPTED

Original Adopted Date: 05/03/2021

See PDF on the next page.

Exhibit 1

ACTIONS REQUIRING A SUPER MAJORITY VOTE

Actions Requiring a Two-Thirds Vote of the Board:

1. Resolution declaring the Governing Board's intention to sell or lease real property (Education Code 17466)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

2. Resolution declaring the Board's intent to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)

3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)

4. Lease, for up to three months, of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)

5. Request for temporary borrowing of funds needed for immediate requirements of the district to pay district obligations incurred before the receipt of district income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)

6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the district (Government Code 53094)

(cf. 7131 - Relations with Local Agencies)

(cf. 7150 - Site Selection and Development)

(cf. 7160 - Charter School Facilities)

7. When the district is organized to serve only grades K-8, action to establish a community day school for any of grades K-8 (Education Code 48660)

(cf. 6185 - Community Day School)

8. When the district is organized to serve only grades K-8, has an average daily attendance (ADA) of 2,500 or less, or desires to operate a community day school to serve any of grades K-6 (and no higher grades) and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)

9. Resolution of intent to issue general obligation bonds with the approval of 55 percent of the voters of the district (Education Code 15266)

(cf. 7214 - General Obligation Bonds)

10. Resolution of intent to issue bonds within a school facilities improvement district with the approval

of 55 percent of the voters of the school facilities improvement district (Education Code 15266)

(cf. 7213 - School Facilities Improvement Districts)

11. Resolution to place a parcel tax on the ballot (Government Code 53724)

12. Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)

13. When the district has a three-member Board, action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting:

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)

2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

Actions Requiring a Four-Fifths Vote of the Board:

1. Expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)

(cf. 3110 - Transfer of Funds)

2. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)

3. Resolution for district borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the district during that fiscal year from apportionments based on ADA for the preceding school year (Government Code 53823-53824)

4. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)

(cf. 3311 - Bids)

5. When the district has a five-member or seven-member Board, action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

6. Resolution to award a contract for a public works project at \$212,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the Uniform Public Construction Cost Accounting Act for projects of \$200,000 or less, all bids received are in excess of \$200,000, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)

(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)

Actions Requiring a Unanimous Vote of the Board:

1. Resolution authorizing and prescribing the terms of a lease of district property for extraction and taking of gas not associated with oil (Education Code 17510-17511)

2. Authorization of the use of day labor or force account, or waiver of the competitive bid process pursuant to Public Contract Code 20111, when the Board determines that an emergency exists requiring the repair, alteration, work, or improvement to any facility to permit the continuance of existing classes or to avoid danger to life or property, and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

Action Requiring a Unanimous Vote of the Board Members Present at the Meeting:

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Agenda Item: XIV-B



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado

Initials:

LC

SUBJECT: Flexible Seating Quotes

☒ **Action Item**

☐ **Information Item**

Attached Pages 22

BACKGROUND:

LCAP Goal 2 Action 2 includes flexible seating to "optimize the learning environment and promote collaboration, autonomy, and student-centered learning through flexible grouping." Supplemental/Concentration funds will be used to provide new flexible seating for all school sites.

Quotes have been prepared and are attached for the following schools:

Dudley ES
Rex Fortune ES
Spinelli ES
Riles MS
McClellan HS
Center HS - Phase 1

The total is \$1,009,965.19.

Quotes are being prepared for the following schools:

North Country ES
Oak Hill ES
Center HS - Phases 2+

The total is not to exceed \$1,150,000.

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve the attached quotes and also approve the future quotes for similar furniture for the remaining schools not to exceed \$1.15 million. Those quotes will be brought to the Board for ratification in August. This is requested so the furniture can possibly arrive before the first day of school.

Agenda Item: XIV-B



Sacramento Office
1631 Alhambra Blvd, Ste 140
Sacramento, CA 95816
T. 916.553.5800 | F. 916.553.5900
oneworkplace.com/sacramento

Quotation 728822

Quote Date 05/30/24

Customer 172079

Terms Net 30

Account Representative Taylor Herrick

Quote To

Jerald Ferguson
Center High School
3111 CENTER COURT LN Antelope
CA 95843-9111

Ship To

Jerald Ferguson
Center High School
3111 CENTER COURT LN
Antelope CA 95843-9111

tduncan@centerusd.org,
InvoicesOracle@oneworkplace.com

Phone +1 (916) 338-7580
rputnam@centerusd.org

PROJECT NAME: Center High School

CMAS CONTRACT #: 4-21-05-1067

QUICK SHIP REQUIRED

REQUEST FOR LIFTGATE

Please note 30 days of storage at our warehouse is included. Any additional storage is subject to monthly storage charges.

All prices are guaranteed for 30 days from date of quotation unless otherwise specified in a Master Services Agreement.

Sales taxes shown are at current rates, but subject to change without notice to those rates applicable at the time of invoicing.




A signed copy of this quote (last page requires signature) and/or purchase order is required to place an order. Products below/per our Project Validation Packages may be made to order; and as such would be non-returnable and non-refundable. Signature of this document accepts all products and finishes contained herein. Please review quote carefully.

Unless special terms apply, all orders over \$25,000 require a 50% deposit of the order total before the order can be placed.

Product and Labor may be invoice separately. Please discuss with your Sales contact.

Once a delivery/installation date is determined, 72 hours notice is required for any changes without incurring a fee.

Pricing does not include the removal or the disposal of any existing furniture.

Description	Quantity	Unit Price	Extended Price
1 01650 - Silhouette Single-Student Desk, Laminate Top, Adjustable Height, 20" Depth X 27" Width X 19-31" Height Worksurface Finish: Smith System Laminate 794960 - ASIAN NIGHT LAMINATE  Edge: 1 1/4in Top w 3/8in Bmpr TMld Edge Finish: Smith System T-Mold NVY - NAVY T MOLD  Frame Finish: Smith System Paint PLT - Platinum SMITHSYSTE 	568T	126.40	71,795.20
2 11849 - Flavors Stack Chair - A Shell-18" Height	568T	84.80	48,166.40

Accepted by _____ Title _____ Date _____



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Sacramento, CA 95816
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Quotation 728822

Page 2 / 3 (cont'd)

Description		Quantity	Unit Price	Extended Price
2	Shell Finish: Smith System Plastic NAVY - Navy Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE			
3	FREIGHT - Freight SMITHSYSTE	1T	11,246.40	11,246.40
4	PROJECT MANAGEMENT - Project Management UNITED	41T	105.00	4,305.00
5	24050591T - Labor to Receive Smith System Trailer Direct to Site: Assemble and Place (568) Student Desks and Chairs in Classrooms. (34) desks in each room. 1st and 2nd floor Must install August 1st, 2nd, 5th, 6th Prevailing Wage: Normal Business Hours * Certified Payroll * Long Push UNITED	1T	50,933.33	50,933.33
Quotation Totals				
Sub Total				186,446.33
Estimated Tax Rate - 7.750%				14,449.59
Grand Total				200,895.92

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End of Quotation

Accepted by _____ Title _____ Date _____

1. QUOTATIONS AND ORDERS

TERM: All prices are guaranteed for 30 days from date of quotation.

- a. **PAYMENT TERMS:** Balance is due in full net thirty (30) days from date of invoice. For open punch list items, an amount commensurate to items in question and no greater than 10% may be withheld until completion as per standard industry practice.
- b. **DELAYS:** If, for any reason, Buyer is unable to receive product at the job site on the mutually agreed upon delivery date, product will be deemed delivered and will be invoiced as if delivered
- c. **CANCELLATIONS:**
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- d. **EXTRA HANDLING DUE TO SITE CONDITIONS:** Charges will be assessed to the Buyer for excessive handling, storage and transportation incurred because of site conditions, activity of other trades, or other reasons beyond Seller's control not specifically identified in the price quotation at a standard hourly rate or actual charges if performed by a third party.

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- c. **WARRANTIES:**
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Sacramento, CA 95816
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oneworkplace.com/sacramento

Quotation 728534

Quote Date 05/30/24
Project 242342
Customer 172079
Terms Net 30
Account Representative Taylor Herrick

Quote To

Brett Homesley
CENTER UNIFIED SCHOOL DISTRICT
4747 PFE RD
Roseville CA 95747-9776

Ship To

Brett Homesley
CENTER UNIFIED SCHOOL DISTRICT
4747 PFE RD
Roseville CA 95747-9776

tduncan@centerusd.org,
InvoicesOracle@oneworkplace.com

Phone +1 (000) 000-0000
bhomes@centerusd.org

PROJECT NAME: Wilson C. Riles Middle School
CMAS CONTRACT #: 4-21-05-1067
*****QUICK SHIP REQUIRED*****
*****REQUEST FOR LIFTGATE*****

Please note 30 days of storage at our warehouse is included. Any additional storage is subject to monthly storage charges.

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Sales taxes shown are at current rates, but subject to change without notice to those rates applicable at the time of invoicing.

A signed copy of this quote (last page requires signature) and/or purchase order is required to place an order. Products below/per our Project Validation Packages may be made to order; and as such would be non-returnable and non-refundable. Signature of this document accepts all products and finishes contained herein. Please review quote carefully.

Unless special terms apply, all orders over \$25,000 require a 50% deposit of the order total before the order can be placed.

Product and Labor may be invoice separately. Please discuss with your Sales contact.

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Description	Quantity	Unit Price	Extended Price
1 25830 - Planner Activity Table 24" Diameter x 72" Width Worksurface Finish: SMITH SYSTEM LAMINATE 494360 - CLASSIC LINEN LAMINATE Edge: 1 1/4in Top w 3/8in Bmpr TMld Edge Finish: SMITH SYSTEM T-MOLD CER - CERULEAN T MOLD Leg Finish: SMITH SYSTEM PAINT PLT - PLATINUM Leg: Height-Adjustable 24-34" H SMITHSYSTE	36T	360.53	12,979.08

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Quotation 728534

Page 2 / 4 (cont'd)

Description		Quantity	Unit Price	Extended Price
2	33849 - Groove Stack Chair - A Shell-18" Height Shell Finish: Smith System Plastic PRSNBLUE - PERSIAN BLUE Frame Finish: Smith System Paint PLT - PLATINUM Glide: Standard Nylon Base Glide SMITHSYSTE	674T	75.20	50,684.80
3	01600 - Silhouette Single-Student Desk, Laminate Top, Adjustable Height, 18" Depth X 24" Width X 19-31" Height Worksurface Finish: Smith System Laminate 494360 - CLASSIC LINEN LAMINATE Edge: 1 1/4in Top w 3/8in Bmpr TMId Edge Finish: Smith System T-Mold CER - CERULEAN T MOLD Frame Finish: Smith System Paint PLT - Platinum SMITHSYSTE	686T	118.93	81,585.98
4	17576 - 3" Dual Wheel Pack,Dual-Wheel, Set of 4 Locking SMITHSYSTE	656T	54.40	35,686.40
5	33851 - Groove Noodle 18" A Chair Shell Finish: Smith System Plastic PRSNBLUE - PERSIAN BLUE Frame Finish: Smith System Paint PLT - PLATINUM Glide: Standard Nylon Base Glide SMITHSYSTE	96T	136.53	13,106.88
6	FREIGHT - Freight SMITHSYSTE	1T	16,979.01	16,979.01
7	PROJECT MANAGEMENT - Project management services. 61 hours UNITED	61T	105.00	6,405.00
8	24050453T - Labor to Receive Smith System Trailers Direct to Site: Assemble and Place (36) Planner Activity Tables 72", (674) 18"Groove Stack Chairs, (656) Silhouette Single Desk w/dual casters, (30) Silhouette Single Desk without Casters & (96) 18" Groove Noodle Chairs. Normal Business Hours Certified Payroll UNITED	1T	63,174.29	63,174.29

Quotation Totals

Sub Total	280,601.44
Estimated Tax Rate - 7.250%	20,343.60
Grand Total	300,945.04

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Quotation 728534
Page 3 / 4 (cont'd)

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End of Quotation

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1. QUOTATIONS AND ORDERS

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2. DELIVERY AND INSTALLATION

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- b. **FREIGHT CLAIMS:** Claims for product damaged in transit, other than drop shipments, will be processed by Seller and damaged product will be repaired or replaced to the reasonable satisfaction of Buyer.
- c. **WARRANTIES:**
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FORCE MAJEURE

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Sacramento, CA 95816
T. 916.553.5800 | F. 916.553.5900
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Quotation 728254

Quote Date 05/30/24

Project 242242

Customer 172079

Terms Net 30

Account Representative Taylor Herrick

Quote To

Tina Duncan
CENTER UNIFIED SCHOOL DISTRICT
8408 WATT AVE
Antelope CA 95843-9116

Ship To

Erica Olmstead
Cybril Spinelli Elementary School
3401 SCOTLAND DR
Antelope CA 95843-2226

tduncan@centerusd.org,
InvoicesOracle@oneworkplace.com

Phone +1 (000) 000-0000
eolmstead@centerusd.org

PROJECT NAME: Spinelli Elementary - Furniture Selections

CMAS CONTRACT #: 4-21-05-1067

*****QUICK SHIP REQUIRED*****

*****REQUEST FOR LIFTGATE*****

Please note 30 days of storage at our warehouse is included. Any additional storage is subject to monthly storage charges.

All prices are guaranteed for 30 days from date of quotation unless otherwise specified in a Master Services Agreement.

Sales taxes shown are at current rates, but subject to change without notice to those rates applicable at the time of invoicing.

A signed copy of this quote (last page requires signature) and/or purchase order is required to place an order. Products below/per our Project Validation Packages may be made to order; and as such would be non-returnable and non-refundable. Signature of this document accepts all products and finishes contained herein. Please review quote carefully.

Unless special terms apply, all orders over \$25,000 require a 50% deposit of the order total before the order can be placed.

Product and Labor may be invoice separately. Please discuss with your Sales contact.

Once a delivery/installation date is determined, 72 hours notice is required for any changes without incurring a fee.

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Description	Quantity	Unit Price	Extended Price
1 01650 - Silhouette Single-Student Desk, Laminate Top, Adjustable Height, 20" Depth X 27" Worksurface Finish: Smith System Laminate 798360 - BOARDWALK OAK LAMINATE Edge: 1 1/4in Top w 3/8" bumper T-mold Edge Finish: Smith System Plastic ORANGE - ORANGE Frame Finish: Smith System Paint PLT - Platinum SMITHSYSTE	308T	145.60	44,844.80
2 17576 - 3" Dual Wheel Pack,Dual-Wheel, Set of 4 Locking	308T	54.40	16,755.20

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Quotation 728254

Page 2 / 4 (cont'd)

Description		Quantity	Unit Price	Extended Price
2	SMITHSYSTE			
3	17190 - Silhouette Steel Bookbox for 18x24 & 20x27 Desk Bookbox Finish: Smith System Paint PLT - Platinum SMITHSYSTE	260T	43.73	11,369.80
4	11853 - Flavors Noodle Chair - B Shell-14" Height Shell Finish: Smith System Plastic NAVY - Navy Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	40T	132.80	5,312.00
5	11852 - Flavors Noodle Chair - B Shell-16" Height Shell Finish: Smith System Plastic NAVY - Navy Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	60T	132.80	7,968.00
6	11851 - Flavors Noodle Chair - A Shell-18" Height Shell Finish: Smith System Plastic NAVY - Navy Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	20T	139.73	2,794.60
7	11847 - Flavors Stack Chair - B Shell-14" Height Shell Finish: Smith System Plastic NAVY - Navy Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	48T	76.57	3,675.36
8	11848 - Flavors Stack Chair - B Shell-16" Height Shell Finish: Smith System Plastic NAVY - Navy Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	98T	80.00	7,840.00
9	11849 - Flavors Stack Chair - A Shell-18" Height Shell Finish: Smith System Plastic NAVY - Navy Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	42T	90.86	3,816.12
10	FREIGHT - Freight	1T	8,083.01	8,083.01

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Quotation 728254

Page 3 / 4 (cont'd)

Description		Quantity	Unit Price	Extended Price
10	SMITHSYSTE			
11	PROJECT MANAGEMENT - Project management services. 36 hours UNITED	1T	3,780.00	3,780.00
12	24050278T - Labor to Receive Smith Systems Trailer Direct to Site. Assemble and Place Student Desks and Chairs in Classrooms. (Desk Come Palletized & Chairs come Fully Assembled). Note: Classrooms will be clear out by others for our Delivery. Include 100' Push. Normal Business Hours Certified payroll. UNITED	1T	27,713.33	27,713.33
Quotation Totals				
Sub Total				143,952.22
Estimated Tax Rate - 7.750%				11,156.30
Grand Total				155,108.52

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oneworkplace.com/sacramento

Quotation 727897

Quote Date 05/30/24

Project 242116

Customer 172079

Terms Net 30

Account Representative Taylor Herrick

Quote To

David French
MCCLELLAN HIGH SCHOOL
8725 WATT AVE
Antelope CA 95843-9116

Ship To

David French
MCCLELLAN HIGH SCHOOL
8725 WATT AVE
Antelope CA 95843-9116

tduncan@centerusd.org,
InvoicesOracle@oneworkplace.com

Phone +1 (916) 338-6440

Fax +1 (916) 338-7535

davidlf@centerusd.org

CMAS Contract # - 4-21-05-1067

Term End: 12/4/2027

*****QUICK SHIP REQUIRED*****

*****REQUEST FOR LIFTGATE*****

Please note 30 days of storage at our warehouse is included. Any additional storage is subject to monthly storage charges.

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Unless special terms apply, all orders over \$25,000 require a 50% deposit of the order total before the order can be placed.

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Description	Quantity	Unit Price	Extended Price
1 01670 - Silhouette Single-Student Desk, Laminate Top, Adjustable Height, 24" Depth X 27" Width X 22-34" Height Worksurface Finish: Smith System Laminate 494360 - CLASSIC LINEN LAMINATE Edge: 1 1/4in Top w 3/8in Bmpr TMId Edge Finish: Smith System T-Mold FGR - FOREST GREEN T MOLD Frame Finish: Smith System Paint PLT - Platinum	100T	174.40	17,440.00

Accepted by _____ Title _____ Date _____



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Quotation 727897

Page 2 / 3 (cont'd)

Description		Quantity	Unit Price	Extended Price
1	SMITHSYSTE			
2	17576 - 3" Dual Wheel Pack,Dual-Wheel, Set of 4 Locking SMITHSYSTE	100T	54.40	5,440.00
3	33855 - Groove Mobile Stack Chair w/ Casters - A Shell-18" Height Shell Finish: Smith System Plastic FRSTGREN - FOREST GREEN Frame Finish: Smith System Paint PLT - PLATINUM SMITHSYSTE	100T	96.00	9,600.00
4	FREIGHT - Freight SMITHSYSTE	1T	2,631.48	2,631.48
5	PROJECT MANAGEMENT - PROJECT MANAGEMENT UNITED	13T	105.00	1,365.00
6	LABOR - Labor - 24050153T Labor to Receive Smith System Truck Direct to Site. Assemble & Place (100) Silhouette Desks w/ casters & (100) 18" Grove stack chair in multiple classrooms. *Product will come palatized with not lift gate. *Ramps, pallet jack and possible down stacking onsite will be required. If installation occurs after 6/30/2024, additional charge will apply. Expires 6/30/2025 UNITED	1T	9,412.00	9,412.00

Quotation Totals

Sub Total	45,888.48
Estimated Tax Rate - 7.750%	3,556.36
Grand Total	49,444.84

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oneworkplace.com/sacramento

Quotation 727837

Quote Date 05/30/24

Project 242068

Customer 172079

Terms Net 30

Account Representative Taylor Herrick

Quote To

Tina Duncan
CENTER UNIFIED SCHOOL DISTRICT
8408 WATT AVE
Antelope CA 95843-9116

Ship To

Melissa Tackett-Oliver
DUDLEY ELEMENTARY - CENTER UNIFIED
SCHOOL DISTRICT
8000 AZTEC WAY
Antelope CA 95843-4486

tduncan@centerusd.org,
InvoicesOracle@oneworkplace.com

Phone +1 (000) 000-0000
mltoliver@centerusd.org

PROJECT NAME: CUSD - Dudley Elementary - New Desks and Chairs

CMAS CONTRACT #: 4-21-05-1067

*****QUICK SHIP REQUIRED*****

*****REQUEST FOR LIFTGATE*****

Please note 30 days of storage at our warehouse is included. Any additional storage is subject to monthly storage charges.

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Description	Quantity	Unit Price	Extended Price
1 01650 - Silhouette Single-Student Desk, Laminate Top, Adjustable Height, 20" Depth X 27" Width X 19-31" Height Worksurface Finish: Smith System Laminate 499660 - HIGH RISE LAMINATE Edge: 1 1/4in Top w 3/8in Bmpr TMId Edge Finish: Smith System T-Mold PLAT - PLATINUM T MOLD Frame Finish: Smith System Paint PLT - Platinum SMITHSYSTE	585T	126.40	73,944.00

Accepted by _____ Title _____ Date _____



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Quotation 727837

Page 2 / 4 (cont'd)

Description		Quantity	Unit Price	Extended Price
2	17190 - Silhouette Steel Bookbox for 18x24 & 20x27 Desk Bookbox Finish: Smith System Paint PLT - Platinum SMITHSYSTE	585T	43.73	25,582.05
3	17576 - 3" Dual Wheel Pack,Dual-Wheel, Set of 4 Locking SMITHSYSTE	585T	54.40	31,824.00
4	11853 - Flavors Noodle Chair - B Shell-14" Height Shell Finish: Smith System Plastic CHARCOAL - Charcoal Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	18T	132.80	2,390.40
5	11852 - Flavors Noodle Chair - B Shell-16" Height Shell Finish: Smith System Plastic CHARCOAL - Charcoal Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	57T	132.80	7,569.60
7	11851 - Flavors Noodle Chair - A Shell-18" Height Shell Finish: Smith System Plastic CHARCOAL - Charcoal Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	42T	139.73	5,868.66
9	11847 - Flavors Stack Chair - B Shell-14" Height Shell Finish: Smith System Plastic CHARCOAL - Charcoal Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	72T	76.57	5,513.04
10	11848 - Flavors Stack Chair - B Shell-16" Height Shell Finish: Smith System Plastic CHARCOAL - Charcoal Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	228T	80.00	18,240.00
12	11849 - Flavors Stack Chair - A Shell-18" Height Shell Finish: Smith System Plastic CHARCOAL - Charcoal Frame Finish: Smith System Paint PLT - Platinum Glide: Standard Nylon Base Glide SMITHSYSTE	168T	90.86	15,264.48

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Quotation 727837

Page 3 / 4 (cont'd)

Description		Quantity	Unit Price	Extended Price
14	EL4872 - Elemental Kidney Table, 48" Depth X 72" Width Worksurface Finish: 499660 - HIGH RISE LAMINATE Edge: 1 1/4in Top w 3/8in Bmpr TMld Edge Finish: CGR - CHARCOAL T MOLD Leg Finish: CHL - CHARCOAL Height: EA - Adjustable Height SMITHSYSTE	3T	384.00	1,152.00
15	17576 - 3" Dual Wheel Pack,Dual-Wheel, Set of 4 Locking SMITHSYSTE	3T	54.40	163.20
16	FREIGHT - Freight SMITHSYSTE	1T	14,620.30	14,620.30
17	PROJECT MANAGEMENT - Project management services. UNITED	58T	105.00	6,090.00
18	24050480T - Labor to Receive Smith System Truck Direct to Site. Assemble and Place (585) Silhouette desks with book box and casters and (585) Noodle chairs in multiple classrooms. (3) Elemental Tables w/casters * Product will be palletized and truck will have no lift gate. * Will require ramps, pallet jack and down stacking. Prevailing Wage: Normal Business Hours * certified payroll * space to be free and clear 5/15/2024 - Updated Scope to reduce Silhouette Desks & Seating by 20 each and include 3 Elemental Tables w/Casters 5/21/2024 - updated table and chair counts per IW 727837 Revised (2) Dudley. UNITED	1T	45,468.42	45,468.42

Quotation Totals

Sub Total	253,690.15
Estimated Tax Rate - 7.750%	19,660.99
Grand Total	273,351.14

*Select Images are provided as a preliminary color and type representation and should not be used for final color and product selection.
Due to individual computer/monitor/printer settings: color, texture, pattern, size and feature rendering may vary from the actual sample.
For accuracy, order and view an actual sample.*

End of Quotation

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1. QUOTATIONS AND ORDERS

TERM: All prices are guaranteed for 30 days from date of quotation.

- a. **PAYMENT TERMS:** Balance is due in full net thirty (30) days from date of invoice. For open punch list items, an amount commensurate to items in question and no greater than 10% may be withheld until completion as per standard industry practice.
- b. **DELAYS:** If, for any reason, Buyer is unable to receive product at the job site on the mutually agreed upon delivery date, product will be deemed delivered and will be invoiced as if delivered
- c. **CANCELLATIONS:**
All product is manufactured to customer specifications and, therefore, cannot be canceled once produced or in production, or returned. Restocking programs are not available.
- d. **EXTRA HANDLING DUE TO SITE CONDITIONS:** Charges will be assessed to the Buyer for excessive handling, storage and transportation incurred because of site conditions, activity of other trades, or other reasons beyond Seller's control not specifically identified in the price quotation at a standard hourly rate or actual charges if performed by a third party.

2. DELIVERY AND INSTALLATION

- a. **SELLER'S RESPONSIBILITIES:** Seller assumes responsibility to receive, inspect, stage, deliver and install Buyer's goods. All furnishings will be clean and put into good working order. Cartoning and packing materials will be removed and premises left in good order. When applicable, Seller may direct shipments directly to the job site.
- b. **FREIGHT CLAIMS:** Claims for product damaged in transit, other than drop shipments, will be processed by Seller and damaged product will be repaired or replaced to the reasonable satisfaction of Buyer.
- c. **WARRANTIES:**
SELLER MAKES NO WARRANTIES OF PRODUCT SOLD HEREUNDER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR WARRANTY THAT THE FURNITURE IS FIT FOR ANY PARTICULAR PURPOSE.

FORCE MAJEURE

Neither Party will be liable for a delay in performing its obligations under this Agreement or any Order to the extent that delay is caused by insurrection, war, terrorism, riot, explosion, nuclear incident, fire, flood, earthquake, or other catastrophic event or Act of God beyond the reasonable control of the affected Party.

These terms apply unless an alternative MSA has been agreed upon.

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Quotation 727373

Quote Date 05/30/24

Customer 172079

Terms Net 30

Account Representative Taylor Herrick

Quote To

Tina Duncan
CENTER UNIFIED SCHOOL DISTRICT
8408 WATT AVE
Antelope CA 95843-9116

Ship To

Jason Farrel
Rex Fortune Elementary School
4601 UPLAND DR
Roseville CA 95747-4687

tduncan@centerusd.org,
InvoicesOracle@oneworkplace.com

jfarrel@centerusd.org

PROJECT NAME: Rex Fortune – Additional Classrooms

CMAS CONTRACT #: 4-21-05-1067

*****QUICK SHIP REQUIRED*****

Please note 30 days of storage at our warehouse is included. Any additional storage is subject to monthly storage charges.

All prices are guaranteed for 30 days from date of quotation unless otherwise specified in a Master Services Agreement.

Sales taxes shown are at current rates, but subject to change without notice to those rates applicable at the time of invoicing.




A signed copy of this quote (last page requires signature) and/or purchase order is required to place an order. Products below/per our Project Validation Packages may be made to order; and as such would be non-returnable and non-refundable. Signature of this document accepts all products and finishes contained herein. Please review quote carefully.

Unless special terms apply, all orders over \$25,000 require a 50% deposit of the order total before the order can be placed.







Product and Labor may be invoice separately. Please discuss with your Sales contact.

Once a delivery/installation date is determined, 72 hours notice is required for any changes without incurring a fee.

Pricing does not include the removal or the disposal of any existing furniture.

Description		Quantity	Unit Price	Extended Price
1	11830 - Flavors Adjustable Chair With Casters - B Shell Shell Finish: Smith System Plastic ORANGE - Orange  SMITHSYSTE	15T	173.71	2,605.65
2	EL3060 - Elemental Rectangle Table, 30" Depth X 60" Width Worksurface Finish: Smith System Laminate 822060 - FRENCH PEAR LAMINATE Edge: F - 1 1/4in Top w 3mm Edgbnd Edge Finish: Smith System Plastic CERULEAN - CERULEAN  Leg Finish: Smith System Paint PLT - Platinum 	10T	321.71	3,217.10

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Description		Quantity	Unit Price	Extended Price
2	Height: EA - Adjustable Height SMITHSYSTE			
3	ELHAMO - Elemental Half-Moon Table, 36" Depth X 72" Width Worksurface Finish: Smith System Laminate 822060 - FRENCH PEAR LAMINATE Edge: F - 1 1/4in Top w 3mm Edgbnd Edge Finish: Smith System Plastic CERULEAN - CERULEAN  Leg Finish: Smith System Paint PLT - Platinum  Height: EA - Adjustable Height SMITHSYSTE	12T	405.71	4,868.52
4	OODLE33 - Oodle Stool Stack of 3 With 3 Movement Discs Oodle Finish: Smith System Plastic CERULEAN - Cerulean  SMITHSYSTE	6T	186.86	1,121.16
5	2411JC - Jonti-Craft® Culinary Creations Play Kitchen 4 Piece Set JONTI-CRAF	1T	1,511.13	1,511.13
6	6195JC - Jonti-Craft® Reflecting Cube JONTI-CRAF	1T	768.57	768.57
7	RLF18364F - Universal; Lateral file, 4 drawers, Flush steel front, 18D x 36W x 52H BASIC: 4798 STERLING METALLIC  LOCK: 9201 POLISHED CHROME  KEYS: SK PLUG TOP OPT: *OPT:TOP OPTIONS STL TOP: STD:1" STEEL TOP LOCK OPT: *OPT:DRAWER LOCK OPTIONS CENTRAL: STD:CENTRAL LOCKING DWR WGHT PKG: *OPT:COUNTERWEIGHT PKG WEIGHT: COUNTERWEIGHT PKG Steelcase	5T	1,064.20	5,321.00
8	LOCK9201FR - Lock Cylinder-FR Series, Polished Chrome  LOCK: 9201 POLISHED CHROME KEYS: SK RAND Steelcase	5T	N/C	N/C
9	FREIGHT - Freight SMITHSYSTE	1T	1,383.36	1,383.36
10	FREIGHT - Freight	1T	849.33	849.33

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Page 3 / 4 (cont'd)

Description		Quantity	Unit Price	Extended Price
10	JONTI-CRAF			
11	24040679T - To will-call (OWP SAC) Deliver, Assemble and Place: (3) Class Rooms of Furniture. Smith System/Jonti Craft manufactures. Prevailing Wage: NBH UNITED	1T	5,350.33	5,350.33
12	PROJECT MANAGEMENT - Project Management UNITED	10T	105.00	1,050.00
Quotation Totals				
Sub Total				28,046.15
Estimated Tax Rate - 7.750%				2,173.58
Grand Total				30,219.73

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Due to individual computer/monitor/printer settings: color, texture, pattern, size and feature rendering may vary from the actual sample.
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Agenda Item: XIV-C



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6/12/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tami JBeily

Initials:

Coordinator of Federal/State Programs

LC

SUBJECT: 2024 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)
ANNUAL UPDATE

☒ **Action Item**

☐ **Information Item**

Attached Pages 43

BACKGROUND:

The LCAP is a three-year plan that establishes districtwide goals, outlines actions, services, and expenditures to enhance student outcomes, and monitors metrics to measure progress.

The 2024 LCAP Annual Update concludes our three-year LCAP, assessing the effectiveness of actions outlined in the 2021-2024 plan. The Annual Update reports metrics over the three years and analyzes goal implementation, including any disparities between planned actions and implementation.

RECOMMENDED BOARD ACTION:

Approve the 2024 Local Control and Accountability Plan Annual Update

Agenda Item: XIV-C



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Center Joint Unified School District	Scott Loehr Superintendent	sloehr@centerusd.org (916) 338-6400

Goals and Actions

Goal

Goal #	Description
1	All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS, ELD, NGSS implementation by district or site personnel as measured by observation loop and feedback	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs
Teacher Misassignments Fully Credentialed Teachers	2020-21: 0.4% (1/223) teachers misassigned	2021-22: 2% (6/278) teachers misassigned	2022-23: 6% (14/201) teachers misassigned	Teacher assignment monitoring is not available, CDE	Zero teacher misassignments
Students access to standards aligned curriculum	100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Offerings & Completion	<p>2020-21 CHS offered 12 CTE offerings and 18 sections</p> <p>53.1% completed one CTE Pathway as reported by the 2020 CDE Dashboard</p>	<p>2021-22 CHS offered 13 CTE courses and 22 sections.</p> <p>37.3% completed one CTE Pathway as reported by 2021 CCI Dashboard</p> <p>*Reporting students in the 4 year graduation rate cohort</p>	<p>2022-23 CHS offered 14 CTE courses and 21 sections.</p> <p>30% completed one CTE Pathway as reported by the 2022 CCI Dashboard</p> <p>*Reporting students in the 4 year graduation rate cohort</p>	<p>CHS offered 12 CTE courses and 21 sections.</p> <p>22.5% (79 students) completed one CTE Pathway as reported by the Dashboard CTE Pathway Completion Report.</p> <p>*Reporting students in a 4 and 5 year graduation rate cohort</p>	<p>Maintain 12 CTE offerings</p> <p>59% CTE Pathway Completion, per CCI Dashboard</p>
a-g completion	<p>2019-20: 17.7% seniors met all a-g requirements as reported by DataQuest 5 year Cohort Graduation Rate</p>	<p>2020-21: 15% seniors met all a-g requirements as reported through CCI Dashboard</p> <p>14.6% African American 23.3% Asian 11.5% Hispanic 16.4% White 15% Two or more races 3.1% English Learners 13.9% Economically Disadvantaged 5.5% Students with Disabilities</p>	<p>2021-22: 16.4% seniors met all a-g requirements as reported through CCI Dashboard</p> <p>14.6% African American 32.4% Asian 33.3% Filipino 6% Hispanic 19.7% White 16.7% Two or more races 0.0% English Learners 12.2% Economically Disadvantaged 2% Students with Disabilities</p>	<p>2022-23: 19.9% seniors met all a-g requirements as reported on the Dashboard Pathway Completion Report.</p> <p>7.7% African American 41.4% Asian 53.8% Filipino 17% Hispanic 18.8% White 7.7% Two or more races 2.8% English Learners 16.7% Economically Disadvantaged</p>	<p>24% of seniors will meet all a-g requirements</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		11.6% Homeless Students	8% Homeless Students	0% Students with Disabilities 16.7% Homeless Students	
Advanced Placement Enrollment	2020-21 AP enrollment: 320 White: 35% (113/320) Hispanic: 15% (50/320) African American: 15% (48/320) Other Asian: 9% (28/320) Filipino: 8% (27/320) Asian Indian: 7% (23/320) Vietnamese: 5% (16/320) Laotian: 2% (7/320) American Indian: 1% (4/320) Hawaiian: 0.9% (3/320) Cambodian: 0.3%(1/320)	2021-22 AP enrollment: 125 White: 45.5% (57/125) Hispanic: 12% (15/125) African American: 4.8% (6/125) Other Asian: 8.9% (12/125) Filipino: 13.8% (18/125) Asian Indian: 4% (5/125) Vietnamese: 5.6% (7/125) Laotian: 0.8% (1/125) American Indian: 0.8% (1/125) Hawaiian: 1.6% (2/125)	2022-23 AP enrollment: 121 White: 43.8% (53/121) Hispanic: 21.5% (26/121) African American: 11.6% (14/121) Other Asian: 10.7% (13/121) Filipino: 7.4% (9/121) Vietnamese: 2.5% (3/121) Hawaiian/Pacific Islander: 1.7% (2/121)	2022-23 AP Enrollment: 161 White: 37.8% (61/161) Hispanic: 19% (32/161) African American: 11.1% (18/161) Other Asian: 9% (16/161) Filipino: 11.8% (19/161) Asian Indian: 3% (6/161) Vietnamese 0.6% (1/161) Hawaiian/Pacific Islander: 2.4% (4/161) Chinese: 2.4% (4/161)	Close the ethnicity gap so AP enrollment of Hispanic students reflects total enrollment of Hispanic students at CHS
AP Passage Rate, 3 or higher	27.3% students earned a score of 3 or higher on two AP exams as reported by 2020 CCI Dashboard	11.6% (31 students) earned a score of 3 or higher on two AP exams as reported by 2021 CCI Dashboard.	6.7% (24 students) earned a score of 3 or higher on two AP exams as reported by 2022 CCI Dashboard.	8% (28 students in 344 cohort) earned a score of 3 or higher on two AP exams as reported by the 2023	35% of students will earn a score of 3 or higher on two AP exams as reported by 2020 CCI Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	78.5% (77/98) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2020 as reported by College Board	<p>Percentage of each student group who scored 3 or higher on two AP exams</p> <p>8.3% African American 21.4% Asian 12.7% Hispanic 8.9% White 17.6% Two or more races 7.4% English Learners 10.6% Economically Disadvantaged 2.3% Students with Disabilities 12.1% Homeless Students</p> <p>67.5% (54/80) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2021 as reported by College Board</p> <p>*Reporting students in the 4 year graduation</p>	<p>Percentage of each student group who scored 3 or higher on two AP exams</p> <p>7% African American 12.8% Asian 0.9% Hispanic 7.7% White 0% Two or more races 0% English Learners 4.4% Economically Disadvantaged 0% Students with Disabilities 5.7% Homeless Students</p> <p>69.8% (51/73) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2022 as reported by College Board</p> <p>*Reporting students in the 4 year graduation rate cohort for 2 AP exams</p>	<p>Dashboard College/Career Levels and Measures Report</p> <p>Number of students in each student group who scored 3 or higher on two AP exams</p> <p>1 African American 6 Asian 1 Filipino 4 Hispanic 15 White 0 Two or more races 0 English Learners 12 Economically Disadvantaged 0 Students with Disabilities 3 Homeless Students</p> <p>79.6% (51/64) of students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2023 as reported by College Board</p> <p>*Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams</p>	70% of students will earn a score of 3 or higher on one AP exam as reported by College Board.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		rate cohort for 2 AP exams		**Dashboard reported demographics in numbers versus percentages	
EL Progress Indicator	59.3% made progress as reported on 2019-20 Dashboard	EL Progress Indicator is currently not reported on the CDE Dashboard	<p>49.2% of English Learners made progress towards English language proficiency as reported by the Dashboard.</p> <p>45.9% progressed at least 1 ELPI Level 3.3% maintained ELPI Level 4 33.1% maintained ELPI Levels 1-3H 27.7% decrease at least 1 ELPI Level</p>	51.2% of English Learners made progress towards English language proficiency as reported by the Dashboard.	Increase by 2% annually bringing indicator on Dashboard to a ranking of Very High
EL Redesignation	2020-21: 14.4% (80 students) were Redesignated Fluent English Proficient	2021-22: 15.6% (75 students) were Redesignated Fluent English Proficient	2022-23: 18.1% (98/540 students) were Redesignated Fluent English Proficient	2023-24: 14.5% (98/674 students) were Redesignated Fluent English Proficient	Increase to 18%
ERHMS	2019-20: Students served: 70 Average Attendance: 93.9% Average GPA: 2.63%	2020-21: Students served: 26 Average Attendance: 90% Average GPA: 1.21%	2022-23 Students served: 51 Average Attendance: 94.4% Average GPA: 2.5%	2023-24 Students served: 73 Average Attendance: 85.4% Average GPA: 1.79%	Average Attendance: 94% GPA: 2.75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	<p>CAASPP (2018-19) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 55% 4th: 52.3% 5th: 57.6% 6th: 65.1% 7th: 56.8% 8th: 66.7% 11th: 75.6%</p> <p>CAASPP MATHEMATICS Standards Met or Exceeded 3rd: 57.3% 4th: 41.5% 5th: 38.1% 6th: 47.3% 7th: 52.6% 8th: 64.5% 11th: 56.5%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS:</p> <p>ECONOMICALLY DISADVANTAGED</p>	<p>CAASPP (2020-21) 11th only ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 11th: 67.3%</p> <p>49.9% Economically Disadvantaged 16.8% Students with Disabilities 10.9% English Learners 42.6% African American 82.3% Asian 50.2% Hispanic 68.7% White 79.6% Two or more Races 41.3% Homeless</p> <p>CAASPP (2020-21) MATHEMATICS Standards Met or Exceeded 11th: 32.3%</p> <p>23.2% Economically Disadvantaged 5.6% Students with Disabilities</p>	<p>CAASPP (2021-22) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 48% 4th: 45% 5th: 47% 6th: 45% 7th: 49% 8th: 47% 11th: 55%</p> <p>MATHEMATICS Standards Met or Exceeded 3rd: 33% 4th: 39% 5th: 32% 6th: 32% 7th: 32% 8th: 29% 11th: 27%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS:</p> <p>ECONOMICALLY DISADVANTAGED</p>	<p>CAASPP (2022-23) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 31% 4th: 31% 5th: 34% 6th: 37% 7th: 36% 8th: 34% 11th: 42%</p> <p>MATHEMATICS Standards Met or Exceeded 3rd: 28% 4th: 21% 5th: 20% 6th: 25% 7th: 26% 8th: 25% 11th: 21%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS:</p> <p>ECONOMICALLY DISADVANTAGED</p>	<p>Increase the percentage of students scoring Standard Met or Exceeded on CAASPP ELA & Math by 5%</p> <p>5% Increase of economically disadvantaged students achieving Standard Met or Exceeded</p> <p>5% Increase of students with disabilities achieving Standard Met or Exceeded</p> <p>5% Increase of English learner students achieving Standard Met or Exceeded</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standards Met or Exceeded English/Language Arts 3rd: 36.6% 4th: 37.4% 5th: 39.6% 6th: 37.8% 7th: 39.1% 8th: 37.1% 11th: 47.2% Math 3rd: 38.4% 4th: 32.4% 5th: 25.5% 6th: 25.9% 7th: 24.8% 8th: 23.8% 11th: 20.9% STUDENTS with DISABILITIES Standards Met or Exceeded (CAASPP18-19) English/Language Arts 3rd: 21.3% 4th: 19.4% 5th: 17.9% 6th: 13.4% 7th: 14% 8th: 12.4% 11th: 15.8%	6.3% English Learners 18% African American 71.7% Asian 22.5% Hispanic 44.2% White 46.6% Two or more Races 18.5% Homeless	Standards Met or Exceeded English/Language Arts 3rd: 40% 4th: 31% 5th: 35% 6th: 33% 7th: 37% 8th: 36% 11th: 45% Math 3rd: 31% 4th: 25% 5th: 19% 6th: 21% 7th: 20% 8th: 18% 11th: 16% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 20% 4th: 19% 5th: 17% 6th: 12% 7th: 20% 8th: 12% 11th: 16% Math	Standards Met or Exceeded English/Language Arts 3rd: 31% 4th: 32% 5th: 28% 6th: 36% 7th: 32% 8th: 30% 11th: 36% Math 3rd: 23% 4th: 16% 5th: 16% 6th: 24% 7th: 21% 8th: 25% 11th: 21% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 20% 4th: 18% 5th: 17% 6th: 13% 7th: 14% 8th: 12% 11th: 17%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math</p> <p>3rd: 24.2%</p> <p>4th: 18.5%</p> <p>5th: 12.8%</p> <p>6th: 9.6%</p> <p>7th: 9.1%</p> <p>8th: 7.6%</p> <p>11th: 5%</p> <p>ENGLISH LEARNERS</p> <p>Standards Met or Exceeded</p> <p>(CAASPP18-19)</p> <p>English/Language Arts</p> <p>3rd: 18.4%</p> <p>4th: 17.5%</p> <p>5th: 13.3%</p> <p>6th: 9.5%</p> <p>7th: 9.1%</p> <p>8th: 6.1%</p> <p>11th: 7.8%</p> <p>Math</p> <p>3rd: 24.5%</p> <p>4th: 17.8%</p> <p>5th: 9.5%</p> <p>6th: 7.5%</p> <p>7th: 7%</p> <p>8th: 5.9%</p> <p>11th: 5%</p>		<p>3rd: 23%</p> <p>4th: 18%</p> <p>5th: 12%</p> <p>6th: 9%</p> <p>7th: 8%</p> <p>8th: 6%</p> <p>11th: 4%</p> <p>ENGLISH LEARNERS</p> <p>Standards Met or Exceeded</p> <p>English/Language Arts</p> <p>3rd: 17%</p> <p>4th: 16%</p> <p>5th: 14%</p> <p>6th: 9%</p> <p>7th: 10%</p> <p>8th: 6%</p> <p>11th: 8%</p> <p>Math</p> <p>3rd: 20%</p> <p>4th: 14%</p> <p>5th: 7%</p> <p>6th: 6%</p> <p>7th: 5%</p> <p>8th: 3%</p> <p>11th: 3%</p>	<p>Math</p> <p>3rd: 24%</p> <p>4th: 19%</p> <p>5th: 12%</p> <p>6th: 10%</p> <p>7th: 9%</p> <p>8th: 7%</p> <p>11th: 4%</p> <p>ENGLISH LEARNERS</p> <p>Standards Met or Exceeded</p> <p>English/Language Arts</p> <p>3rd: 16%</p> <p>4th: 14%</p> <p>5th: 12%</p> <p>6th: 8%</p> <p>7th: 8%</p> <p>8th: 5%</p> <p>11th: 8%</p> <p>Math</p> <p>3rd: 22%</p> <p>4th: 14%</p> <p>5th: 8%</p> <p>6th: 6%</p> <p>7th: 5%</p> <p>8th: 3%</p> <p>11th: 2%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate	2019-20 as reported through CDE DataQuest: 87.8%	2020-21: 87.1% as reported through by CCI Dashboard 85.4% African American 83.3% Asian 87.4% Hispanic 89.7% White 80% Two or more races 75% English Learners 86.6% Socioeconomically Disadvantaged 65.5% Students with Disabilities 76.7% Homeless Students *Reporting students in the 5 year graduation rate cohort	2021-22: 91.1% as reported by the CCI Dashboard 97.6% African American 91.9% Asian 92.6% Hispanic 90.7% White 75% Two or more races 80% English Learners 89.8% Socioeconomically Disadvantaged 79.4% Students with Disabilities 83.3% Homeless Students *Reporting students in the 5 year graduation rate cohort	2022-23: 84.9% as reported by the Dashboard 68.6% African American 86.2% Asian 87.3% Hispanic 84.1% White 93.5% Two or more races 79.5% English Learners 81.8% Socioeconomically Disadvantaged 67.2% Students with Disabilities 69.2% Homeless Students *Reporting students in the 5 year graduation rate cohort	90% District Graduation Rate as reported through CCI Dashboard
Seal of Biliteracy	2019-20: 10.4% graduates earned Seal of Biliteracy as reported by DataQuest 5 year Cohort Graduation Rate *Baseline reported on 2021-22 LCAP was incorrect. Figure	2020-21: 11.6% graduates (36 students) earned Seal of Biliteracy as reported by CCI Dashboard Percentage of each student group that earned Seal of Biliteracy	2021-22: 9.3% graduates (33 students) earned Seal of Biliteracy as reported by CCI Dashboard Percentage of each student group that earned Seal of Biliteracy	2022-23: 5% of graduates (20 students) earned Seal of Biliteracy as reported by the Dashboard College and Career Measures Report	22% of graduates earn the Seal of Biliteracy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	noted above is the corrected baseline.	12.2% African American 3.3% Asian 16.1% Hispanic 10.3% White 12.5% English Learners 10.8% Economically Disadvantaged 3.6% Students with Disabilities 14% Homeless Students *Reporting students in the 4 year graduation rate cohort	4.7% African American 7.7% Asian 6.3% Hispanic 13.8% White 0.0% English Learners 7.4% Economically Disadvantaged 0.0% Students with Disabilities 5.7% Homeless Students *Reporting students in the 4 year graduation rate cohort		
IReady	Baseline based on 3 Level Placement 2021-22 beginning of year diagnostic: Reading 22% on or above grade level 37% one grade level below 41% two or more grade levels below Math 13% on or above grade level	2021-22 Diagnostic #2 administered Nov-Dec 2021 Reading 33% on or above grade level 32% one grade level below 35% two or more grade levels below Math 22% on or above grade level 42% one grade level below	2022-23 Diagnostic #2 administered Nov-Dec 2022 Reading 33 % on or above grade level 34% one grade level below 33%% two or more grade levels below Math 22% on or above grade level 45% one grade level below	2023-24 Diagnostic #2 administered Nov-Dec 2023 Reading 30% on or above grade level 31% one grade level below 40% two or more grade levels below Math 20% on or above grade level 39% one grade level below	Decrease by 5%, students scoring two or more grade levels below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	41% one grade level below 46% two or more grade levels below*	36% two or more grade levels below 2021-22 Diagnostic #3 administered March-April 2022 Reading 38% on or above grade level 28% one grade level below 34% two or more grade levels below Math 28% on or above grade level 37% one grade level below 34% two or more grade levels below	34% two or more grade levels below 2022-23 Diagnostic #3 administered March 2023 Reading 40% on or above grade level 28% one grade level below 32% two or more grade levels below Math 31% on or above grade level 37% one grade level below 34% two or more grade levels below	41% two or more grade levels below 2023-24 Diagnostic #3 administered March 2024 Reading 36% on or above grade level 28% one grade level below 36% two or more grade levels below Math 28% on or above grade level 36% one grade level below 36% two or more grade levels below	
Prepared for College & Career	40% of graduates are prepared for college and career and 20.3% are approaching prepared as reported on 2020 CCI Dashboard.	College & Career Indicator data not available. College & Career Indicator not on the 2021 Dashboard.	College & Career Indicator not reported on the 2022 Dashboard.	Following a two year gap in the CDE reporting data through the College & Career Indicator, measurement reinstated. As reported on the 2023 Dashboard:	45% prepared, 25% approaching 25% a-g compliant and CTE pathway completers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020: 10 students completed a-g requirements AND at least one CTE Pathway	<p>2021: 10.3% (32 students) completed a-g requirements AND at least one CTE Pathway as reported by the CCI Dashboard.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway:</p> <p>7.3% African American 13.3% Asian 9.2% Hispanic 10.3% White 10% Two or more races 3.1% English Learners 9.1% Economically Disadvantaged 3.6% Students with Disabilities 9.3% Homeless Students</p>	<p>2022: 9.3% (33 students) completed a-g requirements AND at least one CTE Pathway as reported by the CCI Dashboard.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway:</p> <p>4.7% African American 20.5% Asian 3.6% Hispanic 10.8% White 6.3% Two or more races 0% English Learners 5.5% Economically Disadvantaged 0% Students with Disabilities 0% Homeless Students</p>	<p>31.4% of graduates are "Prepared" for College and Career 30.5% of graduates are "Approaching Prepared" 38.1% of graduates are "Not Prepared"</p> <p>2023: 10.5% (37 students) completed a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway:</p> <p>2.9% African American 27.6% Asian 8.5% Hispanic 12.4% White 0% Two or more races 0% English Learners 7.8% Economically Disadvantaged</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Reporting students in the 4 year graduation rate cohort	*Reporting students in the 4 year graduation rate cohort	0% Students with Disabilities 7.7% Homeless Students *Reporting students in a combined 4 and 5 year graduation rate cohort	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

INSTRUCTIONAL STAFF TRAINING

Forty-four new teachers were hired for the 2023-24 school year. Twenty-seven were supported through the Induction Program by 12 district mentors. It has been challenging to support the substantial rise in new teachers with the limited pool of district mentors. The result is a higher mentor-to-new-teacher ratio. Another challenge is the number of new teachers ineligible for 1st-year Induction due to uncleared documents. To address this gap in support, the mentor team has actively sought ways to coordinate on-campus resources for these teachers. Additionally, delays in clearing state-mandated teacher assessments have led mentors to spend mentoring time assisting with the clearing process, leading to a reduction in the time available to directly support teaching.

The Teacher on Special Assignment (TOSA) has been instrumental in seamlessly integrating technology into the curriculum. By providing teachers with individualized support for technology-infused teaching and learning, the TOSA has lightened the load of the Coordinator of Curriculum and Instruction.

Aligned with the district calendar, school staff dedicate Mondays to collaborating in Professional Learning Communities (PLCs). During these PLC meetings, sites focus on reviewing iReady data, establishing and overseeing Plan-Do-Study-Act (PDSA) cycles, with elementary sites additionally pinpointing students in need of targeted support.

INTERVENTION

During the first year, fully implementing intervention proved challenging due to gaps in personnel and a shortage of substitute teachers. These situations forced intervention teachers to cancel group intervention time to cover classrooms. In the second year, staffing issues were less problematic, resulting in increased consistency in K-8 intervention. During the second year of implementation, K-8 intervention practices were refined. Teams analyzed data, established targeted grade-level rotations, and collaborated with grade-level teachers to determine necessary supports through Tier II. Classroom teachers were supported in providing intervention and extension within classrooms resulting in more targeted support for students with greater needs. Despite these efforts, intervention did not increase achievement as anticipated.

At Center HS, support classes were eliminated due to the inability to fill positions.

COLLEGE and CAREER opportunities offered during the 2023-24 school year:
CTE coursework offered at various elementary sites: STEAM, C-STEM, Robotics
CTE coursework offered at Riles Middle School: Broadcasting, PLTW

CTE Pathways offered at Center HS:

- Graphic Design Pathway
- Media and Design
- Animation Pathway
- Residential Construction
- PLTW Engineering
- Entrepreneurship Pathway
- Broadcasting Pathway
- Public Safety Pathway
- Patient Care Pathway

ACADEMIC SUPPORT through SFSS

The 2023-24 school year saw a thriving mentoring program with 70 students from grades 2-12 receiving support. This includes 43 students who continued their mentoring journey from the previous year. Mentors take a solution-oriented approach, fostering positive relationships with their mentees. This support extends beyond just emotional connection; mentors connect students with resources like peer tutoring and guide them through life experiences like FAFSA applications, job interviews, and college applications.

PROFESSIONAL DEVELOPMENT

The 2023-24 professional development (PD) program provided educators with a variety of opportunities to enhance their skills. Core offerings included 7 sessions on the Science of Reading, 6 math sessions, and 4 sessions on Universal Design for Learning (UDL). Additionally, a Writing Committee supported writing instruction, and the Keys to Literacy program was offered.

This year saw the introduction of "Curriculum Huddles," mini-lessons for teachers to explore new ideas and strategies.

EL Coordinators at Center HS, Oak Hill, and Spinelli led sessions on effectively meeting the needs of English learners, equipping teachers with practical strategies and tools.

In collaboration with school-based special education teams, the district identified areas for improvement through a teacher survey. District and site teams then co-presented sessions on utilizing the IEP-at-a-Glance tool, implementing accommodations and modifications. This initiative aligns with the district's Differentiated Assistance work in partnership with the Sacramento County Office of Education.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

ENGLISH LEARNER SUPPORTS

Certificated employees received a 9.5% salary increase and classified employees received a 15.5% salary increase during the 2023-24 school year. This increased the Estimated Expenditures when compared to the Budgeted Expenditures.

CTE OFFERINGS

Our Media Communications Academy is changing its industry sector focus from Arts, Media, and Entertainment to Information and Communication Technologies, with the specific pathway of Software and Systems Development. As a result, the program did not expend all of its allocated funding since that funding was specific to the former focus.

PROFESSIONAL DEVELOPMENT

The professional development costs fell under other goals and actions such as English Language Learners or CTE Offerings.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions aimed at improving TK-12 student achievement to increase college and career readiness have not yielded the desired outcomes. Learning loss efforts implemented in 2021-22 and 2022-23, have not yet produced the desired results.

ACHIEVEMENT

The district did not reach the targeted 5% annual growth in both overall ELA and math scores as measured by CAASPP. Upon comparing baseline data with year 3 outcomes, each grade level exhibited a decline. The average decrease in elementary scores was 24 points in ELA and 22 points in math, while in secondary grades, there was an average drop of 28 points in ELA and 33 points in math. Grades 8 and 11 experienced the most significant decline, with math scores dropping more substantially than ELA. Notably, CAASPP data for students with

disabilities showed no significant gain or loss over the three-year cycle. Similarly, English learner outcomes remained relatively consistent, with growth or loss averaging less than 1.5 points per grade level over the 3-year period.

IREADY READING and MATH

The district fell short of its target goal to reduce the number of students scoring two or more grade levels below in reading and math by 5%. Results from the past three spring administrations of iReady Diagnostic 3 show achievement has remained largely stagnant, and in fact, the percentage of students scoring two or more grade levels below in both reading and math increased to 36% in 2024.

ENGLISH LEARNER PROGRESS

The district did not reach the target of 2% annual growth on the EL Progress Indicator, which measures progress toward language proficiency. Starting at a baseline of 59.3%, progress declined to 51.2% among English learners in attaining English proficiency.

The district met the 18% desired outcome for English Learner redesignation in year 2 of the LCAP cycle. However, in 2023-24 the percentage of English Learners redesignated dropped back to 14.5% which is consistent with baseline and year 1 data.

GRADUATION RATES

The district did not achieve the 90% targeted graduation rate. Some student groups experienced an increase in graduation rates, while others saw a decrease, resulting in an overall decline from a baseline of 87.8% to 84.9%. According to the dashboard, students with disabilities were classified in the RED band, indicating a 67.2% graduation rate, marking an 11.9% decrease compared to the previous year. Five student groups were categorized in the ORANGE band: African American, Hispanic, homeless, socioeconomically disadvantaged, and white. Among these, African American students had the lowest graduation rate at 68%, with a significant decline of 29%. English Learners were the sole group in the YELLOW BAND, maintaining an 81% graduation rate.

GRADUATES PREPARED for COLLEGE and CAREER

The district did not achieve the target of having 59% of graduates complete at least one CTE pathway. Despite maintaining 12 offerings, only 22.5% of graduates completed a CTE pathway.

The district did not achieve the target of 45% of graduates classified as "prepared," with only 31% considered "prepared" for college and career. However, it surpassed the goal of having 25% of graduates classified as "approaching prepared," with the percentage increasing from 20% to 30%.

The district did not achieve the intended 24% target for a-g completion. However, it did experience growth, increasing from 17.7% in 2019-20 to 19.9% in 2022-23.

The metric for passing at least one AP test has remained relatively consistent, with a baseline passage rate of 78.5% and a 79.6% passage rate in 2023, consistently exceeding the target of 70%. However, a concerning trend is observed in the decreasing number of students taking and passing at least one test. In 2020, the baseline established 98 students passing one test. This number declined each year, with only 64 students taking and passing one AP test in 2023.

The district fell short of the intended 35% target for graduates earning a score of 3 or higher on 2 AP tests, dropping from a baseline of 27.3% to just 8%.

The district did not achieve the target of 25% of graduates completing both a-g requirements and one CTE pathway, with only 10.5% meeting both criteria. However, there was an increase in the number of students achieving this, rising from 10 graduates in 2020 to 37 graduates in 2023. While there was growth in the white and Asian subgroups, there was a decline observed in the African American, two or more races, English learner, socio-economically disadvantaged, and students with disabilities subgroups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

State and local data indicate that we didn't meet our expected targets for student achievement, college and/or career readiness as outlined in Goal 1 of the 2021-2024 LCAP. Consequently, we're developing new goals and actions with a heightened emphasis on literacy and instruction. This encompasses implementing Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), increasing professional learning opportunities, conducting walkthroughs, and introducing additional supports and accountability measures. Classroom resources and administrative support will be provided to address behavioral issues hindering learning while continuing efforts to boost student attendance. These initiatives, detailed in Goals 2 and 3 in the 2024-2027 LCAP, will equip teaching staff with the necessary knowledge, skills, and resources to enhance tiered instruction and deliver targeted interventions tailored to individual student needs, ultimately leading to improved academic achievement for all students. We aim to ensure that children not only acquire proficient reading skills but also graduate academically equipped for post-high school endeavors, whether in college or career pathways.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection	100% of schools pass the Facilities Inspection with a rating of Good or better	100% schools passed the 2021 inspection with a rating of Good or better	100% schools passed the 2022 inspection with a rating of Good or better	100% schools passed the 2023 inspection with a rating of Good or better	100% of schools pass the Facilities Inspection
Daily Attendance	2019 P2 Districtwide Attendance: 93.5%	2021-22 P2 Districtwide Attendance: 88.69%	2022-23 P2 Districtwide Attendance: 89.46%	2023-24 P2 Districtwide Attendance: 90.63%	P2 Districtwide Attendance: 94%
Chronic Absenteeism	Chronic Absenteeism: 8.79%	2020-21 Chronic Absenteeism: 22% as reported by DataQuest	2021-22 Chronic Absenteeism: 42.8% as reported by the Dashboard	2022-23 Chronic Absenteeism: 29.2% as reported by the Dashboard	Chronic Absenteeism: 7.5%
District Drop Out Rate	2019-20: 4.9% (16 district-wide dropouts as reported by DataQuest in 4 Year Cohort report	2020-21 4.9% (15 students) districtwide dropouts in a cohort of 305 as reported by DataQuest in a 4 year Cohort outcome report African American: 0 Asian: 1	2021-22 4% (14 students) districtwide dropouts in a cohort of 349 as reported by DataQuest in a 4 year Cohort outcome report African American: 0 Asian: 0 Filipino: 1	2022-23: 4% (16 students) districtwide dropouts in a cohort of 338 as reported by DataQuest in a 4 year Cohort outcome report African American: 3 Asian: 0 Filipino: 0	4% district-wide drop out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Filipino: cohort too small to report and still maintain student privacy Hispanic/Latino: 5 White: 6 Two or more races: 1	Hispanic/Latino: 5 White: 7 Two or more races: 1	Hispanic/Latino: 7 White: 6 Two or more races: 0	
Middle School Drop Out Rate	Zero middle school drop outs	Zero middle school dropouts	Zero middle school dropouts	Zero middle school dropouts	Maintain zero middle school drop outs
Suspension Rate	2019-20 district suspension rate was 3.7%, as reported through CDE DataQuest	2020-21 district suspension rate: 0.4% as reported by DataQuest	2021-22 district suspension rate: 6.2% suspended at least one day as reported by the Dashboard	2022-23 district suspension rate: 7.1% suspended at least one day as reported by the Dashboard	Suspension Rate: 3.2%
Expulsion Rate	2019-20: 4 expulsions* *partial year data, schools closed for 3 months	2020-21: 0 expulsions as reported by DataQuest	2021-22: 1 expulsion as reported by DataQuest	2022-23: 6 expulsions as reported by DataQuest	No more than 6 expulsions
School Climate Survey Response Rate	May 2021: 67% of students districtwide in grades 3-12 (N = 2147) responded to initial Panorama School Climate Survey Dudley Elementary: 85% North Country Elementary: 82%	66.3% of students in grades 3-12 (N = 1550) responded to initial Panorama School Climate Survey Dudley Elementary: 79% North Country Elementary: 68%	Fall 2022: 63.3% of students in grades 3-12 (N = 2107) responded to the Panorama School Climate Survey Dudley Elementary: 76% North Country Elementary: 70%	Fall 2023: 76.7% of students in grades 3-12 (N= 2699) responded to the Panorama School Climate survey Dudley Elementary: 77.7% North Country Elementary: 83.3%	75% of students respond to Panorama School Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Oak Hill Elementary: 76% Spinelli Elementary: 75% Riles Middle School: 68% McClellan High School: 78% Center High School: 53%	Oak Hill Elementary: 83% Spinelli Elementary: 77% Riles Middle School: 86% McClellan High School: 59% Center High School: 51%	Oak Hill Elementary: 66% Spinelli Elementary: 90% Riles Middle School: 73% McClellan High School: 69% Center High School: 49% Spring 2023: 56.7% of student in grades 3-12 (N= 1916) responded to the Spring survey Dudley Elementary: 79.5% North Country Elementary: 69.7% Oak Hill Elementary: 81.9% Spinelli Elementary: 83.6% Riles Middle School: 66.3% McClellan High School: 42.3% Center High School: 31.7%	Oak Hill Elementary: 89.5% Spinelli Elementary: 79.3% Riles Middle School: 71.2% McClellan High School: 77% Center High School: 72.9% Spring 2024: 79.5% of students in grades 3-12 (N= 2753) responded to the Spring survey Dudley Elementary: 97.8% North Country Elementary: 87.7% Oak Hill Elementary: 96.6% Spinelli Elementary: 98.1% Riles Middle School: 62.6% McClellan High School: 79.7% Center High School: 72.4%	
School Climate and Connectedness	Panorama Student Survey results	Panorama STUDENT SURVEY results	Panorama STUDENT SURVEY results	Panorama STUDENT SURVEY results	3% annual growth in each category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(administered May 2021) showing percentage of students who reported favorably in each area</p> <p>Grades 3-5 (722 responses) School Belonging: 71% School Climate: 74% School Engagement: 59% School Safety: 72% Teacher-Student Relationships: 80%</p> <p>Grades 6-12 (1,425 responses) School Belonging: 32% School Climate: 54% School Engagement: 27% School Safety: 70% Teacher-Student Relationships: 51%</p> <p>Panorama Teacher/Staff Survey baseline: 0</p>	<p>(administered March 2022) showing percentage of students who reported favorably in each area</p> <p>Administered SPRING 2022 Grades 3-5 (716 responses) School Belonging: 58% School Climate: 57% School Engagement: 49% School Safety: 52% Teacher-Student Relationships: 72%</p> <p>Grades 6-12 (1504 responses) School Belonging: 32% School Climate: 44% School Engagement: 26% School Safety: 52% Teacher-Student Relationships: 45%</p>	<p>showing percentage of students who reported favorably in each area</p> <p>Administered FALL 2022 Grades 3-5 (708 responses) School Belonging: 61% School Climate: 62% School Engagement: 55% School Safety: 55% Teacher-Student Relationships: 75%</p> <p>Grades 6-12 (1399 responses) School Belonging: 31% School Climate: 42% School Engagement: 27% School Safety: 52% Teacher-Student Relationships: 42%</p> <p>Administered SPRING 2023 Grades 3-5 (814 responses) School Belonging: 58%</p>	<p>showing the percentage of students who reported favorably in each area</p> <p>Administered FALL 2023 Grades 3-5 (848 responses) School Belonging: 60% School Climate: 58% School Engagement: 52% School Safety: 53% Teacher-Student Relationships: 74%</p> <p>Grades 6-12 (1846 responses) School Belonging: 31% School Climate: 43% School Engagement: 27% School Safety: 51% Teacher-Student Relationships: 42%</p> <p>Administered SPRING 2024 Grades 3-5 (973 responses) School Belonging: 56%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>School Climate: 55% School Engagement: 50% School Safety: 52% Teacher-Student Relationships: 74%</p> <p>Grades 6-12 (1101 responses) School Belonging: 30% School Climate: 37% School Engagement: 24% School Safety: 48% Teacher-Student Relationships: 40%</p>	<p>School Climate: 55% School Engagement: 47% School Safety: 54% Teacher-Student Relationships: 70%</p> <p>Grades 6-12 (1775 responses) School Belonging: 28% School Climate: 38% School Engagement: 23% School Safety: 48% Teacher-Student Relationships: 41%</p>	
		<p>Panorama STAFF SURVEY baseline, showing the percentage of staff who reported favorably in each area (administered May 2022) 266 staff responses</p> <p>Educating all students: 75% Professional Learning: 53% School Climate: 51%</p>	<p>Panorama STAFF SURVEY, showing the percentage of staff who reported favorably in each area (administered May 2023) 217 staff responses</p>	<p>Panorama STAFF SURVEY, showing the percentage of staff who reported favorably in each area: Fall 2023 193 responses</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		School Leadership: 62%	Educating all students: 71% Professional Learning: 56% School Climate: 53% School Leadership: 63%	Educating All Students: 73% School Leadership: 70% School Climate: 57% Professional Learning: 56% Spring 2024 315 responses Educating All Students: 73% School Leadership: 69% School Climate: 54% Professional Learning: 57%	
Districtwide Student Participation	District Wide Participation: 32% (1394/4251) participated in clubs, activities or athletics in 2019-20. Center High: 519/1297 McClellan High: 52/51 WCR Middle 245/646 Oak Hill: 181/708 North Country: 91/617 Spinelli: 163/277 Dudley: 143/655	District Wide Participation: 33% (1387/4102) participated in clubs, activities or athletics in 2021-22 Center High: 674/1346 McClellan High: 27/79 WCR: 237/573 Oak Hill: 82/692 North Country: 252/573 Spinelli: 95/272 Dudley: 20/559	District Wide Participation: 38% (1615/4196) participated in clubs, activities or athletics in 2022-23 Center High: 757/1312 McClellan High: 63/99 WCR: 244/587 Oak Hill: 150/726 North Country: 300/572 Spinelli: 59/286 Dudley: 42/604	District Wide Participation: 43% (1949/4439) participated in clubs, activities or athletics in 2023-24 Center High: 804/1367 McClellan High: 79/86 WCR: 161/612 Oak Hill: 258/678 North Country: 330/601 Spinelli: 92/308 Dudley: 60/552 RFE: 165/219	40% of students participate in clubs, activities or athletics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Total population data as reported on 2019-20 Census Day * MHS population fluctuates which is why the numerator is greater than the denominator.	*Total population data as reported on 2021-22 Census Day	*Total population data as reported on 2022-23 Census Day	*Total population data as reported on 2023-24 Census Day	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

ATTENDANCE and ENGAGEMENT

The district has implemented a tiered attendance system. SFSS receives referrals from various sites and implements needed services to improve student attendance. One challenge is the gap between chronic absenteeism data and referrals to SFSS, suggesting more students and families need SFSS services. To address this, better collaboration between SFSS and school sites is necessary to ensure all in need receive suitable services.

SOCIAL EMOTIONAL SUPPORTS

The district Positive Behavior Intervention Supports (PBIS) team comprises 1-2 representatives from each school site, excluding McClellan. They hold regular meetings every 6 weeks to ensure consistent implementation. In the fall, the team analyzed data on disproportionality, focusing on equity reports by race and ethnicity. During spring, behavior matrices are reviewed with equity in mind, gathering community input. Each site team engaged staff in equity data discussions to promote regular use and awareness. Tier I walk-throughs are now integrated into the process.

Challenges include inconsistencies in Tier I implementation and referral practices. The next steps involve aligning major and minor referrals and shifting the community mindset to prioritize positive behavior reinforcement.

Site PBIS implementation status is as follows:

Oak Hill has a fully developed Tier 2 process.

North Country, Center HS and Spinelli are in year 2 of Tier I implementation.

Dudley and Oak Hill participated in the California Integrated Supports Project through Placer County. North Country and Spinelli will join the California Integrated Supports Project next year. McClellan HS is in year 1 of Tier I implementation. RFE will begin Tier I training in 2024-25.

DIVERSITY, EQUITY and INCLUSION

McClellan HS, North Country, and Spinelli participated in two 4-hour sessions of Antibias Training, while Riles completed one 4-hour session. Dudley and Oak Hill received similar content training through the California Integrated Supports Project. During the 2024-25 school year, Riles will complete the second session, while Center HS and Fortune Elementary will participate in sessions 1 and 2.

Successes include the expansion of the Equity Design Team (EDT), continued collaboration with EDT, and site visits with West Ed. Through the work, disproportionality data was examined and potential data-related goals were explored. In March, the district team presented at the Carnegie Summit on managing strategic tension.

Challenges involve sustaining learning between EDT sessions and transitioning the EDT work to the site level.

SCHOOL CULTURE

CJUSD introduced the Center Commitment, a comprehensive effort aimed at cultivating a positive school culture and conveying to students, staff, and families the significance of their voices. The Center Commitment is built upon four foundational pillars: ensuring that everyone belongs, makes an impact, is valued, and thrives. The Center Commitment has been shared in staff meetings, parent meetings, and student meetings and communicated through email and social media. It serves as a guiding framework for district goals and ongoing recognition programs.

Voices, a student advisory council established by the district, has been launched to incorporate student input and perspectives into decision-making processes at the district level. At Center High School, students analyzed data on school culture, identified existing issues, delved into underlying causes, and presented potential solutions to the staff. The valuable input provided by students has significantly enriched plans aimed at enhancing school culture and fostering a more positive learning environment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

SOCIAL EMOTIONAL SUPPORTS

Unfilled psychologist positions reduced the Estimated Actual Expenditures when compared to Budgeted Expenditures. The Assist Team contracted agency program was discontinued.

TRANSPORTATION

Actual Expenditures are much higher than Budgeted Expenditures due to the need to contract out for bus driver and mechanic staffing and because of the purchase of new buses.

HEALTH SERVICES

The Health Services staff was increased by 3.875 FTE.

SCHOOL CONNECTIONS

Music teacher positions at the elementary level remained open and unfilled.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

ATTENDANCE

While the district did not achieve the 7.5% target for chronic absenteeism, there is a positive trend. The number of chronically absent students decreased by 13.6% compared to the previous year. This progress is reflected in the district's overall Dashboard rating, which improved from VERY HIGH to YELLOW, indicating movement in the right direction.

SUSPENSIONS

The district did not meet the target suspension rate of 3.2%, experiencing a 0.9% increase compared to the previous year. On the Dashboard, the district received an overall ORANGE rating, indicating a high level of concern. Among student demographics, Foster Youth, Two or More Races, socioeconomically disadvantaged, and white students are categorized within the orange band. Student groups in the RED band, denoting a very high concern level, include African American, American Indian, Hispanic, Homeless, and students with disabilities. Dudley, Spinelli, Oak Hill, Riles, McClellan, and Center High all have student groups classified in the red band.

SCHOOL CULTURE

The district successfully achieved its goal of attaining a 75% student participation rate in the Panorama School Culture surveys conducted during both the spring and fall of this academic year. Every elementary school and McClellan High School surpassed the 75% participation mark. Dudley, Spinelli, and Oak Hill far exceeded the target with participation rates exceeding 95%. The average participation rate among secondary schools rose to 72%. This increase enhances the representation of secondary students, amplifying their voices within the district.

The district fell short of achieving the targeted 3% annual growth in measuring school climate and connectedness. Establishing a baseline in May 2021, the aim of a 3% increase in each surveyed area—School Belonging, School Climate, Engagement, Safety, and Student-Teacher relationships—did not materialize as intended. Upon comparing the baseline data collected in May 2021 to the most recent survey data gathered in March 2024, concerning trends emerged.

In grades 3-5, favorable responses decreased across all areas, with the most significant declines, including double-digit decreases, observed in students' perceptions of school safety, school climate, and school belonging. In grades 6-12, although low, students' favorable response to School Engagement remained consistent, while School Belonging dropped marginally. Teacher-Student Relationships exhibited a moderate decline from 51% to 42%. The most substantial decline, marked by a double-digit decrease, is evident in students' perception of School Safety and School Climate.

The following are Spring 2024 student results.

Grades 3-5

56% responded favorably to School Belonging

55% responded favorably to School Climate

47% responded favorably to School Engagement

54% responded favorably to School Safety

70% responded favorably to Teacher-Student Relationships

Grades 6-12

28% responded favorably to School Belonging

38% responded favorably to School Climate

23% responded favorably to School Engagement

48% responded favorably to School Safety

41% responded favorably to Teacher-Student Relationships

Through the Spring 2024 Panorama Staff survey, perceptions of favorability were measured in the following categories: Educating All Students, Professional Learning, School Climate and School Leadership.

The following measures the percentage of those surveyed who reported favorably in each area:

(315 staff surveyed)

Educating All Students: 73%

Professional Learning: 57%

School Climate: 54%

School Leadership: 69%

District results from Spring 2023 to Spring 2024 remain fairly consistent in Educating All Students, Professional Learning and School Climate, but show a 6-point increase in School Leadership. Oak Hill and Spinelli exceeded the district average in all surveyed categories. North Country and McClellan HS exceeded the district average in Professional Learning, School Climate and School Leadership. Dudley exceeded the district average in Educating all Students and Riles Middle School exceeded the district average in School Leadership. Center High fell below the district average in all areas.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The data shows that we didn't meet our expected target for enhancing school culture. Consequently, we've devised new strategies with a stronger emphasis on nurturing school culture through comprehensive data analysis, implementing effective strategies, and maintaining a dedication to continual improvement. These efforts, outlined in Goal 1 of the 2024-2027 LCAP, will engage district and site stakeholders in fostering a sense of belonging among students, staff, and families, ultimately strengthening school culture.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All students will benefit from improved partnerships and communication with all educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey to measure perceived safety and connectedness: Family-School Relationships Survey through Panorama	Baseline: 0	Panorama PARENT SURVEY results (administered November 2021) showing percentage who reported favorably in each area Safety: 71% School Climate: 59% School Fit: 53%	Parent Survey showing percentage who reported favorably in each area (administered March 2023): Safety: 66% School Climate: 69%	Parent Survey showing percentage who reported favorably in each area FALL 2023 Safety: 63% School Climate: 69% SPRING 2024 Safety: 68% School Climate: 70%	Improve percent of positive responses by 3% annually
Parental Involvement on decision making through site parent advisory meetings: SSC, ELAC and other site based advisory groups	2019-20: Total 96 site meetings held among 7 sites	2021-22: Total 42 site meetings held among 7 sites Center High: 10 SSC, 3 ELAC McClellan High: 3 SSC WCR: 2 SSC, 1 ELAC	2022-23 Total 55 site meetings held among 7 sites Center High: 10 SSC, 2 ELAC McClellan High: 4 SSC WCR: 2 SSC, 2 ELAC	2023-24 Total 54 site meetings held among 8 sites CHS: 9 SSC, 2 ELAC MHS: 2 SSC WCR: 1 SSC Oak Hill: 8 SSC, 2 ELAC	106 meetings or other site based opportunities for parents/guardians to be involved in decision making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Oak Hill: 1 SSC North Country: 8 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 1 SSC	Oak Hill: 7 SSC, 2 ELAC North Country: 7 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 7 SSC	North Country: 10 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 1 SSC, 2 ELAC RFE: 3 SSC, 2 ELAC	
Parental involvement on decision making through district advisory meetings: DAC, DELAC and other district based advisory groups	Baseline: 0	2021-22 Total 4 district advisory meetings DAC: 2 DELAC: 2	2022-23: 4 district advisory meetings Parent Advisory Council (PAC): 2 District English Learner Advisory Council (DELAC): 2	2023-24 district advisory meetings Student Advisory (VOICES): 5 Parent Advisory Council (PAC): 1 Combined PAC & Superintendent Council: 3 District English Learner Advisory Council (DELAC): 2	100% representation from each school site
Parental Participation in student progress via Parent Portal	2019-20: 62% of families have active Parent Portal accounts	2020-21: 58% of families have Active Parent Portal accounts 2021-22: 64% of families have active	2022-23: 68% of families have active Parent Portal accounts	2023-24: 63% of families have active Parent Portal accounts	75% of families will have active Parent Portal accounts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Parent Portal accounts			
Partnerships with Student and Family Resource Center: Increase quantity of and participation in parent/guardian education nights	Baseline: 0	2021-22 3 Family Engagement Sessions took place with 53 parents/guardians participating through virtual meetings	2022-23 4 Family Engagement Sessions with 41 parents/guardians participating	2023-24 5 Family Engagement Sessions with 53 parents/guardians participating	Increase parent/guardian participation by 2% annually

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

ENHANCED COMMUNICATION and PARTNERSHIPS

Improvements in communication and partnerships with educational partners were achieved through several initiatives.

By modernizing and streamlining district and site websites, information became more readily accessible to families. This not only improved communication within the district but also enhanced transparency and engagement with families and community members.

By expanding content on social media platforms and implementing regular bi-monthly emails and text messages, communication became more timely and relevant. This allowed for regular updates, announcements, and engagement opportunities with families and the community.

Enriched Advisory Group meetings fostered stronger partnerships between educators and families. These discussions sparked meaningful dialogue, focusing on collaboration around shared successes, growth opportunities, challenges faced, and key priorities.

The introduction of the Center Commitment further solidified partnerships. By launching the campaign across various communication channels, including social media, board meetings, and parent advisory sessions, educational partners were engaged in discussions about creating an environment where everyone belongs, makes an impact, is valued, and thrives.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

COMMUNICATIONS AND PARTNERSHIPS

The district was unable to complete the community outreach bus project, due to unforeseen challenges with the vendor.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Efforts to enhance collaboration and communication with educational partners have yielded positive outcomes, evident in survey findings and greater involvement in district advisory councils and Family Engagement Sessions.

SCHOOL CLIMATE and SAFETY

The district fell short of achieving the 3% annual growth in parent's perception of school safety as measured through Panorama surveys. However, there was a notable 11% increase in parent perception of school climate, surpassing anticipated outcomes.

PARTNERSHIPS with FAMILIES

Enhanced avenues for student and family involvement were established at the district level. This included the launch of "Voices," a student advisory council at Center High School comprising of 16 students, with 4 representatives from each grade level. Voices convened five times between November 2023 and April 2024 to analyze data, identify problems and root causes, and propose solutions, subsequently presenting these solutions to staff during a staff meeting. There are plans to expand Voices to incorporate input from students representing McClellan High School and Riles Middle School.

The Parent Advisory Council was merged with the Superintendent's Advisory Council. This collaboration included the Superintendent, Coordinator of Curriculum and Instruction, Coordinator of State/Federal Programs, and Coordinator of Student Family Support Services. Together, they facilitated discussions on safety, school climate, classroom instruction, extracurricular opportunities, and preparation for high school and beyond, integrating insights from parent surveys and advisory council members. While the advisory group saw strong representation from all five elementary school sites, efforts are needed to enhance representation from secondary schools.

Student and Family Support Services provided additional Family Engagement sessions and observed a yearly rise in participation, reflecting the ongoing growth and expansion of sessions tailored to address the needs of families.

The number of School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings has decreased since the baseline and target were established.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

By implementing a new website and maintaining consistent messaging, the district bolstered the quality and uniformity of communication with families and the community. Opportunities for parental and community participation in district level decision-making processes have increased, along with an uptick in attendance at Family Engagement learning sessions. Our commitment to strengthening communication channels and fostering partnerships will persist over the next three years, as outlined in goal 1 of the 2024-2027 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	All students receiving special education services will experience individualized support to increase academic achievement, increase attendance, increase graduation rate, decrease chronic absenteeism and decrease behaviors that lead to suspension.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	2021-22: 79.1% as reported by the CCI Dashboard	N/A	N/A	2022-23: 67.2% of students with special needs graduated, as reported by the Dashboard	82% graduation rate for students with disabilities
Suspension Rate	2021-22: 9.2% suspended at least 1 day as reported by the Dashboard	N/A	N/A	2022-23: 11.3% suspended at least 1 day as reported by the Dashboard	5% suspension rate for students with disabilities
Chronic Absenteeism	2021-22: 52.2% chronically absent as measured by the Dashboard 2022-23: 31% students chronically absent as measured by 5 Lab	N/A	N/A	2022-23: 41.9% chronically absent as measured by the Dashboard 5 Lab data through end of school year not yet available	42% chronically absent as measured by the Dashboard 25% chronically absent as measured by 5 Lab
Academic Performance:	CAASPP (2021-22) Standards Met or Exceeded	N/A	N/A	CAASPP (2022-23) Standards Met or Exceeded	2% growth at all grade levels for students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts	3rd: 20% 4th: 19%, 5th: 17%, 6th: 12% 7th: 20% 8th: 12% 11th: 16% Grade level breakdown of the 26% of students with disabilities scoring on or above grade level in reading 3rd 39% 4th 29% 5th 26% 6th 16% 7th 27% 8th 30% 11th 30%			English/Language Arts 3rd: 27% 4th: 3% 5th: 32% 6th: 8% 7th: 7% 8th: 6% 11th: 5%	
Academic Performance: math	CAASPP (2021-22) Standards Met or Exceeded 3rd: 23% 4th: 18% 5th: 12% 6th: 9% 7th: 8% 8th: 6% 11th: 4% Grade level breakdown of the 20%	N/A	N/A	CAASPP (2022-23) Standards Met or Exceeded Math 3rd: 28% 4th: 14% 5th: 13% 6th: 13% 7th: 3% 8th: 6% 11th: 0%	2% growth at all grade levels for students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of students with disabilities scoring on or above grade level in math 3rd 24% 4th 16% 5th 14% 6th 18% 7th 25% 8th 20% 11th 18%				
Attendance	88.8% for the 2022-23 school year as measured by 5Labs	N/A	N/A		95% for the 2023-24 school year as measured by 5Labs

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Classroom teachers differentiate core instruction in Tier 1. Tier 2 and Tier 3 supports are strategically implemented based on individual student achievement data to ensure each student receives the targeted intervention they need.

Recognizing the burden of paperwork, the district has taken steps to free up special education teachers' time to focus on classroom instruction and individualized student support. Two former special education teachers were hired to specifically assist with Individualized Education Program (IEP) development and management. Leveraging Medi-Cal Reimbursement funding and Early Education Grant money, the district hired two Program Specialists to provide further support to special education teachers.

The district Special Education Department, in partnership with site special education teams, designed a comprehensive professional development plan tailored to meet the needs of TK-12 educators. This collaboration began with a survey of both general and special education teachers, which identified areas of strength and opportunities for improvement. Based on the results, four professional development sessions were delivered during the spring semester, reaching all staff at every school site. Three additional sessions are planned for the fall.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The testing position intended to alleviate some of the assessment duties of special education teachers was never filled due to a lack of qualified applicants.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While certain efforts directed towards enhancing academics, attendance, graduation rates, and behaviors of students with special needs have shown some improvement, the overall results have not met the desired expectations.

ACHIEVEMENT

Despite missing the overall target of 2% growth in meeting or exceeding grade-level standards, there were pockets of success in the district's CAASPP results for students with special needs.

ELA: Grades 3 and 5 showed positive growth, with grade 5 achieving the most significant improvement, jumping from 17% to 32% meeting or exceeding standards. However, grades 4, 7, and 11 experienced double-digit declines.

Math: Similar to ELA, grades 3, 5, and 6 saw growth, while all other grades declined.

ATTENDANCE

The rate of students with special needs who are chronically absent has improved by 10.3% according to the CDE Dashboard. However, despite this progress, the current rate of 41.9% chronically absent students remains a significant concern.

GRADUATION RATES

The district's graduation rate for students with disabilities was 67% in the 2022-23 school year, as measured by the CDE Dashboard. This fell short of the target rate of 82%.

SUSPENSIONS

The suspension rate for students with disabilities in the district increased to 11% in the 2022-23 school year, according to the CDE Dashboard. This is higher than the target rate of 5%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

State and local data indicate we didn't meet our expected targets for students with disabilities. Consequently, we are developing new goals and actions with a heightened emphasis on literacy and instruction. Actions within these goals provide support intended to meet the individual needs of students with disabilities. Goal 2 of the 2024-2027 LCAP focuses on meeting the academic needs through tiered instruction and academic support. Goal 3 addresses improving attendance, behavior, and social-emotional skills. Goal 4 outlines college and career pathways and the transition to post-high school life.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Agenda Item: XIV-D



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 6/12/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tami JBeily

Initials:

Coordinator of Federal/State Programs

LC

SUBJECT: Local Control and Accountability Plan (LCAP)
Federal Addendum

☒ **Action Item**

☐ **Information Item**

Attached Pages 9

BACKGROUND:

The annual review of the LCAP Federal Addendum is a mandatory component of the ESSA LEA Plan requirements. This Addendum complements the LCAP, ensuring our district can fulfill the Every Student Succeeds Act (ESSA) requirements.

RECOMMENDED BOARD ACTION:

Approve 2024-25 LCAP Federal Addendum

Agenda Item: XIV-D

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2024-25

Date of Board Approval

June 12, 2024

LEA Name

Center Joint Unified School District

CDS Code:

34-73973 0000000

Link to the LCAP:

(optional)

<https://www.centerusd.org/About-Us/General-information/FundingBudget/LCFFLCAP/index.html>

For which ESSA programs apply to your LEA?

Choose From:

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

CJUSD has applied for the following programs through the Consolidated Application:

- Title I, Part A: Improving Academic Achievement
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners
- Title IV, Part A: Student Support Programs and Activities

In the following pages, ONLY complete the sections for the corresponding programs.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

CJUSD provides professional development to support student achievement focused on Multi-tiered System of Supports (MTSS), equitable instructional strategies, social/emotional learning, and trauma-informed practices with particular attention to special populations; English Learners, foster youth, low income, students experiencing homelessness and special education students. Through collaborative conversations and a review of student performance data identifying achievement gaps, we identify needs and provide specific curricula and strategies for teachers and support staff to mitigate learning loss and increase achievement. Funding is prioritized to support schools implementing CSI and ATSI activities and have the highest percentage of students counted under ESSA.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding is prioritized to support schools implementing CSI and ATSI activities and have the highest percentage of students counted under ESSA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Upon the completion of Professional Learning activities, participants provide feedback through a survey. This results of these surveys guide future professional learning opportunities. Annually a districtwide staff Panorama survey is disseminated to solicit feedback regarding instructional materials and professional learning. Data collected from the survey is accessed by site administrators and district administrators to identify needs and provide learning opportunities.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ongoing collaboration between the District English Learner Coordinator, school site administrators, and English Learner and classroom teachers, along with the analysis of student and program data, determines professional learning needs. The expertise of the District English Learner Coordinator and site English Learner Specialists is utilized to deliver targeted professional development for administrators, general education teachers, and instructional staff, aimed at effectively meeting the needs of English Learners.

EL Teachers, general education teachers, and instructional staff engage in professional development during collaboration time and ongoing training sessions. This professional development ensures that Designated ELD instruction focuses on state-adopted ELD standards, supporting EL students in developing critical English language skills for academic content learning. Additionally, teachers and instructional staff receive training to provide integrated instruction effectively.

Site administrators conduct informal walkthroughs to ensure both Integrated and Designated ELD instruction are implemented. Teachers also participate in in-person or virtual conferences and workshops designed to build their capacity to meet the needs of English Learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

iPads are provided for middle and high school students, enabling immigrant students to access their core classes in their primary language. This helps them keep up with the content while learning English. The iPads are also equipped with apps like DuoLingo, which offer an engaging, game-like way to learn English. For elementary students, Chromebooks are available for families to check out and use at home, in addition to the assigned student Chromebook. Teachers provide links to English vocabulary and reading websites for children and their families to use at home. The district's ELA and math curriculum, as well as books, can also be accessed on the Chromebooks. Parents can use the Chromebooks to access Aeries and district/school websites.

Additional resources for English language development, beyond the typical ELA curriculum, are provided. These include picture dictionaries for all grade levels, picture/word/vocabulary flashcards, and word and reading games designed specifically for students new to English.

Professional development is provided for ELD teachers, focusing on newcomer instruction to enhance the education of immigrant students in ELD classes. These trained teachers also apply their new knowledge to support classroom teachers.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As outlined in Goal 2 of our 2024-25 Local Control Accountability Plan, we support and challenge our English Learners through a Multi-Tiered System of Supports (MTSS). This framework ensures that English Learners have access to high-quality instruction using district-adopted, standards-aligned curriculum, technology, and evidence-based instructional strategies. Instruction is designed to be universally accessible, meeting the diverse needs of English Learners.

Our three-tiered MTSS approach addresses the academic, social/emotional, and behavioral needs of English Learners. We utilize a collaborative method to collect, analyze, and review student data, which helps us monitor the effectiveness of our system and ensures students have the resources they need to successfully engage in school. CJUSD offers effective programs and activities to help English Learners increase their English language proficiency and meet the challenging State Standards.

Students enrolled in the Structured English Immersion (SEI) program engage in daily, intensive English Language Development (ELD) sessions alongside their core subject studies. Tailored to individual proficiency levels, these sessions encompass listening, speaking, reading, and writing in English, adhering to ELD standards. Teachers seamlessly integrate ELD standards into core subject lessons to foster crucial language competencies. All core content is aligned with state grade-level standards, ensuring comprehension through appropriate instructional strategies. Throughout the school day, integrated ELD is woven into every subject area, drawing from California ELD Standards and the California Common Core State Standards (CCSS) for ELA/Literacy, as well as other content standards. Long-term English Learners (LTEL) benefit from personalized language acquisition services. Additionally, middle and high school students new to the country and with limited English proficiency receive specialized designated ELD courses. At the high school level, academic support extends to ELD tutorials aiding students with coursework and long-term EL support classes tailored for LTEL students.

Bilingual Assistants offer primary language support in small group settings and one-on-one sessions, both on campus and through virtual learning. These supplemental supports are funded by the Local Control Funding Formula (LCFF).

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers are accountable for delivering both designated and integrated curriculum. Through Professional Learning Communities (PLCs), teacher teams collaborate on scope and sequence and use common formative assessments to plan instruction. Site administrators conduct regular classroom walkthroughs to ensure that English Learners meet language acquisition and achievement goals and receive effective tiered instruction and Universal Design for Learning (UDL). The District EL Coordinator and/or site EL teachers often accompany administrators on these walkthroughs, providing coaching support as needed. District administrators also conduct monthly learning walks at all school sites, focusing on ELA and ELD instruction.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV, Part A aims to enhance students' academic achievement by increasing the capacity of the district and schools to provide all students with access to a well-rounded education, improve learning conditions, and enhance the use of technology for academic achievement and digital literacy. Title IV funding supports the following supplemental programs and services, as outlined by federal guidelines.

CJUSD collaborates with the North Highlands Park and Recreation District and the Sunrise Park and Recreation District to offer after-school learning opportunities for elementary students. Our partnerships with Sierra Community College and American River Community College provide extended learning and dual enrollment opportunities for high school students. Additionally, our Student and Family Support Services Department works with the Sacramento Food Bank to address food scarcity by organizing monthly food distributions for the Antelope community.

Title IV funds will enhance well-rounded educational opportunities through STEAM education (minimum 20% allocation): Funds will support the creation and enhancement of STEAM-focused experiences at elementary and/or middle school. Research indicates rich, rigorous classrooms, typical in STEAM schools, foster a sense of belonging and connectedness. STEAM instruction enhances critical thinking and analytical skills through hands-on learning and real-world applications. Supplemental instructional materials will facilitate hands-on learning in science, technology, engineering, art, and mathematics. Emphasis will be placed on increasing access to STEAM education for historically underrepresented student groups, such as female students, African American students, Hispanic students, English Learners, students with disabilities, and socioeconomically disadvantaged students. The skills and educational experiences gained through STEAM instruction lead to academic achievement across all subject areas, a greater sense of belonging and connection to school, and long-term academic success.

Title IV funds will support a healthy, active lifestyle and may address chronic disease management with instruction led by school nurses (minimum 20% allocation): Funds will be used to maintain the well-being of students with chronic diseases by providing medical services through a Licensed Vocational Nurse. By meeting the medical needs of our students, we aim to increase student attendance and classroom engagement while promoting positive social-emotional health. These factors will improve academic achievement for our chronically ill students by ensuring they are present in class and their medical needs do not hinder educational access.

Title IV funds will enhance the effective use of technology (no more than 15% on hardware): Funds will be allocated to build technology capacity through the purchase of supplemental hardware, supplies, or technology. Technology is a valuable tool for enhancing student learning. With increased access to technology, quality instruction on its effective use, and varied opportunities to apply tech skills, student achievement will rise. Additionally, students will gain 21st-century technology skills necessary for post-secondary education and career opportunities.

The effectiveness of the Title IV program will be evaluated through academic achievement data, attendance data, mental health referrals, student surveys, staff surveys, parent surveys, and input from site and district parent advisory groups such as the School Site Council and Parent Advisory Council.

Agenda Item: XIV-E



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tami JBeily
Coordinator Federal/State Programs

Initials:
LC

SUBJECT: 2024-27 Local Control Accountability Plan

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

The Local Control Accountability Plan (LCAP) is a three-year plan detailing Center Joint Unified School District's goals, actions, services, and expenditures to support positive student outcomes.

RECOMMENDED BOARD ACTION:

Approve the 2024-27 Local Control Accountability Plan

Agenda Item: XIV-E



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Center Joint Unified School District	Scott Loehr Superintendent	sloehr@centerusd.org (916) 338-6400

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Center Joint Unified School District serves a growing community across Antelope, Elverta, and Roseville in California. Its boundaries span Sacramento and Placer Counties, with undeveloped land in Placer County offering potential for future growth. The district opened Rex Fortune Elementary in 2023 to accommodate the residential boom in West Roseville.

CJUSD has eight schools serving 4,439 students from Pre-K through grade 12. Five elementary schools serve grades K-6: Cyril Spinelli (pop. 308), Arthur S. Dudley (pop. 552), North Country (pop. 601), Oak Hill (pop. 678), and Rex Fortune (pop. 219). These sites feed into Wilson C. Riles Middle School (grades 7-8, pop. 612). The district has two high schools: Center High School (grades 9-12, pop. 1,367) and McClellan Continuation High School (grades 10-12, pop. 86).

The CJUSD student population is 32% white, 30% Hispanic, 16% African American, 9% Asian, 8% two or more races, 3% Filipino, 1% Pacific Islander, 1% American Indian. Student subgroups include 15% English Learners, 61% socioeconomically disadvantaged, 14% students with disabilities, 9% homeless, and 0.4% foster youth.

McClellan Continuation High School and Dudley Elementary were identified to receive new Equity Multiplier funding. This funding targets schools with high student instability rates and a large socioeconomically disadvantaged population. The allocated resources will directly support evidence-based interventions and services to improve outcomes for these student groups.

CJUSD's educational approach is rooted in the Center Commitment, a districtwide initiative to improve school culture encompassing three domains: Safety & Wellness, Belonging & Connections, and Environment. Academic achievement and social-emotional development are emphasized through a Multi-Tiered System of Supports. CJUSD implements a three-tiered approach to provide comprehensive support for students, utilizing research-based curriculum and interventions tailored to individual needs. In summary, CJUSD is committed to creating an inclusive and supportive environment for students, staff and families where everyone belongs, everyone makes an impact, everyone is valued, and everyone thrives.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California Department of Education Dashboard assesses progress on various metrics including Academic Performance, Chronic Absenteeism, College/Career Readiness, English Learner Progress, Graduation Rate, and Suspension Rates. On the 2022 Dashboard, status was categorized as VERY LOW, LOW, MEDIUM, HIGH, or VERY HIGH. On the 2023 Dashboard, the ranking system changed to colors: RED, ORANGE, YELLOW, GREEN, and BLUE.

ACADEMIC ACHIEVEMENT as measured by CAASPP

The CDE Dashboard ranking is determined by performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, administered to students in grades 3rd-8th and grade 11, assessing their proficiency in English/Language Arts and mathematics.

In English/Language Arts, the overall performance is ranked ORANGE on the Dashboard, with students scoring 40.4 points below the standard. Homeless students are classified in the RED band, indicating a very high level of concern. Student groups categorized in the ORANGE band, reflecting a high level of concern, include African American, Asian, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. Students of two or more races are ranked in the YELLOW band, while Filipino students are placed in the BLUE band.

Similarly, in mathematics, the overall performance is ranked as ORANGE, with students scoring 71.1 points below the standard. Once again, homeless students are flagged with a very high level of concern in the RED band. Student groups in the ORANGE band, indicating a high level of concern, include African American, Asian, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. Students of two or more races fall into the YELLOW band, while Filipino students are in the GREEN band.

School sites with student groups in the RED band for English/Language Arts include:

Riles Middle: Students with Disabilities

Oak Hill Elementary: All Students, African American, Students with Disabilities

Dudley Elementary: All Students, African American, English Learner, Hispanic, Students with Disabilities

McClellan HS: All Students

School sites with student groups in the RED band for Mathematics include:

Riles Middle: Students with Disabilities

Oak Hill Elementary: African American

Dudley Elementary: All Students, African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

McClellan HS: All Students

ACADEMIC ACHIEVEMENT as measured by iReady

iReady's comprehensive diagnostic assessment evaluates each student's proficiency in math and reading. The assessment adapts to the student's responses, precisely measuring their current skill level and identifying areas where they may need additional support or enrichment. iReady diagnostic data empowers teachers to make data-informed decisions about instruction. By analyzing assessment results and progress monitoring data, teachers can identify trends, patterns, and areas of improvement for individual students or groups of students. This data-driven approach enables teachers to refine their instructional practices and optimize student learning outcomes.

The past three spring iReady Diagnostic 3 administrations reveal a concerning lack of progress in student achievement. Neither ELA nor math data shows any change in the percentage of students scoring one grade level below expectations. There has been a slight decrease in the percentage of students scoring above grade level, which is mirrored by a slight increase in the number of students scoring two or more grade levels below.

ENGLISH LEARNER PROGRESS INDICATOR

English Learner progress is measured on the Dashboard as the percentage of English Learners making progress toward English language proficiency or maintaining the highest level. 51.2% of English Learners have made progress toward English language proficiency, earning a GREEN ranking on the Dashboard. This marks a 2% increase over the previous year. Local data indicates that 14.5% of English Learners were Redesignated Fluent English Proficient during the 2023-24 school year, maintaining consistent redesignation rates. Additionally, there has been a notable increase in the immigrant population over the last three years, growing from 106 in 2021-22, to 171 in 2022-23, and reaching 323 in 2023-24.

CHRONIC ABSENTEEISM

Chronic Absenteeism is measured on the Dashboard as the percentage of students in kindergarten through grade 8 who are absent 10% or more of the instructional days in which they are enrolled. 29.2% of students were identified as chronically absent, resulting in a YELLOW ranking on the Dashboard. This represents a notable improvement from the previous year, during which the Dashboard ranking was designated as VERY HIGH. This shift indicates that the Tiered Intervention approach is effectively influencing student attendance rates.

School sites with student groups in the RED band for Chronic Absenteeism include:

Oak Hill Elementary: African American

SUSPENSION RATE

Suspension rate is measured on the Dashboard as the percentage of students in kindergarten through 12th grade who have been suspended at least once in a given school year. Students experiencing multiple suspensions are only counted once in this metric. The districtwide suspension rate is 7.1%, marked with an ORANGE rating, reflecting a 0.9% increase compared to the previous year. Student groups classified within the ORANGE band, indicating a high level of concern, include foster youth, two or more races, socioeconomically disadvantaged, and white students. Student groups categorized in the RED band, indicating a very high level of concern, include African American, American Indian, Hispanic, Homeless, and students with disabilities.

School sites with student groups in the RED band for Suspension Rate include:

Dudley Elementary: All Students, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities

Spinelli Elementary: Hispanic, Socioeconomically Disadvantaged

Oak Hill Elementary: African American, Students with Disabilities

Riles Middle: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

McClellan HS: All Students, Hispanic, Socioeconomically Disadvantaged, White

Center HS: African American, Two or more Races, Students with Disabilities

GRADUATION RATE

The districtwide graduation rate is 84%, marked with an ORANGE rating, reflecting a 6.1% decrease. With a graduation rate of 67.2%, students with disabilities fall into the RED category showing an 11.9% decline and indicating a very high level of concern. Among the five student groups classified in the ORANGE band, African American, Hispanic, homeless, socioeconomically disadvantaged, and white. African American students exhibit the lowest graduation rate at 68%, experiencing a significant decline of 29%. English Learners are the sole group categorized in the YELLOW band, maintaining an 81% graduation rate.

School sites with student groups in the RED band for Graduation Rate include:

McClellan HS: All Students, Socioeconomically Disadvantaged

COLLEGE and CAREER INDICATORS, as reported by the CDE Dashboard College/Career Levels and Measures Report, show how graduates meet college and career readiness pathways.

19.9% of graduates met all a-g requirements, indicating a slight but steady increase over the past 3 years.

22.5% of graduates completed one CTE Pathway, showing a consistent 3-year decline.

31% graduates "prepared" for college and career.

30.5% of graduates are "Approaching Prepared" for college and career.

38.1% of graduates are "Not Prepared" for college and career.

10.5% of graduates completed a-g requirements AND at least one CTE Pathway. Rate is consistent over the last three years but shows a decline in subgroups: African American, two or more races, English learners, socio-economically disadvantaged, and students with disabilities.

5% of graduates earned the Seal of Biliteracy, showing a steady decline over the past 3 years

8% of students earned a score of 3 or higher on two AP exams, declined from 27% in 2020.

Districtwide student groups in the RED band for College and Career Indicators include English Learners and Students with Disabilities.

School sites with student groups in the RED band for College and Career Indicators include:

Center HS: English Learners, Students with Disabilities

McClellan HS: All Students, Socioeconomically Disadvantaged

ADVANCED PLACEMENT as reported by the CDE Dashboard College/Career Levels and Measures Report and the Advanced Placement Portal.

AP enrollment has increased from 121 to 168 over the past year. However, enrollment remains 47.5% lower than the 2019-20 school year, suggesting a decline in students pursuing higher-level coursework. Although the percentage of students passing 2 AP tests is low, standing at 8%, the metric for passing at least one AP test remains consistent, surpassing 70%.

SCHOOL CULTURE

The district surveys students, staff and families through the administration of Panorama Surveys, an online data platform that promotes a positive school climate by collecting valid and reliable feedback from belonging and student-teacher relationships to engagement and school safety.

STUDENT PANORAMA SURVEYS

Over the past three years, the district has effectively boosted student participation rates in the Panorama School Culture surveys, achieving the districtwide goal of 75% participation. Every elementary school and McClellan High School surpassed this target, with Dudley, Spinelli, and Oak Hill greatly exceeding expectations, boasting participation rates over 95%. The average participation rate among secondary schools climbed to 72%, enriching the representation of secondary students and amplifying their voices within the district.

However, the district fell short of its objectives in measuring school climate and connectedness. Despite establishing a baseline in May 2021, the envisioned 3% improvement in each surveyed area—School Belonging, School Climate, Engagement, Safety, and Student-Teacher relationships—did not materialize as anticipated. Upon comparing the May 2021 baseline data with the most recent survey results collected in March 2024, concerning trends emerged.

In grades 3-5, favorable responses declined across all areas, with significant drops, including double-digit decreases, noted in students' perceptions of school safety, climate, and belonging. For grades 6-12, while student engagement remained steady, there was a slight dip in school belonging. Teacher-student relationships showed a moderate decline from 51% to 42%. Notably, the most significant decline, marked by a double-digit decrease, was observed in students' perceptions of school safety and climate.

The following are Spring 2024 student results:

Grades 3-5

56% responded favorably to School Belonging

55% responded favorably to School Climate

47% responded favorably to School Engagement

54% responded favorably to School Safety
70% responded favorably to Teacher-Student Relationships

Grades 6-12

28% responded favorably to School Belonging
38% responded favorably to School Climate
23% responded favorably to School Engagement
48% responded favorably to School Safety
41% responded favorably to Teacher-Student Relationships

STAFF PANORAMA SURVEYS

315 staff members participated in the districtwide Panorama Staff Survey, administered Spring 2024. The percentage measures those who reported favorably in each area:

Educating All Students: 73%

Professional Learning: 57%

School Climate: 54%

School Leadership: 69%

District results from prior year to current year remain fairly consistent in Educating All Students, Professional Learning and School Climate, but show a 6 point increase in School Leadership. Oak Hill and Spinelli exceeded the district average in all surveyed categories. North Country and McClellan HS exceeded the district average in Professional Learning, School Climate and School Leadership. Dudley exceeded the district average in Educating all Students and Riles Middle School exceeded the district average in School Leadership. Center HS fell below the district average in all areas.

PARENT PANORAMA SURVEYS

676 families responded to the Spring 2024 Panorama survey. 70% responded favorably when asked their perception of school climate. 68% responded favorably when asked their perception of school safety. Both areas show a slight increase over prior year surveys.

ADDITIONAL TARGETED SUPPORT and IMPROVEMENT (ATSI) and COMPREHENSIVE SUPPORT and IMPROVEMENT (CSI)

Schools within California are identified ATSI or CSI, indicating a need for additional support and improvement. Schools are identified based on performance within 4 indicators, prompted by a RED ranking on the Dashboard. Performance indicators are as follows: high rates of chronic absenteeism, high suspension rates, low ELA achievement and/or low math achievement. Within these indicators, data is disaggregated to identify student groups ranking RED on the dashboard indicating a very high level of concern and needing more support in these areas. The following schools have been identified for ATSI or CSI support:

Schools Identified for ATSI

Center HS: Suspension rates for African American students and students of 2 or more races

Riles Middle: Chronic absenteeism, suspension rate, ELA achievement and math achievement for students with disabilities
Oak Hill Elementary: Chronic absenteeism, suspension rate, ELA achievement and math achievement for African American students
Dudley Elementary: Chronic absenteeism for homeless students and students with disabilities, suspension rate for Hispanic students, homeless students and students with disabilities, ELA achievement for Hispanic students and students with disabilities, math achievement for Hispanic students and students with disabilities

School Identified for CSI
McClellan HS: graduation rate

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Building upon our Differentiated Assistance work with the Sacramento County Office of Education on MTSS, English Learner support, and initiatives for students with disabilities, CJUSD has identified the scope of our work for the 2024-25 school year. The DA team has identified a problem of practice as a disconnect between teacher professional development and its impact on student reading proficiency. Through our 2024-25 DA work, the team will implement a plan that incorporates professional development and an accountability system to increase the effectiveness of Tier I literacy instruction. See Action 2.1 for details.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

McClellan High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Spring 2023, the district collaborated with McClellan HS staff to assess CSI status and requirements, examine CA Dashboard data, conduct a needs assessment, review the effectiveness of prior CSI funded efforts, and initiate a plan. The analysis included graduation rates, suspension rates, attendance data, achievement data, and survey results.

A notable increase in graduation rates from 63.3% in 2018 to 78.7% in 2022 was observed, coinciding with the presence of an Academic Coordinator funded by CSI. However, for the 2022-23 academic year, McClellan High School was no longer identified for CSI, resulting in the Academic Coordinator's shift to primarily classroom instruction. Without the Academic Coordinator, the graduation rate decreased by 13.3% to 65.5%. Furthermore, English/Language Arts scores declined 44 points and math scores declined 23 points, while suspensions increased

marginally by 1%.

The team's data analysis revealed multiple resource inequities at McClellan HS. Many students arrive with credit deficiencies and a pattern of irregular attendance. Often, students have switched schools numerous times before arriving at MHS. Frequent moves and absences from school hinder learning, leading to gaps in core academic skills specifically reading, writing, and math. Reinstating the Academic Coordinator for the 2024-25 school year is expected to yield positive trends and remedy the resource inequities described.

MHS intends to utilize CSI funds in the 2024-25 school year to sustain the Academic Coordinator's efforts in enhancing academic achievement, attendance, and behavior, consequently boosting graduation rates. The duties of the Academic Coordinator position are described below. Through the School Site Plan for Student Achievement, strategies will be detailed. Progress will be monitored through the School Site Plan for Student Achievement Annual Review.

McClellan High School Academic Coordinator Duties:

- Facilitate coaching sessions and professional development tailored to teacher needs
- Coordinate guest speakers and supplementary programs to enhance student engagement and attendance
- Provide both group and one-on-one coaching for teachers
- Provide both group and one-on-one coaching for teaching strategies
- Lead staff in improvement initiatives using the Plan-Do-Study-Act model
- Support students individually and in groups as necessary

Parents and students participated in the School Site Council process to review data and provide input on the use of CSI funds to continue the Academic Coordinator position through the 2024-25 school year.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The district and site team will convene quarterly to assess the progress of the site team and Academic Coordinator initiatives aimed at enhancing academic achievement, attendance, and behavior, as well as monitoring the status of students on track to graduate. During these meetings, the team will evaluate the level of implementation, analyze local and state data, and assess progress to identify any necessary corrective actions. This structured approach will ensure ongoing monitoring and adjustment and continuous improvement towards our goals.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
District Leadership Meeting: 2/13/24, 4/9/24, 4/23/24	District Leadership meetings are bi-monthly meetings held in person. Attendees include Cabinet, site principals, and district leaders. These meetings include robust dialogue around data and initiatives.
Parent Advisory Council (PAC) 2/7/24 Superintendent Parent Advisory Council: 3/6/24, 4/3/24, 5/6/24	Started out as two separate parent advisory groups: Parent Advisory Council and Superintendent's Parent Advisory Council was merged halfway through the year. Several members participated in both with similar agenda items. Once merged, meetings were held in person in the early evening. Attendees represented every school site.
District English Learner Advisory Council (DELAC): 9/27/23, 4/24/24	In-person meetings facilitated by District English Learner Coordinator. Interpreters actively translate for attendees.
Student Advisory Council (Voices): 11/29/23, 1/18/24, 2/15/24, 3/12/24, 5/2/24	In-person meetings, during the school day with 16 students representing grades 9-12, facilitated by Coordinator of Categorical Programs and Center HS Vice Principal
McClellan HS Staff Meeting: 3/18/24, 4/29/24 McClellan SSC: 2/5/24	Principal and Coordinator of Categorical Programs held in person meetings with certificated and classified staff regarding CSI and Equity Multiplier funding and plans.
Dudley Staff Meeting: 5/29/24 Dudley SSC: 5/23/24	Principal held in person meeting with certificated staff regarding Equity Multiplier funding and plans.
CUTA, CSEA: 5/24/24	LCAP Draft emailed to leadership for feedback
SELPA: 5/17/24	LCAP Draft emailed to SELPA Director for feedback.
Draft LCAP posted online 5/24/2024	All educational partners invited to comment.

Educational Partner(s)	Process for Engagement
CJUSD Public Meeting 6/5/2024	District holds a public hearing to solicit public comments on the LCAP and budget. Community questions and comments are responded to and posted on the CJUSD website.
CJUSD Board Approval 6/12/2024	LCAP submitted to the CJUSD Board for approval.
Superintendent responded in writing to questions and comments received from DELAC and Parent Advisory by June 5, 2024.	No questions were posed for response.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Data analysis by the district leadership team revealed that achievement hasn't risen as anticipated. These discussions highlighted the need to prioritize literacy instruction and ensure core fundamentals are effectively delivered in classrooms. A refocus on Multi-Tiered System of Supports (MTSS) emerged as a critical step. In response, Goal 2 was developed to prioritize literacy and outline a comprehensive MTSS framework. Each action details how all student groups will be supported through differentiated instruction at Tiers 1, 2 and 3. Additionally, Goal 2 includes actions focused on professional learning and leadership development, walkthroughs to monitor classroom practices, and professional learning communities (PLCs) to foster collaboration among educators.

Parent Advisory Council (PAC) representatives at each school analyzed data on safety, instruction, extracurricular opportunities, school culture, and college/career options presented by district leaders. Council members identified strengths and weaknesses, with key concerns being access to academic support, student engagement, behavior expectations, and consequences. To address these concerns, the district has developed a three-pronged approach. Goal 1 focuses on strengthening messaging through consistent website updates, social media, and informative short videos to better inform families about district initiatives. Goal 2 addresses concerns about access to academic support by focusing on literacy initiatives, tiered instruction, professional learning for educators, leadership development, and classroom walkthroughs to monitor progress. Goal 3 responds to concerns about engagement and behavior through the implementation of actions to increase student engagement and decrease disruptive behaviors.

The DELAC meeting focused on a discussion of the LCAP goals and how the proposed actions would benefit English Learners. While EL parents expressed satisfaction, they requested more information about after-school clubs. This valuable feedback prompted us to add a new metric under Goal 2, which focuses on student engagement outside the classroom, specifically measuring the variety of club opportunities available. Recognizing the existing clubs and the potential communication gap with EL families, we've added actions under Goal 1 to improve communication. These actions include increased translations of materials, website updates, and more targeted outreach efforts.

Voices Student Advisory Council, was launched at Center High School to amplify student voice at the district level. Composed of 16 students, four from each grade level, Voices analyzed student data from the Panorama survey. Their analysis revealed a lack of belonging and connection among 9-12 grade students. Voices leveraged peer interviews and their own experiences to understand what fosters a sense of belonging among secondary students. They discovered a strong school culture starts with the everyday actions of teachers and staff. As a result, Goal 1, Action 1 was developed. Through a comprehensive analysis of Panorama survey data across all campuses, administrators and staff will collaborate to identify areas for improvement. This data-driven approach will inform the implementation of strategies that cultivate a stronger sense of belonging and connection for students, staff and families.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BELONG Establish a positive school climate that promotes a sense of belonging for all students, staff and families.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>Panorama data indicates we fell short of our goals for improving school culture. We recognize a positive school culture directly impacts student achievement, attendance, engagement, and behavior. Therefore, we're implementing new strategies with a renewed focus on fostering a strong school culture. This will involve in-depth data analysis, the implementation of effective strategies based on the data, and a commitment to continuous improvement.</p> <p>PANORAMA STUDENT SURVEY on SCHOOL CULTURE The Panorama Student Survey assessed favorability perceptions across various areas, including School Belonging, School Climate, School Engagement, School Safety, and Teacher-Student Relationships. Among students in grades 3-5, Teacher-Student Relationships received the highest favorability ratings, while School Engagement had the lowest. Conversely, among students in grades 6-12, School Safety received the highest favorability ratings, whereas School Engagement received the lowest.</p> <p>SCHOOL BELONGING measures how much students feel they are valued members of the school community.</p> <ul style="list-style-type: none">Grades 3-5, districtwide 56% of students responded favorably to School Belonging. Fortune (66%), Spinelli (58%), Oak Hill (57%), North Country (56%), Dudley (51%)Grades 6-12, districtwide 28% of students responded favorably to School Belonging Riles Middle (27%), McClellan HS (27%), Center HS (25%) <p>SCHOOL CLIMATE measures student perceptions of the overall social and learning climate of the school.</p> <ul style="list-style-type: none">Grades 3-5, districtwide 55% of students responded favorably to School Climate. Fortune (67%), Oak Hill (55%), Spinelli (55%), North Country (54%), Dudley (50%)Grades 6-12, districtwide 38% of students responded favorably to School Climate.
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McClellan HS (43%), Center HS (38%), Riles Middle (31%)

SCHOOL ENGAGEMENT measures how attentive and invested students are in school.

- Grades 3-5, districtwide 47% of students responded favorably to School Engagement.

Fortune (54%), Dudley (47%), Oak Hill (47%), North Country (46%), Spinelli (45%)

- Grades 6-12, districtwide 23% of students responded favorably to School Engagement.

McClellan (27%), Center HS (21%), Riles Middle (20%)

SCHOOL SAFETY measures student perceptions of physical and psychological safety at school.

- Grades 3-5, districtwide 54% of students responded favorably to School Safety.

Fortune (65%), Spinelli (59%), Oak Hill (55%), North Country (53%), Dudley (45%)

- Grades 6-12, districtwide 48% of students responded favorably to School Safety.

McClellan HS (59%), Center HS (50%), Riles Middle (38%)

TEACHER-STUDENT RELATIONSHIPS measure how strong the social connection is between teachers and students within and beyond the school.

- Grades 3-5, districtwide 70% of students responded favorably to Teacher-Student Relationships.

Fortune (78%), Oak Hill (74%), Spinelli (71%), North Country (68%), Dudley (65%)

- Grades 6-12, districtwide 41% of students responded favorably to Teacher-Student Relationships.

McClellan HS (57%), Center HS (37%), Riles Middle (36%)

PANORAMA STAFF SURVEY on SCHOOL CULTURE

School Climate measures perceptions of the overall social and learning climate of the school. Districtwide, 54% of staff who took the Spring 2024 survey responded favorably to School Climate. Sites rating at or above the district average: Fortune (86%), Spinelli (65%). North Country (60%), McClellan HS (60%), Oak Hill (58%). Sites rating below district average: Dudley (47%), Center HS (47%), Riles Middle (30%).

PANORAMA FAMILY SURVEY on SCHOOL CULTURE

School Climate measures perceptions of the overall social and learning climate of the school. Districtwide, 70% of families who took the Spring 2024 survey responded favorably to School Climate and 68% responded favorably to School Safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Panorama Survey response rates	SPRING 2024 STUDENTS: 79.5% (2753 students) responded Dudley Elementary: 97.8% North Country Elementary: 87.7% Oak Hill Elementary: 96.6% Spinelli Elementary: 98.1% Riles Middle School: 62.6% McClellan High School: 79.7% Center High School: 72.4% STAFF: 58% (315/540) staff members responded FAMILIES: 676 responses			STUDENTS: 85% response rate STAFF: 73% response rate FAMILIES: 1000 responses	
1.2	School Climate Survey Results	SPRING 2024 STUDENTS grades 3-5 (973 responses) School Belonging: 56% School Climate: 55% School Engagement: 47%			SPRING 2027 Increase favorable responses by 5 percentage points yearly in each area measured	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>School Safety: 54% Teacher-Student Relationships: 70%</p> <p>STUDENTS grades 6-12 (1775 responses) School Belonging: 28% School Climate: 38% School Engagement: 23% School Safety: 48% Teacher-Student Relationships: 41%</p> <p>STAFF School Climate: 54%</p> <p>FAMILIES Safety: 68% School Climate: 70%</p>			<p>STUDENTS grades 3-5 School Belonging: 71% School Climate: 70% School Engagement: 62% School Safety: 69% Teacher-Student Relationships: 85%</p> <p>STUDENTS grades 6-12 School Belonging: 43% School Climate: 53% School Engagement: 38% School Safety: 63% Teacher-Student Relationships: 56%</p> <p>STAFF School Climate: 69%</p> <p>FAMILIES Safety: 83% School Climate: 85%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Parental involvement on decision making through site parent advisory meetings	2023-24 Total 54 site meetings held among 8 sites CHS: 9 SSC, 2 ELAC MHS: 2 SSC WCR: 1 SSC Oak Hill: 8 SSC, 2 ELAC North Country: 10 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 1 SSC, 2 ELAC RFE: 3 SSC, 2 ELAC			Quarterly School Site Council meetings Quarterly English Learner Advisory Council (ELAC) meetings	
1.4	Parent and student involvement on decision making through district advisory meetings	2023-24 district advisory meetings Student Advisory Council (VOICES): 5 Parent Advisory Council Meetings: 7 District English Learner Advisory Council (DELAC): 2			Quarterly VOICES Student Advisory Council at Center HS, expand to McClellan HS and Riles MS. Quarterly Parent Advisory Council Meetings Quarterly District English Learner Advisory Council (DELAC) Meetings	
1.5	SFSS Parent Engagement Sessions and parent/family participation	2023-24 5 Sessions 53 Parent/Guardians Participated			Increase parent/guardian participation by 2% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	SCHOOL CULTURE	<p>Recognizing the profound impact on attendance, engagement, achievement, staff morale and behaviors, the district and school sites are dedicated to creating a positive school culture.</p> <p>Data collected through student, staff and parent Panorama surveys show the need for school sites to act with intention in envisioning, creating and fostering a positive school culture. These efforts, and the role of administrators, teachers and staff, are reflected in School Site Plans for Student Achievement (SPSA). The intended outcome is to cultivate a positive school culture, leading to an increase in positive responses from students, staff, and families as measured by district Panorama surveys.</p>	\$5,116.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>DATA School site administrators and staff actively engage in a comprehensive analysis of Panorama survey data from students, staff, and families to identify strengths and areas of growth.</p> <p>PLAN School sites develop specific goals and strategies that are seamlessly incorporated into existing school practices and policies. These strategies are tailored to address areas of growth, fostering a stronger sense of belonging, value, and connection among students, staff, and families.</p> <p>IMPLEMENT School site administrators oversee the Implementation of strategies aimed at increasing school culture.</p> <p>MONITOR School site administrators and staff gauge the impact by assessing the implementation and effectiveness of efforts using Panorama annual surveys, Panorama check-ins, empathy interviews, and student data.</p> <p>REFLECT and ADJUST Data analysis and empathy interviews with students, staff, and families inform the adjustment of goals and strategies leading to continuous improvement. The overall impact is assessed through the SPSA annual review.</p>		
1.2	OUTREACH and PARTNERSHIPS	Enhance communication and collaboration with families through purposeful partnerships, involving students, parents, and families in providing input and feedback on both district and site initiatives. Establish a platform where goals, data, and progress are openly shared, nurturing a continuous cycle of improvement. Strive to ensure that participants in district and site advisory groups* more accurately represent the diverse demographics of the CJUSD community.	\$183,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Increase TK-8 parent conferences to 2 times/year.</p> <p>Increase volunteers, share opportunities for engagement, invite families, and create a welcoming environment. Sites and Human Resources partner together to communicate and guide through the clearance process.</p> <p>Hire a Communications Coordinator to manage media relations, coordinate communications, and organize special events to bolster public relations efforts. Additionally, Coordinator will aid in improving staff communication practices, create various publications, oversee the district's online presence and social media, and coordinate the development of grant proposals.</p> <p>District and school websites and social media channels will be regularly updated to provide comprehensive information. These platforms will detail available programs, opportunities, and events to effectively communicate with students, families, and the community.</p> <p>* Advisory Groups District Advisory: District English Learner Advisory Council (DELAC), Superintendent's Advisory Council, Voices Student Advisory Council Site Advisory groups: School Site Council, English Learner Advisory Council</p>		
1.3	PARENT and FAMILY SUPPORTS	<p>Student Family Support Services (SFSS) will broaden outreach efforts to strengthen communication and support for all families by implementing several strategies such as hosting parent workshops, providing information and services in multiple languages to accommodate the diverse families within our community, supporting district advisory groups, collaborating with community partners to extend the reach of support services and access to additional resources. Although a districtwide action, the SFSS will strive to prioritize outreach to families of foster youth, low-income students, students experiencing homelessness, and English learner students. Prioritize unduplicated student enrollment in all elementary schools' Expanded Learning Opportunities Program.</p>	\$324,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The SFSS Department will partner with school parent groups and community partners to host annual CJUSD Back to School events. This event aims to facilitate a smooth transition for students and families returning to school after the summer break, connecting them with various resources from school sites, the district, and the broader community. Students will also receive a backpack and school supplies at the event.</p> <p>Continue providing community access to the SFSS clothes closet, school supplies, diaper distribution, washer and dryer, and other basic necessities.</p> <p>Address food insecurity by maintaining the district's food pantry, which is accessible to all students and families. Continue seeking donations from local organizations to meet the needs of students and families, especially during school breaks and holidays. Through collaboration, the SFSS will identify students and families for local Thanksgiving Feasts and Christmas Gift Giving Programs. Continued partnership with the Sacramento Food Bank and Family Services that allows the SFSS to hold monthly grocery box and produce distributions accessible to all CJUSD students and families.</p> <p>In the first year, the SFSS Coordinator will conduct an assessment of parent workshop needs and interests, review climate survey feedback, and meet with school administration and district coordinators to help determine future parent education classes, groups, and/or forums. A well-designed parent education program that incorporates feedback from partners (stakeholders) and input from school and community content experts is expected to result in increased participation in parent education workshops during the second and third years. These workshops will offer valuable insights and information to enhance parenting skills and promote greater engagement in their child's education.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The SFSS Department will remain dedicated to offering various supportive services for specific subgroups such as foster youth, students experiencing homelessness, low income, and their families, creating a supportive and inclusive educational environment for all students and their families. The required support shall include the identification and documentation of eligibility, enrollment and attendance support, referrals for eligible services including free meals, transportation assistance, access to other district, state, and federal programs, referrals to social-emotional and health services, intervention and outreach, and referrals to community services. For targeted intervention support, the Homeless and Foster Youth Liaison and Student and Family Support Assistants will collaborate with school site counselors and administration to utilize a data-driven approach and referral process to identify appropriate tiered support services for our foster youth, students experiencing homelessness and other at-risk students. Through this tiered approach, immediate needs such as food, clothing, and transportation will be identified and provided through the SFSS. At the same time, high needs will be met through SFSS' customized mentoring program where Student and Family Support Assistants can utilize a case management approach, including regular check-ins with students, connection to academic supports and interests, including tutoring and before/after school programs, CTE/post-secondary programs, monitoring of attendance/engagement, referral to social-emotional and other health services, and empowerment of life skills and student voice. Through the mentoring program, we aim to provide students with access to new opportunities and experiences, expanding their potential for growth, connection, and success.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IMPACT Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Dashboard and local data indicate that the district has fallen short of the expected targets for student achievement. This highlights the necessity for a stronger focus on improving literacy and instructional practices through the utilization of Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) while enhancing professional learning opportunities, conducting walkthroughs, and introducing supplementary support systems and accountability measures.

DASHBOARD DATA: CAASPP and the California Alternate Assessment

In English/Language Arts, the overall performance is ranked ORANGE on the Dashboard, with students scoring 40.4 points below standard. Homeless students are classified in the RED band, indicating a very high level of concern. Student groups categorized in the ORANGE band, reflecting a high level of concern, include African American, Asian, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. Students of two or more races are ranked in the YELLOW band, while Filipino students are placed in the BLUE band.

In mathematics, the overall performance is ranked as ORANGE, with students scoring 71.1 points below the standard. Homeless students are flagged in the RED band signaling a very high level of concern. Student groups in the ORANGE band, indicating a high level of concern, include African American, Asian, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. Students of two or more races fall into the YELLOW band, while Filipino students are in the GREEN band.

The following school sites and corresponding student groups ranked RED on the Dashboard in ELA or math, indicating a high level of concern and an increased need for additional supports.

English/Language Arts

Riles Middle: Students with Disabilities

Oak Hill Elementary: African American, Students with Disabilities

Dudley Elementary: African American, English Learners, Hispanic, Students with Disabilities

Mathematics

Riles Middle: Students with Disabilities

Oak Hill Elementary: African American

Dudley Elementary: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

iREADY

The past three spring iReady Diagnostic 3 administrations reveal a concerning lack of progress in student achievement. Neither ELA nor math data shows any change in the percentage of students scoring one grade level below expectations. There's been a slight decrease in the percentage of students scoring above grade level, which is mirrored by a slight increase in the number of students scoring two or more grade levels below.

PANORAMA STAFF SURVEY

Through the Panorama Staff Survey, perceptions of favorability were measured in the following areas: Educating all Students, Professional Learning, School Climate and School Leadership. Educating all Students and School Leadership are the two areas reporting the highest levels of favorability. School Climate and Professional Learning measure the lowest levels of favorability.

- Educating All Students measures staff perceptions of their readiness to fully support all learners. Districtwide, 73% responded favorably to Educating All Students. Sites rating at or above the district average: Spinelli (83%), Dudley (78%) Oak Hill (75%) and Fortune (73%). Sites rating below district average: Riles Middle (69%) North Country (68%), McClellan HS (68%), Center HS (66%).
- School Leadership measures staff perceptions of a school's leadership effectiveness. Districtwide, 69% responded favorably to School Leadership. Sites rating at or above the district average: Fortune (96%), (Spinelli 83%), North Country (79%), Riles Middle (79%), McClellan HS (78%), Oak Hill (74%). Sites rating below district average: Dudley (52%), Center HS (47%)
- School Climate measures perceptions of the overall social and learning climate of the school. Districtwide, 54% responded favorably to School Climate. Sites rating at or above the district average: Fortune (86%), Spinelli (65%). North Country (60%), McClellan HS (60%), Oak Hill (58%). Sites rating below district average: Dudley (47%), Center HS (47%), Riles Middle (30%).
- Professional Learning is the perception of the amount and quality of professional growth and learning opportunities available to staff. Districtwide, 57% responded favorably to Professional Learning. Sites rating at or above the district average: Fortune (87%), Spinelli (68%), North Country (68%), McClellan HS (62%). Sites rating below the district average: Riles Middle (55%), Dudley (41%), Center HS (37%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CCSS, ELD, NGSS IMPLEMENTATION by district or site personnel as measured by observation loop and feedback	2023-24 100% implementation			100% implementation	
2.2	STUDENT ACCESS TO STANDARDS ALIGNED CURRICULUM	2023-24 100% of students have access to standards aligned curriculum			100% of students have access to standards aligned curriculum	
2.3	TEACHER ASSIGNMENT MONITORING OUTCOME	2021-22 88.6% districtwide clear			94% districtwide clear	
2.4	ELA and MATH DASHBOARD DATA	<p>2023 ELA: overall 40.4 points below standard</p> <p>Student groups identified RED on the Dashboard in ELA: Homeless</p> <p>Math: overall 71.1 points below standard</p> <p>Student groups identified RED on the Dashboard in math: Homeless</p>			<p>Overall ELA and MATH will be at standard or above on the Dashboard</p> <p>All student groups will be GREEN or above on the Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	CAASPP	<p>2022-23 CAASPP</p> <p>ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 31% 4th: 31% 5th: 34% 6th: 37% 7th: 36% 8th: 34% 11th: 42%</p> <p>MATHEMATICS Standards Met or Exceeded 3rd: 28% 4th: 21% 5th: 20% 6th: 25% 7th: 26% 8th: 25% 11th: 21%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS:</p> <p>SOCIOECONOMICALL Y DISADVANTAGED</p>			<p>All grade levels and all student groups will increase by 5 percentage points each year on ELA and MATH CAASPP</p> <p>ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 46% 4th: 46% 5th: 49% 6th: 52% 7th: 51% 8th: 49% 11th: 57%</p> <p>MATHEMATICS Standards Met or Exceeded 3rd: 43% 4th: 36% 5th: 35% 6th: 40% 7th: 41% 8th: 40% 11th: 36%</p> <p>STUDENT GROUPS:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Standards Met or Exceeded English/Language Arts 3rd: 31% 4th: 32% 5th: 28% 6th: 36% 7th: 32% 8th: 30% 11th: 36%</p> <p>Math 3rd: 23% 4th: 16% 5th: 16% 6th: 24% 7th: 21% 8th: 25% 11th: 21%</p> <p>STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 20% 4th: 18% 5th: 17% 6th: 13% 7th: 14% 8th: 12% 11th: 17%</p> <p>Math 3rd: 24% 4th: 19%</p>			<p>SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 46% 4th: 47% 5th: 43% 6th: 51% 7th: 47% 8th: 45% 11th: 51%</p> <p>Math 3rd: 89% 4th: 31% 5th: 31% 6th: 39% 7th: 36% 8th: 40% 11th: 36%</p> <p>STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 35% 4th: 33% 5th: 29% 6th: 28% 7th: 29% 8th: 27%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th: 12% 6th: 10% 7th: 9% 8th: 7% 11th: 4% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 16% 4th: 14% 5th: 12% 6th: 8% 7th: 8% 8th: 5% 11th: 8% Math 3rd: 22% 4th: 14% 5th: 8% 6th: 6% 7th: 5% 8th: 3% 11th: 2%			11th: 32% Math 3rd: 39% 4th: 34% 5th: 27% 6th: 25% 7th: 24% 8th: 22% 11th: 19% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 31% 4th: 29% 5th: 27% 6th: 23% 7th: 23% 8th: 20% 11th: 23% Math 3rd: 37% 4th: 29% 5th: 23% 6th: 6% 7th: 20% 8th: 23% 11th: 22%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	IREADY READING	<p>2023-24 Diagnostic #3, Administered March 2024</p> <p>36% on or above grade level</p> <p>28% one grade level below</p> <p>36% two or more grade levels below</p> <p>SOCIOECONOMICALLY DISADVANTAGED</p> <p>32% on or above</p> <p>31% one grade level below</p> <p>38% two or more grade levels below</p> <p>STUDENTS WITH DISABILITIES</p> <p>25% on or above</p> <p>22% one grade level below</p> <p>54% two or more grade levels below</p> <p>ENGLISH LEARNERS</p> <p>16% on or above</p> <p>26% one grade level below</p> <p>58% two or more grade levels below</p>			<p>Increase students on or above grade level in Reading by 5 percentage points each year:</p> <p>2026-27 Diagnostic #3</p> <p>51% of students will be on or above grade level in reading as measured by IReady</p> <p>SOCIOECONOMICALLY DISADVANTAGED</p> <p>47% on or above grade level</p> <p>STUDENTS WITH DISABILITIES</p> <p>40% on or above grade level</p> <p>ENGLISH LEARNERS</p> <p>31% on or above grade level</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	IREADY READING: K-2 LITERACY FOCUS	<p>2023-24 Diagnostic #3 Administered March 2024</p> <p>PHONOLOGICAL AWARENESS Kindergarten 66% Met/Exceeded</p> <p>1st 49% Met/Exceeded</p> <p>2nd 81% Met/Exceeded</p> <p>PHONICS Kinder 60% Met/Exceeded</p> <p>1st 49% Met/Exceeded</p> <p>2nd 50% Met/Exceeded</p>			<p>Increase K-2 students who meet or exceed grade-level standards in Phonological Awareness and Phonics by 5 percentage points each year</p> <p>2026-27 Diagnostic #3 PHONOLOGICAL AWARENESS Kindergarten 81% Met/Exceeded</p> <p>1st 64% Met/Exceeded</p> <p>2nd 96% Met/Exceeded</p> <p>PHONICS Kinder 75% Met/Exceeded</p> <p>1st 64% Met/Exceeded</p> <p>2nd</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					65% Met/Exceeded	
2.8	IREADY MATH	<p>2023-24 Diagnostic #3 administered March 2024 28% on or above grade level 36% one grade level below 36% two or more grade levels below</p> <p>SOCIOECONOMICALLY DISADVANTAGED 24% on or above 39% one grade level below 37% two or more grade levels below</p> <p>STUDENTS WITH DISABILITIES 18% on or above 27% one grade level below 55% two or more grade levels below</p> <p>ENGLISH LEARNERS 15% on or above 37% one grade level below 48% two or more grade levels below</p>			<p>Increase students on or above grade level in Math by 5 percentage points each year:</p> <p>2026-27 Diagnostic #3 43% on or above grade level</p> <p>SOCIOECONOMICALLY DISADVANTAGED 39% on or above grade level</p> <p>STUDENTS WITH DISABILITIES 33% on or above grade level</p> <p>ENGLISH LEARNERS 30% on or above grade level</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	PANORAMA STAFF SURVEY	Spring 2024 Educating All Students: 73% School Leadership: 69% Professional Learning: 57% (315 staff responses)			Increase favorable responses from Staff Survey by 5 percentage points each year Educating All Students: 88% School Leadership: 84% Professional Learning: 72%	
2.10	ERHMS	2023-24 Students Served: 73 Average Attendance: Average GPA grades 7-12: 1.79			TBD	
2.11	EL PROGRESS INDICATOR	2023 51.2% of English Learners made progress towards English language proficiency as reported by the Dashboard.			55% or above of English Learners will make progress toward English language proficiency as reported by the Dashboard	
2.12	EL REDESIGNATION	2023-24: 14.5% (98/674 students) were Redesignated Fluent English Proficient			20.5% of English Learners will be Redesignated Fluent English Proficient	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	LONG-TERM ENGLISH LEARNER (LTEL)	2023-24 local data: 131 LTELS 51 at risk 2025 Dashboard will establish LTEL baseline data			Decrease LTELS by 2 percentage points each year. Target established when baseline data is released through the Dashboard.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	LITERACY	<p>The collaborative efforts of our teaching staff, students, and families are aimed at enhancing literacy across grades K-12. Operating within the framework of MTSS, we strive to address the individual needs of every student, ensuring that instruction is tailored to accommodate diverse learning styles and abilities, particularly focusing on supporting English learners and students with disabilities. We strongly emphasize identifying and addressing the needs of subgroups that may be underperforming, as indicated by the RED designation on the Dashboard. Formative assessments are used to pinpoint areas for improvement, allowing us to implement evidence-based interventions effectively.</p> <p>EARLY LITERACY FOCUS (TK-2)</p> <ul style="list-style-type: none"> Utilize district-adopted curriculum, Wonders, to build foundational literacy skills Ensure all TK-2 teachers, administrators, and instructional staff participate in professional development sessions supporting systematic, explicit reading instruction based on research-backed principles of literacy <p>Accountability Measures</p> <ul style="list-style-type: none"> Conduct walkthroughs to ensure consistent implementation of district literacy expectations in classrooms <p>Tiered Interventions</p> <ul style="list-style-type: none"> Tier I Intervention: Implement research-based intervention strategies and data-driven instruction, integrating targeted Wonders lessons Tier II Intervention: Provide smaller group instruction, implementing research-backed intervention methods and data-driven instruction, incorporating targeted Wonders lessons <p>READING PROFICIENCY FOCUS (3-12)</p> <ul style="list-style-type: none"> Focus on building reading proficiency across content areas, emphasizing informational text and complex literature 	\$949,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Implement strategies to support struggling readers and English Language Learners (ELL) in developing comprehension skills and expanding vocabulary knowledge Incorporate explicit instruction in reading strategies such as summarizing, making inferences, and analyzing text structure Integrate technology tools and digital resources to enrich reading instruction and provide access to a wide range of diverse texts Provide professional development opportunities to teachers, administrators, and instructional staff <p>Accountability Measures</p> <ul style="list-style-type: none"> Conduct walkthroughs to ensure consistent implementation of districtwide instructional expectations in classrooms <p>Tiered Interventions</p> <ul style="list-style-type: none"> Tier I Intervention: Implement research-based interventions, utilizing data-driven approaches with targeted interventions Tier II Intervention: Implement research-based interventions, employing data-driven approaches with targeted interventions <p>LITERACY PARTNERSHIPS</p> <p>Through workshops, family literacy nights, and parent education programs, we aim to empower parents with the knowledge and tools needed to support literacy growth at home. We will promote literacy initiatives and provide families with greater access to books and literacy materials within the community. We will engage families in literacy-related activities such as author visits and book fairs, to foster a supportive environment where everyone plays a vital role in nurturing a love for reading and lifelong learning.</p>		
2.2	TIER 1 INSTRUCTION	TIER I INSTRUCTION	\$23,051,123.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide a comprehensive education beginning in the early stages of development through a Transitional Kindergarten and a full day Kindergarten program and continuing through grade 12. • Provide all students access to Tier 1 instruction using district-adopted standards-aligned curriculum, technology, and evidence-based instructional strategies. • Design instruction to be universally accessible, meeting the diverse needs of students, including those with special education requirements, English Learners, long-term English Learners, and advanced learners such as GATE students • Optimize the learning environment and promote collaboration, autonomy, and student-centered learning through flexible grouping and flexible seating, • Pay particular attention to subgroups identified as underperforming, as indicated by the RED ranking on the Dashboard <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Provide resources and professional development for teachers, administrators, and support staff on Universal Design for Learning (UDL) strategies, flexible grouping with the use of flexible seating, tiered assignments, and personalized learning pathways <p>DATA DRIVEN</p> <ul style="list-style-type: none"> • Use formative, summative, IReady, and curriculum-based assessment data to identify strengths and areas of growth for students, with a particular focus on underperforming subgroups • Utilize Professional Learning Community (PLC) time to analyze data and tailor instruction accordingly <p>ACCOUNTABILITY MEASURES</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Conduct walkthroughs to ensure that Tier 1 instruction is universally designed to meet the needs of all students 		
2.3	TIER 2 INSTRUCTION	<p>TIER 2 INSTRUCTION</p> <ul style="list-style-type: none"> Provide students with access to tier 2 instruction, offering research-based interventions tailored to address specific areas of need, while ensuring that the additional support provided at Tier 1 through differentiated instruction remains intact Intentionally design interventions to meet individualized goals and support student progress Implement push-in or push-out interventions at the elementary level to support core instruction and meet targeted needs Provide separate intervention courses at the secondary level to support core courses, including leveled courses through special education and opportunities such as summer school Support students in need of credit recovery at McClellan HS, which serves as a secondary intervention school Offer academic mentoring through Student Family Support Services to provide additional support <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> Provide resources and professional development opportunities for teachers, administrators, and support staff specific to Tier 2 instruction to ensure effective implementation of interventions to support student success <p>DATA-DRIVEN</p> <ul style="list-style-type: none"> Implement ongoing progress monitoring to identify whether students respond positively to interventions and adjust instruction as needed, facilitating fluid movement between Tier 1 and Tier 2 instruction. <p>ACCOUNTABILITY MEASURES</p> <ul style="list-style-type: none"> Conduct walkthroughs to ensure that Tier 2 instruction is universally designed to meet the needs of all learners, with a 	\$22,072,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focus on effectiveness and alignment with intervention goals to support student progress		
2.4	TIER 3 INSTRUCTION	<p>TIER 3 INSTRUCTION</p> <ul style="list-style-type: none"> • Provide intensive individualized intervention for students who have not responded to Tier 1 or Tier 2 instruction • Ensure interventions are intentional and designed to meet individualized goals, focusing on addressing specific areas of need • Extended School Year summer school as part of Tier 3 instruction to provide additional support and opportunities for students • Offer academic mentoring through Student Family Support Services to provide additional support and guidance to students in Tier 3 instruction <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Provide resources and professional development opportunities for teachers, administrators, and support staff specific to Tier 3 instruction to ensure effective implementation of interventions to support student success <p>DATA DRIVEN</p> <ul style="list-style-type: none"> • Implement ongoing progress monitoring to identify whether students are responding positively to interventions and adjust instruction as needed, facilitating opportunities between Tier 1, Tier 2, and Tier 3 instruction. <p>ACCOUNTABILITY MEASURES</p> <ul style="list-style-type: none"> • Conduct walkthroughs to ensure that Tier 2 instruction is universally designed to meet the needs of all learners, with a focus on effectiveness and alignment with intervention goals to support student progress 	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	WALKTHROUGHS	<p>Provide ongoing support to teachers and students through consistent and meaningful classroom walkthroughs, concentrating on three essential areas: Classroom Environment, Learning, and Instruction.</p> <p>PLAN</p> <ul style="list-style-type: none"> • Create walkthrough forms to gather relevant data during observations • Identify priorities and objectives for the walkthroughs <p>DO</p> <ul style="list-style-type: none"> • Calibrate the walkthrough tool to ensure consistency in observations • Establish clear expectations for the frequency and duration of walkthroughs <p>STUDY</p> <ul style="list-style-type: none"> • Implement walkthroughs according to the developed protocol • Collect data during observations to assess classroom environment, learning, and instruction • Review collected data to identify trends and areas for improvement <p>ACT</p> <ul style="list-style-type: none"> • Provide feedback based on the data collected during walkthroughs • Determine next steps for improvement and development • Identify if site-level, district-wide, or classroom-specific support is needed • Offer appropriately targeted professional development to address identified needs and support continuous improvement 	\$0.00	No
2.6	GROWTH and DEVELOPMENT of TEACHERS and other STAFF	<ul style="list-style-type: none"> • Recruit and hire highly effective teachers, administrators, and support staff. Increase staff retention by providing essential 	\$1,724,171.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>resources, professional learning and effective leadership in a positive, supportive, professional environment.</p> <ul style="list-style-type: none"> • Support new teachers through the district New Teacher Induction program and on-site new teacher support systems. • Offer comprehensive professional development opportunities to teachers, administrators, and staff to equip them with the necessary resources and knowledge to effectively implement the district initiatives. • Provide professional development to ensure all instructional staff are trained to implement the district's adopted curriculum as designed. • Provide training to enhance instructional effectiveness by utilizing data to identify student needs and tailor instruction. • Provide training on Universal Design for Learning (UDL) to accommodate the needs and abilities of all learners. This includes extending support for advanced learners and providing targeted support for lower-performing student groups, with particular attention to students identified as RED on the Dashboard. • Utilize the expertise of the district English Learner Coordinator and site English Learner Specialists to deliver professional development to administrators, general education teachers, and instructional staff, designed to effectively meet the needs of English Learners. • Utilize the expertise of the district and site Special Education teams to deliver professional development to administrators, general education teachers, and instructional staff effectively meet the needs of students with disabilities. Facilitate monthly collaboration between special education and general education teachers. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Facilitate opportunities for collaborative discussions among teachers of the same grade level and guide teacher-to-teacher observations to foster professional growth and learning. Tailor district and site professional development based on observations and patterns identified through classroom walkthroughs and PLC discussions. Provide timely evaluations that are valuable and personalized, identifying individual strengths and areas for growth in alignment with the district's continuous improvement goals, following California Standards for Teachers and the Professional Standards for Educational Leaders. Offer exit surveys when employees resign to assess the overall employee experience and identify opportunities to improve retention and engagement. 		
2.7	LEADER GROWTH & DEVELOPMENT	<p>Enhance instructional quality, increase student achievement, improve staff retention, and cultivate a positive school climate by empowering administrators with the tools to be effective leaders through professional development, mentorship, and accountability.</p> <p>PROFESSIONAL LEARNING:</p> <ul style="list-style-type: none"> Establish shared language, clear expectations, and effective practices for classroom walkthroughs and feedback. Refine the walkthrough process by fostering peer collaboration wherein administrators partner to assess instructional effectiveness, data collection, and feedback. Equip administrators with the skills to analyze student data effectively and guide instructional improvement with staff using the PDSA cycle. Provide other professional development opportunities based on identified need 	\$2,441,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>MENTORSHIP</p> <ul style="list-style-type: none"> • Pair principals with district mentors or other site principals to support continuous improvement, reflection, goal setting, and collaborative problem-solving. <p>ACCOUNTABILITY MEASURES</p> <ul style="list-style-type: none"> • Provide administrators with self-assessment tools to evaluate their leadership strengths and areas for growth, incorporating insights from Panorama staff survey results. Develop long-term and short-term goals based on these assessments to continually improve leadership effectiveness and address staff needs. • Establish monthly conferences with supervisor to assess progress on personal goals to improve leadership effectiveness and site goals outlined in the School Plan for Student Achievement. 		
2.8	PROFESSIONAL LEARNING COMMUNITIES	School sites utilize PLC time to tailor instruction and enhance student achievement. Teachers analyze student data and adhere to the district protocol, which includes the Plan-Do-Study-Act (PDSA) cycle. This cycle acts as an interactive problem-solving strategy aimed at improving learning outcomes and driving change. Intentional efforts are made to address the needs of all students, including schools identified as RED on the Dashboard, and subgroups such as English Learners, long-term English learners, and students with disabilities	\$0.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	VALUED Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Dashboard and local data show the district has not met the expected targets for student achievement. Attendance, social-emotional well-being, school engagement, and behavior directly influence student success. This goal has been established to identify actions aimed at ensuring staff have the necessary resources and administrative support to address behavioral challenges hindering learning. These actions are designed to enhance student engagement, improve attendance, and mitigate disruptive behaviors.

Dashboard data reveals a districtwide RED ranking for suspension rates among specific student subgroups; African American, American Indian, Hispanic, Homeless, and Students with Disabilities. This indicates a significant concern and underscores the need to identify corrective measures, as there is a link between student groups with higher suspension rates and those with lower academic achievement.

At the site level, the dashboard identifies specific school sites and student subgroups with a RED ranking for suspension rates and chronic absenteeism. This highlights an increased need for additional support to promote higher attendance and engagement in classroom instruction and extracurriculars.

Chronic Absenteeism: % of students K-8, absent 10% or more

- Oak Hill: African-American 27.8%

Suspension Rates: % suspended at least one day

- Center HS: African American 21.7%, Two or More Races 13.7%, Students with Disabilities 13.7%
- McClellan HS: Hispanic 11.3%, Socioeconomically Disadvantaged 17.5, White 24.3%
- Riles Middle: African American 23.5%, Hispanic 11.8%, Socioeconomically Disadvantaged 13.6%, Students with Disabilities 20.4%
- Spinelli Elementary: Hispanic 8.1%, Socioeconomically Disadvantaged 5.4%
- Oak Hill Elementary: African American 9.3%, Students with Disabilities 8.3%
- Dudley Elementary: Hispanic 9.2%, Homeless 12.3%, Socioeconomically Disadvantaged 7%, Students with Disabilities 8.1%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	DAILY ATTENDANCE	2023-24 P2 Districtwide Attendance: 90.63%			2026-27 P2 Districtwide Attendance: 95%	
3.2	CHRONIC ABSENTEEISM	<p>2022-23 Chronic Absenteeism: 29.2% as reported by the Dashboard</p> <p>2023-24 Chronic Absenteeism: 20.2% as measured by EveryDay Pro</p> <p>English Learner 18.2%</p> <p>Students w/Disabilities 29.2%</p> <p>Homeless: 33.9%</p> <p>Foster: 23.1%</p> <p>Hispanic: 24%</p> <p>African American: 25%</p>			2026-27 Chronic Absenteeism: 15%	
3.3	CLUB OFFERINGS & PARTICIPATION	<p>2023-24 23% (1053/4439) of TK-12 students connect to school through Clubs</p> <p>Center HS: 20 Clubs 17% (233/1367) participation</p>			Maintain club offerings while increasing student participation to 29%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>McClellan HS: 2 Clubs 47% (41/86)</p> <p>Riles Middle: 7 Clubs 16% (104/612)</p> <p>Dudley: 6 Clubs 10% (60/552)</p> <p>North Country: 13 Clubs + 5 Academies 43% (260/601)</p> <p>RFE: 10 Clubs 75% (165/219)</p> <p>Spinelli: 3 Clubs 29% (92/308)</p> <p>Oak Hill: 6 Clubs 22% (151/678)</p>				
3.4	ATHLETIC OFFERINGS & PARTICIPATION	<p>2023-24 23% (493/2065) of 7-12 students connect to school through Athletics</p> <p>Center HS Programs: 19 Teams: 31 Athletes: 24% (339/1367)</p> <p>McClellan HS Programs: 4 Teams: 4</p>			Maintain athletic offerings while increasing student participation to 29%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Athletes: 30% (26/86)</p> <p>Riles Middle Programs: 4 Teams: 8 Athletes: 20% (128/612)</p>				
3.5	DISTRICT DROP OUT RATE	<p>2022-23: 4% (16 students) districtwide dropouts in a cohort of 338 as reported by DataQuest in a 4 year Cohort outcome report</p> <p>African American: 3 Asian: 0 Filipino: 0 Hispanic/Latino: 7 White: 6 Two or more races: 0</p>			Dropouts not to exceed 1%	
3.6	MIDDLE SCHOOL DROP OUT RATE	Zero middle school dropouts			Maintain zero middle school dropouts	
3.7	SUSPENSION RATE	<p>2022-23 district suspension rate: 7.1% suspended at least one day as reported by the Dashboard</p> <p>Percent suspended at least one day: African American: 15.7% American Indian: 13.3% Hispanic: 7.3%</p>			<p>2025-26: Reduce district suspension rate to 4%</p> <p>Reduce suspension rate for student groups: African American: 8% American Indian: 7% Hispanic: 4%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 10.4% Students with Disabilities: 11.3%			Homeless: 5% Students with Disabilities: 6%	
3.8	EXPULSION RATE	2022-23: 6 expulsions as reported by DataQuest			Expulsions not to exceed 4	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ATTENDANCE & ENGAGEMENT	The SFSS Department will prioritize comprehensive attendance support across all levels, including addressing Chronic Absenteeism. This will	\$10,624,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>involve ongoing support for students and families through the Attendance and Engagement Process, including tiered supports and interventions. Everyday Pro will provide data monitoring and parent outreach through mail nudges, text messages, and check-ins. Oak Hill Elementary will be prioritized.</p> <p>At Tier 1, SFSS will disseminate positive attendance messages in monthly district family communications and raise awareness through an Attendance Awareness Campaign. Specialized communication and resources will be tailored for TK and Kinder families, who experience the highest rates of Chronic Absenteeism. Monthly, the school site with the highest attendance rate will receive the Attendance Champion Award which includes a banner and framed certificate for display. Quarterly, the "Attendance Prize Squad" will recognize schools and grade levels with positive attendance rates.</p> <p>The SFSS Coordinator will hold two meetings with Attendance and Engagement Leads from each school, in addition to the fall and spring Data Culture meetings. These meetings will focus on reviewing data on attendance and chronic absenteeism, developing tiered goals and interventions for sites, and implementing a home visit protocol.</p> <p>At Tiers 2 and 3, Attendance Leads will collaborate with the SFSS to identify, provide outreach, and support chronically absent students through a referral system aimed at removing barriers. Early intervention and intensive measures like student success plans, support networks, community referrals, and transportation assistance will be implemented as part of the three-tiered approach.</p> <p>Through the implementation of Tier 1 and Tier 2 PBIS supports site administrators will provide proactive student support designed to keep students in the classroom.</p> <p>Extended Learning Opportunities Program (ELOP) provides after-school and summer school enrichment programs for transitional kindergarten through sixth grade.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Provide varied experiences to engage in school valuing student interest, increase extracurricular opportunities and participation in clubs and athletics, and elementary specialists to provide music, art, and PE.</p> <p>Continue to provide home/school transportation, and co-curricular and extracurricular transportation to address barriers leading to chronic absenteeism and lack of engagement in extracurricular activities.</p> <p>Nutrition Services ensures students have access to breakfast and lunch at no charge to students or families. Nutrition Services also provides snacks to after-school programs such as clubs and tutoring at no cost to students, families, or school site programs.</p> <p>Nurses & Health Assistants conduct hearing/sight checks, diabetes monitoring, and general welfare checks.</p>		
3.2	SOCIAL EMOTIONAL SUPPORT	<p>POSITIVE BEHAVIORAL INTERVENTION and SUPPORTS District and sites will fully implement PBIS across all schools, fostering a positive and inclusive learning environment that promotes achievement, social-emotional development, and student well-being. Sites will participate in ongoing levels of training. Director of Student Services will coordinate PBIS, collaborating with site administrators to ensure school-wide implementation, data-driven decision-making, tiered systems of support, and fidelity of implementation.</p> <p>Dudley and Oak Hill begin year 2 of the 2 year California Integrated Supports Project. The project involves taking a deeper dive into PBIS by integrating SEL, Culturally Sustaining Approach and Trauma Informed practices. North Country and Spinelli will begin the 2 year program.</p> <p>SOCIAL EMOTIONAL SUPPORT To support the full integration of social-emotional learning through all tiers, there is a need to re-establish the District SEL Team encompassing district coordinators, administrators, school counselors, and other SEL student</p>	\$3,902,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>support staff to ensure that MTSS, PBIS, SEL, and trauma-informed practices are integrated and consistent in their practices, aligned from school to school, and that staff are provided guidance and trained accordingly. The team will convene to review current adopted SEL curricula, investigate others for possible implementation, and investigate a SEL/climate walkthrough tool.</p> <p>We are addressing other barriers to learning by continuing to provide Tier 2 and Tier 3 social-emotional supports through counselors, social workers and mental health clinicians. These positions provide social/emotional support through classroom push-in, small group counseling, individual counseling, and referrals to SFSS and community-based agencies for additional targeted support.</p> <p>School Psychologists, Counselors, and Behavior Specialists on the Educationally-related Mental Health Services (ERMHS) Team provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.</p> <p>SAFE SCHOOL AMBASSADORS The SFSS Coordinator will support Oak Hill and Spinelli Elementary Schools in maintaining the student-centered anti-bullying prevention program, Safe School Ambassadors Program. This will involve coordinating the training of diverse student leaders and holding monthly meetings where they can develop the skills necessary to reduce incidences of bullying and exclusion on campus, ultimately creating a safe and supportive school climate. Students will also gain positive peer and teacher relationships. Additionally, the Coordinator will investigate whether other elementary schools and Riles MS see a need to re-implement the SSA program.</p>		

Action #	Title	Description	Total Funds	Contributing
3.3	DIVERSITY, EQUITY & INCLUSION	WestEd to provide professional development and site-based coaching to increase capacity to implement Culturally Responsive and Sustaining Education (CRSE) through an equity-driven improvement cycles. Antibias Training will continue throughout the sites giving teachers a deeper understanding of how to enact equitable practices in their classrooms. School Leaders will have a deeper understanding on how to enact equitable practices and identify problematic policies that have unintended consequences for particular student groups. Students will increase levels of belonging and connection through classrooms where educators have an equity mindset and implement CRST practices.	\$152,521.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	THRIVE Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>Dashboards and local data indicate the district has not met the expected targets for college and career readiness. This emphasizes the need to implement actions and metrics to ensure every student graduates equipped for post-high school endeavors, whether in college or career pathways.</p> <p>Dashboards data reveals a districtwide RED ranking for graduation rates among Students with Disabilities and College/Career Readiness for English Learners and Students with Disabilities, signaling a heightened level of concern and an increased need for targeted districtwide assistance.</p> <p>At the site level, the Dashboard identified the following school sites and student groups with a RED ranking, signifying a high level of concern and an increased need for additional, targeted support:</p> <p>College and Career Indicator (CCI): 31.4% of students prepared for College and Career</p> <p>Center High</p> <ul style="list-style-type: none">English Learners: 8.3% prepared for College and CareerStudents with Disabilities: 4.4% prepared for College and Career <p>McClellan High</p> <ul style="list-style-type: none">Socioeconomically Disadvantaged students: 6.4% for College and Career

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	FACILITIES INSPECTION	100% schools passed the 2023 inspection with a rating of Good or better			100% schools pass the annual inspection with a rating of good or better	
4.2	DISTRICT GRADUATION RATE	<p>2022-23: 84.9% as reported by the Dashboard</p> <p>68.6% African American 86.2% Asian 87.3% Hispanic 84.1% White 93.5% Two or more races 79.5% English Learners 81.8% Socioeconomically Disadvantaged 67.2% Students with Disabilities 69.2% Homeless Students</p> <p>*Reporting students in the 5 year graduation rate cohort</p>			90% graduation rate as reported by the Dashboard	
4.3	A-G COMPLETION	<p>2022-23: 19.9% seniors met all a-g requirements as reported on the Dashboard Pathway Completion Report</p> <p>7.7% African American 41.4% Asian</p>			40% seniors meet all a-g requirements as reported on the Dashboard Pathway Completion Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		53.8% Filipino 17% Hispanic 18.8% White 7.7% Two or more races 2.8% English Learners 16.7% Economically Disadvantaged 0% Students with Disabilities 16.7% Homeless Students				
4.4	AP ENROLLMENT	2022-23 AP Enrollment: 11% (161/1367) White: 37.8% (61/161) Hispanic: 19% (32/161) African American: 11.1% (18/161) Other Asian: 9% (16/161) Filipino: 11.8% (19/161) Asian Indian: 3% (6/161) Vietnamese 0.6% (1/161) Hawaiian/Pacific Islander: 2.4% (4/161) Chinese: 2.4% (4/161)			Increase AP enrollment to 25%	
4.5	AP PASSAGE RATE	8% (28 students in 344 cohort) earned a score of 3 or higher on two AP exams as reported by the 2023 Dashboard			14% of students in graduating cohort earn a score of 3 or higher on two AP exams as reported by the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>College/Career Levels and Measures Report</p> <p>Number of students in each student group who scored 3 or higher on two AP exams</p> <p>1 African American 6 Asian 1 Filipino 4 Hispanic 15 White 0 Two or more races 0 English Learners 12 Economically Disadvantaged 0 Students with Disabilities 3 Homeless Students</p> <p>79.6% (51/64) of students earned a score of 3 or higher on one AP exam in 2023 as reported by College Board</p> <p>*Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams</p>			<p>Dashboard College/Career Levels and Measures Report</p> <p>80% of students earn a score of 3 or higher on one AP exam as reported by College Board</p>	
4.6	SEAL OF BILITERACY	2022-23: 5% of graduates (20 students) earned Seal of Biliteracy as reported by			10% of graduates earn Seal of Biliteracy as reported by the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the Dashboard College and Career Measures Report			Dashboard College and Career Measures Report	
4.7	PREPARED FOR COLLEGE & CAREER	<p>2023 Dashboard measuring graduates prepared for post-high school college and career:</p> <p>31.4% of graduates are "Prepared" for College and Career 30.5% of graduates are "Approaching Prepared" 38.1% of graduates are "Not Prepared"</p>			40% of graduates are "Prepared" for College and Career as reported by the Dashboard	
4.8	A-G and CTE PATHWAY COMPLETION	<p>2023: 10.5% (37 students) completed a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway: 2.9% African American 27.6% Asian 8.5% Hispanic</p>			16.5% of students complete a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.4% White 0% Two or more races 0% English Learners 7.8% Economically Disadvantaged 0% Students with Disabilities 7.7% Homeless Students *Reporting students in a combined 4 and 5 year graduation rate cohort				
4.9	CTE OFFERINGS & COMPLETION	2023-24: CHS offered 12 CTE courses and 21 sections. 22.5% (79 students) completed one CTE Pathway as reported by the Dashboard CTE Pathway Completion Report. *Reporting students in a 4 and 5 year graduation rate cohort			Maintain CTE course offerings while increasing students completing one CTE Pathway to 28.5%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	EDUCATIONAL ENVIRONMENT	<p>The Maintenance and Operations Department oversees the CJUSD Master Plan, which outlines the condition of current facilities, as well as the necessary renovations and expansions needed to ensure a safe and supportive environment for all aspects of the educational experience.</p> <p>The Facilities and Operations staff, Campus Monitors, Custodians, and the Twin Rivers Police Department, work collaboratively to uphold the safety, cleanliness, and welcoming atmosphere of district and school sites for students, families, and the community. Adequate training and support are provided to empower staff with the necessary skills and resources to effectively fulfill their job responsibilities.</p>	\$7,105,376.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	COLLEGE READINESS	<p>A-G COMPLETION Completing A-G requirements guarantees students graduate with essential prerequisites for UC or CSU admission, benefiting both college and career paths by providing equitable access to vital high school courses. A-G completion broadens opportunities, including workforce, military, trade schools, community colleges, or universities. Additionally, A-G coursework instills academic, critical thinking, and communication skills for success in any post-high school endeavor.</p> <p>To increase A-G completion rates, 9th graders will enroll in Biology and Integrated I mathematics or higher. Depending on enrollment, additional teaching positions will be added at Center HS to lower class sizes or to provide space within course sections for students needing to repeat courses. Summer school will be expanded to accommodate students needing to repeat courses in which they earned a D grade. School counselors will guide students on the A-G pathway. The College and Career Coordinator will guide the exploration of post-secondary opportunities and aid students through the application and acceptance process.</p> <p>DUAL ENROLLMENT Dual Enrollment enables high school students to earn both high school credits for graduation and college credits concurrently for the same coursework. At Center HS, dual enrollment is available in English 12, Astronomy, Entrepreneurship, Business (Consumer Finance), and Statistics.</p> <p>ADVANCED PLACEMENT Advanced Placement (AP) classes offer access to rigorous, college-level coursework. Center HS offers AP English Language, AP English Literature, AP Statistics, AP Calculus AB, AP US History, and AP Spanish. Enrollment is continuously monitored to ensure adequate representation.</p> <p>PEER TUTORING The Peer Tutoring program offers biweekly tutoring from high-achieving Center HS students who assist peers with homework completion, study techniques, skill enhancement, and test preparation.</p>	\$234,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	CAREER READINESS	<p>Career Readiness courses and pathways not only provide students with academic skills but also equip them with essential workplace abilities including critical thinking, communication, teamwork, leadership, research tools, creativity, and innovation.</p> <p>CAREER TECHNICAL EDUCATION CTE is an educational program comprising a multiyear sequence of courses that blend core academic knowledge with technical and occupational expertise, offering students a pathway to both postsecondary education and careers.</p> <p>CJUSD aims to establish a comprehensive K-12 CTE plan, connecting courses from elementary to high school, to boost completion rates in CTE Pathways. This initiative creates a seamless skill-building continuum, enabling students to explore CTE coursework early on and graduate high school with a completed CTE pathway. The plan development includes a thorough needs assessment to identify areas for improvement or expansion of CTE opportunities at all levels. Efforts will strategically promote CTE pathways, guiding students toward various high school options.</p> <p>CTE coursework offered at various elementary sites: STEAM, C-STEM, Graphic Design, Coding, Robotics CTE coursework offered at Riles Middle School: Broadcasting, PLTW, Coding</p> <p>CTE Pathways offered at Center HS: Graphic Design Pathway Media and Design Animation Pathway Residential Construction PLTW Engineering Entrepreneurship Pathway Public Safety Pathway Patient Care Pathway</p>	\$659,651.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The district is implementing a multi-year plan to expand opportunities for McClellan HS students, integrating CTE opportunities into their academic experience. Beginning in the fall of 2025, McClellan HS will relocate to a campus adjacent to Center HS. This move will allow MHS to preserve its unique identity as a separate school but add CTE course access. MHS students will attend core classes at MHS while accessing CTE coursework available on Center High's campus.</p> <p>OTHER CAREER READINESS OPPORTUNITIES</p> <p>Workability, in partnership with the Department of Rehabilitation, provides pre-employment skills training, employment placement, and follow-up for high school students in special education, aiding the transition from school to work, independent living, and postsecondary education or training.</p> <p>911 Dispatch trains students for direct entry into a career as a 911 Dispatcher, call center dispatcher or other customer service call center positions. Pharmacy Tech prepares students for entry-level pharmacy technician positions.</p> <p>The district will partner with Center HS to establish district internships pairing high school students with the Coordinator of Communication and the Technology Department to gain valuable on-the-job experience.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>By 2027, Dudley will bridge gaps in literacy to improve student fluency and comprehension across all disciplines resulting in the following:</p> <ul style="list-style-type: none">• All student groups will be green or above on the Dashboard• Increase ELA and math by 5 percentage points per year as measured by CAASPP• Increase students on or above grade level in reading and math by 5 percentage points per year as measured by iReady• Reduce site suspension rate and student group suspension rates to 3%	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>Dudley Elementary has been designated to receive Equity Multiplier Funding due to its high proportion of socioeconomically disadvantaged students and student transiency rates. The purpose of the funding is to bridge achievement and opportunity gaps for all students, especially those subgroups identified RED on the Dashboard.</p> <p>Data shows a disparity in achievement and suspensions indicating a critical need for supports. Dashboard data revealed Dudley is ranked in the RED for overall ELA and math achievement, scoring below the state average in both areas. Student subgroups including African American, English learner, Hispanic, and Students with Disabilities scored in the RED for both ELA and math. Socioeconomically Disadvantaged and White subgroups scored in the RED in math. Suspensions for Hispanic, Homeless, Socioeconomically Disadvantaged and Students with Disabilities subgroups were ranked RED.</p> <p>This goal has been developed to address literacy, knowing that evidence-based literacy programs will equip students with foundational skills that not only strengthen reading, but also provide a foundation for success across disciplines, including math. Additionally, improved literacy</p>
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leads to improved behavior as students gain the confidence and tools to navigate academic challenges. Consultation with Dudley's educational partners underscored an agreement with actions outlined in Goal 5.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	ELA and MATH DASHBOARD DATA	<p>ELA: overall 82.5 points below standard</p> <p>Student groups identified RED on the Dashboard in ELA:</p> <p>African American: 125.8 points below standard English Learners: 86.5 points below standard Hispanic: 94.8 points below standard Students with Disabilities: 159.6 points below standard</p> <p>MATH: overall 115.4 points below standard</p> <p>Student groups identified RED on the Dashboard in math. African American: 169.1 points below English Learner: 124.5 points below standard Hispanic: 126.3 points below standard</p>			<p>Overall ELA and MATH will be at standard or above on the Dashboard</p> <p>All student groups will be GREEN or above on the Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 121.2 points below standard Students with Disabilities: 183.8 points below standard White: 100.7 points below standard				
5.2	CAASPP DATA	<p>2022-23 ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 21% 4th: 12% 5th: 22% 6th: 26%</p> <p>MATH Standards Met or Exceeded 3rd: 20% 4th: 7% 5th: 11% 6th: 14%</p>			<p>All grade levels and all student groups will increase by 5 percentage points each year on ELA and MATH CAASPP</p> <p>ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 36 % 4th: 27% 5th: 37% 6th: 41%</p> <p>MATH Standards Met or Exceeded 3rd: 35% 4th: 42% 5th: 26% 6th: 29%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	IREADY DATA	<p>2023-24 Diagnostic 3</p> <p>Reading 34% on or above grade level 34% one grade level below 33% two or more grade levels below</p> <p>Math 22% on or above grade level 48% one grade level below 31% two or more grade levels below</p>			<p>Increase students on or above grade level in Reading and math by 5 percentage points each year:</p> <p>Diagnostic 3 Reading 49% on or above grade level</p> <p>Math 37% on or above grade level</p>	
5.4	SUSPENSION DATA	<p>2023 Suspension Data: 6% of students suspended at least one day</p> <p>Student groups identified RED on the Dashboard:</p> <p>Hispanic: 9.2% suspended at least one day</p> <p>Homeless: 12.3% suspended at least one day</p>			<p>Reduce site suspension rate to 3%</p> <p>Reduce suspension rates for student groups: 3%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged: 7% suspended at least one day</p> <p>Students with Disabilities: 8.1% suspended at least one day</p>				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	LITERACY SPECIALIST	Dudley will hire a Literacy Specialist to address student needs, guaranteeing that each student receives the essential support and	\$275,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>guidance required to overcome learning gaps and enhance reading skills. This effort increases academic achievement across all subjects, including mathematics. By focusing on targeted skill development, students will experience a boost in confidence and academic success, reducing behaviors often exacerbated by academic frustrations, lack of achievement, and low confidence in their academic abilities.</p> <p>The Literacy Specialist will gather and analyze student data to identify areas of need. Employing evidence-based curriculum and instructional strategies, interventions will be tailored to suit the individual needs of each student. This process will involve close collaboration with administrators, teachers, and other school personnel, to accurately identify students requiring Tier II and Tier III intervention. A structured system of short-term intervention cycles will then be established to ensure targeted support and monitor student progress effectively. Ongoing assessment of students' reading development will inform ongoing intervention adjustments.</p> <p>The Literacy Specialist will provide valuable professional development opportunities to classroom teachers, equipping them with the latest research findings and innovative instructional techniques to increase literacy and further enhance student learning outcomes.</p> <p>Dudley will employ a dedicated substitute teacher to prevent the Literacy Specialist or other support staff from being pulled from their roles to fill in for the absence of a classroom teacher. This ensures continuity of support for all students, particularly high-need students. Additionally, by employing a teacher who is familiar with Dudley's policies and procedures, this position ensures consistency for all students.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	<p>By 2027, McClellan will increase graduation rates, improve academic achievement, and decrease behaviors through targeted ELA and math intervention resulting in the following:</p> <ul style="list-style-type: none">• Increase overall ELA and math by 50% as reported by the Dashboard• Increase ELA and math scores by 5 percentage points each year as measured by CAASPP• Increase students on or above grade level in reading and math by 5 percentage points each year as measured by iReady• Increase graduation rate to 80%• Reduce site suspension rate to 7% and no student groups in the RED on the Dashboard	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

McClellan High School has been designated to receive Equity Multiplier Funding due to its high proportion of socioeconomically disadvantaged students and student transiency rates. The purpose of the funding is to bridge achievement and opportunity gaps for all students, especially those subgroups identified as RED on the Dashboard.

Dashboard data revealed MHS is ranked in the RED for overall ELA and math achievement, scoring below the state average in both areas. Graduation rate is RED overall with the Socioeconomically Disadvantaged subgroup also RED. Suspension rates are RED overall with Hispanic, Socioeconomically Disadvantaged, and White subgroups also RED. College and Career indicators ranked MHS VERY LOW overall and the Socioeconomically Disadvantaged subgroup was also ranked VERY LOW.

The data reveals disparities in achievement, graduation rates, and suspension rates, signaling a critical need for support. This goal has been developed to address the need for ELA and math intervention, recognizing that targeted intervention will bridge gaps and provide students with essential skills. These skills not only enhance reading and math abilities but also establish foundational skills for success in college and

career pathways post-high school. Additionally, improved academic achievement is anticipated to raise graduation rates and improve behavior, as students acquire the skills and confidence to navigate academic expectations. Consultation with McClellan's educational partners underscored an agreement with actions outlined in Goal 5.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	ELA and MATH DASHBOARD DATA	ELA: 139.2 points below standard Math: 217.8 points below standard			Increase overall ELA and MATH by 50% as reported on the Dashboard	
6.2	CAASPP DATA	2022-23 ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 11th: 13% MATH Standards Met or Exceeded 11th: 0%			Increase student ELA and MATH CAASPP scores by 5 percentage points each year ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 11th: 28% MATH Standards Met or Exceeded 11th: 15%	
6.3	IREADY DATA	2023-24 Diagnostic 3			Increase students on or above grade	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>grades 10th and 12th ONLY</p> <p>Reading 6% on or above grade level 12% one grade level below 82% two or more grade levels below</p> <p>Math 0% on or above grade level 3% one grade level below 97% two or more grade levels below</p>			<p>level in Reading and Math by 5 percentage points each year:</p> <p>Diagnostic #3 READING 21% of students will be on or above grade level</p> <p>MATH 15% of students will be on or above grade level</p>	
6.4	GRADUATION RATE	<p>2023 Graduation Rate: 65.5%</p> <p>Student Groups identified RED on the Dashboard:</p> <p>Socioeconomically Disadvantaged: 61.2% grad rate</p>			<p>80% graduation rate as reported by the Dashboard</p> <p>No Student Groups will be in the RED on the Dashboard</p>	
6.5	SUSPENSION RATE	<p>2023 Suspension Rate: 15.4% of students suspended at least one day</p>			<p>Reduce suspension rate to 7%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Student groups identified RED on the Dashboard:</p> <p>Hispanic: 11.3% suspended at least one day</p> <p>Socioeconomically Disadvantaged: 17.5% suspended at least one day</p> <p>White: 24.3% suspended at least one day</p>			No student groups will be in the RED on the Dashboard	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	INTERVENTION TEACHER	<p>MHS will improve student success by hiring an Intervention teacher to bridge academic gaps in ELA and math, providing targeted instruction through a pull-out model. Improved ELA and math skills will increase achievement across all subjects, boosting course completion rates and increasing graduation rates. Additionally, by addressing academic challenges, we can expect a reduction in behaviors often exacerbated by academic frustrations, lack of achievement, and low confidence.</p> <p>The Intervention teacher will gather and analyze student data to identify areas of need. Employing evidence-based curriculum and instructional strategies, interventions will be tailored to suit the individual needs of each student. This process will involve close collaboration with administrators, teachers, and other school personnel, to accurately identify students requiring specialized pull-out learning sessions based on their specific data. A structured system of short-term intervention cycles will then be established to ensure targeted support and monitor student progress effectively. Ongoing assessment of students' reading and math skill development will inform ongoing intervention adjustments.</p>	\$155,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8,524,559	\$554,274

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.306%	0.000%	\$0.00	17.306%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: PARENT and FAMILY SUPPORTS</p> <p>Need: District is 61% Socioeconomically Disadvantaged. Homeless is RED on Dashboard for ELA and math. English Learners and SED ORANGE on Dashboard for ELA and math. Graduation rate for homeless, EL and SED is ORANGE.</p>	Access to resources and meeting basic needs greatly influence students' academic success. By ensuring essentials such as food, clothing, and school supplies are met, students can attend classes and engage fully. This increases attendance and participation, enhances social-emotional well-being, reduces behaviors, and increases academic achievement,	Attendance rates, Parent and Student Panorama Surveys, Academic Achievement, Graduation Rates, Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Chronic Absenteeism for EL is 18%, Homeless is 33%, Food, clothing, school supplies, academic support and social emotional supports are identified needs.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: LITERACY</p> <p>Need: High-needs student groups ranked in Orange and Red bands on CDE Dashboard for ELA achievement. High-need student groups score below peers as measured by iReady Reading Diagnostic and CAASPP ELA scores.</p> <p>Scope: LEA-wide</p>	<p>The action of flexing hours at school site libraries directly contributes to increasing literacy by providing students with increased access to a diverse range of literary materials. This is particularly significant for high-needs students who may have limited access to reading materials suitable for their reading levels outside of school. By granting students access to a variety of academically appropriate literature, we create an environment that fosters literacy and ultimately improves academic achievement.</p> <p>For English Learners and Long-Term English Learners, bilingual assistants offer crucial additional support. These assistants help bridge the gap between two languages, facilitating language acquisition and bolstering academic achievement. By providing support in both languages, bilingual assistants empower EL and LTEL students to engage more effectively with academic content, thereby enhancing their overall academic performance.</p>	Dashboard, CAASPP scores, iReady scores, EL and LTEL reclassification rates
2.2	<p>Action: TIER 1 INSTRUCTION</p>	Effective teachers, flexible seating, instructional technology, and technology specialists enhance	Dashboard, CAASPP scores, iReady scores, EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: CDE Dashboard data in ELA and math is ranked ORANGE, indicating students are scoring below standard in both areas. Many high-need student groups including English Learners, Socioeconomically disadvantaged and special education students are ranked RED on the Dashboard in ELA and/or math. CAASPP and IReady data in reading and math also show anticipated growth is not being made.</p> <p>Scope:</p>	<p>Tier I instruction for all students, particularly high-needs students.</p> <p>Skilled teachers offer engaging lessons and differentiated instruction to meet the diverse needs of learners, employing research-based instructional strategies that cater to various learning styles and abilities, and providing targeted Tier I support.</p> <p>Flexible seating promotes student engagement, focus, and learning outcomes by providing options to choose seating that best suits their learning preferences and needs. For high-needs students who may struggle with traditional classroom setups, flexible seating offers opportunities for movement, comfort, and personalized learning experiences, ultimately enhancing their engagement and academic success.</p> <p>Technology tools and resources can support differentiated instruction, provide interactive learning experiences, and offer accessibility to accommodate diverse learning needs. For high-needs students, instructional technology is a valuable tool for scaffolding learning, providing individualized support, and accessing content at their own pace.</p> <p>Technology specialists ensure that technology is effectively integrated into the classroom, fostering personalized and accessible learning experiences. They also ensure that technology is used inclusively and effectively to support the diverse learning needs of all students.</p>	<p>and LTEL reclassification rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>Action: TIER 2 INSTRUCTION</p> <p>Need: Low graduation rates, low ELA and math achievement as measured by the CDE Dashboard, CAASPP, iReady ELA and iReady math data</p> <p>Scope: LEA-wide</p>	<p>Summer school and MHS continuation high school enhance Tier II instruction, particularly for high-needs students.</p> <p>Summer School provides additional opportunities to make up coursework and prevent further academic setbacks. Teachers tailor instruction to fill gaps identified through data analysis, offering personalized support to meet individual student needs.</p> <p>MHS continuation high school effectively addresses learning gaps through personalized instruction and targeted curriculum. With lower class sizes, MHS can offer more opportunities for targeted instruction, remediation, and enrichment activities, benefiting high-needs students who may require additional support to catch up or stay on track academically.</p> <p>Both programs offer focused, targeted curriculum designed to address specific academic needs and goals, providing a structured and intentional approach to instruction. Additionally, they employ dedicated staff trained to work with high-needs students, ensuring they receive the necessary support and resources for academic success.</p>	Dashboard, CAASPP scores, iReady scores, EL and LTEL reclassification rates, graduation rates
2.7	<p>Action: LEADER GROWTH & DEVELOPMENT</p> <p>Need: Leaders to support instruction to improve achievement</p>	Empowering administrators with effective leadership tools leads to positive outcomes for students, staff, and overall school climate, especially for high-need students. This is achieved by providing targeted support, fostering a supportive environment, and promoting collaborative, data-driven approaches to school	Walkthrough data on instruction, CDE Dashboard CAASPP achievement, iReady achievement, EL Progress Indicator, Panorama Staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	improvement. Administrators prioritize teaching and learning, offering guidance to teachers in implementing evidence-based practices tailored to high-need students' diverse needs, resulting in improved academic outcomes. They also create an inclusive school environment that fosters belonging and supports learning and growth, particularly for high-need students facing additional challenges. By analyzing student data and implementing targeted interventions, administrators strategically allocate resources to maximize student success. Investing in teachers' professional growth enhances their ability to effectively support diverse learners, contributing to overall student achievement.	Survey data, Panorama Student Survey data
3.1	Action: ATTENDANCE & ENGAGEMENT Need: increase attendance, decrease chronic absenteeism, decrease undesirable behaviors and suspensions, increase engagement in school through extracurricular activities Scope: LEA-wide	Providing athletics, health services, transportation, and attendance outreach to parents can significantly enhance attendance and school engagement for all students, particularly those with high needs. Participation in clubs or sports often serves as a strong motivator for regular school attendance, offering diverse avenues for engagement beyond the classroom. Access to medical care, counseling, and other health resources on campus increases the likelihood of regular attendance, addressing crucial health needs, especially for high-need students who may encounter barriers to healthcare access outside of school. Transportation services play a vital role in ensuring that all students, regardless of their family's transportation situation, can attend school regularly, thereby removing a common barrier to attendance, particularly for students from low-income families. By offering transportation options, schools not only increase regular attendance but also facilitate increased participation in	Daily Attendance, Chronic Absenteeism, Club Offerings, Athletic Offerings, Suspension Rates, Panorama Student Survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>extracurricular activities, particularly for high-need students facing transportation challenges. Additionally, outreach efforts play a pivotal role in identifying and addressing barriers to attendance, such as transportation issues or health concerns, fostering support and communication that are especially impactful for high-need students coming from families with limited resources or facing various challenges, ultimately promoting attendance and engagement.</p>	
3.2	<p>Action: SOCIAL EMOTIONAL SUPPORT</p> <p>Need: Attendance and chronic absenteeism, social, referrals for Tier 1 and Tier 3 SEL supports, inappropriate behaviors resulting in suspension,</p> <p>Scope: LEA-wide</p>	<p>PBIS, SEL, Safe School Ambassadors, school counselors, and psychologists play vital roles in fostering an inclusive and supportive educational environment by providing social-emotional support for all students, particularly those with high needs.</p> <p>School counselors and psychologists offer individual and group support to students facing academic, social, or emotional challenges. This targeted assistance aims to address underlying issues that could contribute to poor attendance, behavior problems, or disengagement. In addition to these targeted supports, various campus-wide programs are in place to further assist high-need learners.</p> <p>PBIS (Positive Behavioral Interventions & Supports) initiatives enhance attendance and engagement, while SEL (Social-Emotional Learning) programs equip students with tools to manage emotions, build relationships, and make responsible decisions. Safe School Ambassadors exemplify positive behavior and facilitate conflict resolution.</p>	<p>Panorama Student Survey data, attendance rates, chronic absenteeism rates, suspension rates, referrals for Tier 2 and Tier 3 SEL supports</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	<p>Action: DIVERSITY, EQUITY & INCLUSION</p> <p>Need: There is an achievement gap between high-needs student groups, including African American and Hispanic students. This gap is evidenced by disproportionate suspension rates, lower achievement in ELA and math, lower graduation rates, and lower a-g completion rates. Additionally, lower participation in AP could indicate opportunity gaps. Lack of staff representation may contribute to achievement gaps.</p> <p>Scope: LEA-wide</p>	Diversity, Equity, and Inclusion (DEI) initiatives foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior for all students, particularly high-need students. DEI training can help all teachers and staff from all school sites and the district identify unconscious biases that can affect interactions with students and families, adapt teaching to connect with more diverse learning styles, build stronger relationships by understanding differing backgrounds and perspectives, help teachers identify early intervention to help students from falling behind and know the importance of setting high expectations for all students from all backgrounds.	CAASPP scores in ELA and math, IReady scores in ELA and math, suspension rates, graduation rates, a-g completion rates, AP enrollment by student group, Panorama Student Survey data
4.2	<p>Action: COLLEGE READINESS</p> <p>Need: Low A-G completion rates, low AP Passage rates and low A-G and CTE Pathway completion rates and lower graduation rates for high needs students.</p> <p>Scope: Schoolwide</p>	While supporting all students, the CHS College and Career Coordinator focuses specifically on students from high-needs backgrounds, many of whom are the first in their families to consider higher education. These students receive tailored assistance from the Coordinator in navigating college and career choices, including guidance through the application process, financial aid options, and career pathways. The Coordinator facilitates access to resources such as scholarships, internships, and vocational training programs. The Coordinator organizes field trips to college campuses, including in-state institutions and historically black colleges and universities, broadening students' perspectives and opportunities for higher education	A-G Completion rates, AP Passage rates, A-G and CTE Pathway Completion rates, Graduation Rates

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Through 2.1, 2.2 and 2.3, we are maintaining an increased number of certified and classified staff at Spinelli Elementary, North Country Elementary, Dudley Elementary, Elementary, Oak Hill Elementary, Riles Middle School, and McClellan HS to focus on supporting the linguistic and academic needs of English learners, including long-term ELs. Strategies include Tiered Literacy Instruction, Integrated Language Development, and Designated Language Development. Efforts are informed by data analysis, allowing us to track student progress and ensure English Learners achieve their grade-level academic goals and reach reclassification.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	39:1	29:1
Staff-to-student ratio of certificated staff providing direct services to students	18:1	16:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$49,257,359	\$8,524,559	17.306%	0.000%	17.306%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$41,167,265.00	\$26,073,458.00	\$551,092.00	\$6,072,458.00	\$73,864,273.00	\$53,736,295.00	\$20,127,978.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	SCHOOL CULTURE	All		No				2024-27	\$0.00	\$5,116.00	\$5,116.00	\$0.00	\$0.00	\$0.00	\$5,116.00	
1	1.2	OUTREACH and PARTNERSHIPS	All		No				2024-27	\$156,000.00	\$27,000.00	\$183,000.00	\$0.00	\$0.00	\$0.00	\$183,000.00	
1	1.3	PARENT and FAMILY SUPPORTS	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$229,229.00	\$94,923.00	\$158,180.00	\$0.00	\$10,466.00	\$155,506.00	\$324,152.00	
2	2.1	LITERACY	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$879,150.00	\$70,000.00	\$949,150.00	\$0.00	\$0.00	\$0.00	\$949,150.00	
2	2.2	TIER 1 INSTRUCTION	All		No				2024-27	\$20,242,076.00	\$2,809,047.00	\$23,051,123.00	\$0.00	\$0.00	\$0.00	\$23,051,123.00	
2	2.3	TIER 2 INSTRUCTION	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$14,230,436.00	\$7,842,120.00	\$1,725,732.00	\$17,775,404.00	\$0.00	\$2,571,420.00	\$22,072,556.00	
2	2.4	TIER 3 INSTRUCTION	All Students Disabilities	with	No				2024-27	\$2,000.00	\$3,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	
2	2.5	WALKTHROUGHS	All		No				2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.6	GROWTH and DEVELOPMENT of TEACHERS and other STAFF	All		No				2024-27	\$1,661,671.00	\$62,500.00	\$15,000.00	\$1,611,671.00	\$0.00	\$97,500.00	\$1,724,171.00	
2	2.7	LEADER GROWTH & DEVELOPMENT	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-27	\$2,416,614.00	\$25,000.00	\$2,441,614.00	\$0.00	\$0.00	\$0.00	\$2,441,614.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income				Low Income										
2	2.8	PROFESSIONAL LEARNING COMMUNITIES							2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	ATTENDANCE & ENGAGEMENT	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$4,847,701.00	\$5,776,466.00	\$3,947,462.00	\$3,589,392.00	\$122,387.00	\$2,964,926.00	\$10,624,167.00	
3	3.2	SOCIAL EMOTIONAL SUPPORT	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$3,787,112.00	\$114,960.00	\$1,315,453.00	\$2,074,236.00	\$418,239.00	\$94,144.00	\$3,902,072.00	
3	3.3	DIVERSITY, EQUITY & INCLUSION	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$152,521.00	\$152,521.00	\$0.00	\$0.00	\$0.00	\$152,521.00	
4	4.1	EDUCATIONAL ENVIRONMENT	All		No				2024-27	\$4,261,827.00	\$2,843,549.00	\$7,105,376.00	\$0.00	\$0.00	\$0.00	\$7,105,376.00	
4	4.2	COLLEGE READINESS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Center High School	2024-27	\$234,604.00	\$0.00	\$102,538.00	\$132,066.00	\$0.00	\$0.00	\$234,604.00	
4	4.3	CAREER READINESS	All		No				2024-27	\$357,875.00	\$301,776.00	\$15,000.00	\$455,689.00	\$0.00	\$188,962.00	\$659,651.00	
5	5.1	LITERACY SPECIALIST	All		No				2024-27	\$275,000.00	\$0.00	\$0.00	\$275,000.00	\$0.00	\$0.00	\$275,000.00	
6	6.1	INTERVENTION TEACHER	All		No				2024-27	\$155,000.00	\$0.00	\$0.00	\$155,000.00	\$0.00	\$0.00	\$155,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$49,257,359	\$8,524,559	17.306%	0.000%	17.306%	\$10,792,650.00	0.000%	21.911 %	Total:	\$10,792,650.00
								LEA-wide Total:	\$10,690,112.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$102,538.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	PARENT and FAMILY SUPPORTS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,180.00	
2	2.1	LITERACY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$949,150.00	
2	2.3	TIER 2 INSTRUCTION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,725,732.00	
2	2.7	LEADER GROWTH & DEVELOPMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,441,614.00	
3	3.1	ATTENDANCE & ENGAGEMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,947,462.00	
3	3.2	SOCIAL EMOTIONAL SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,315,453.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	DIVERSITY, EQUITY & INCLUSION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,521.00	
4	4.2	COLLEGE READINESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Center High School	\$102,538.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$39,503,370.00	\$43,837,523.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional staff, curriculum & training	Yes	\$19,735,322.00	\$20,346,500
1	1.2	Intervention and Extension	Yes	\$6,021,868.00	\$5,596,762
1	1.3	English Learner Language Acquisition & Supports	Yes	\$1,202,350.00	\$1,502,233
1	1.4	Special Education Supports	No	\$0.00	\$0
1	1.5	CTE Offerings and Participation	Yes	\$436,606.00	\$320,917
1	1.6	Advanced Placement (AP) Enrollment	No	\$0.00	\$0
1	1.7	Academic Support through Student & Family Services	Yes	\$490,846.00	\$535,962
1	1.8	Professional Development	Yes	\$270,000.00	\$162,284
2	2.1	Attendance & Engagement	Yes	\$1,107,572.00	\$1,001,714
2	2.2	Social Emotional Supports	Yes	\$679,938.00	\$994,825
2	2.3	Transportation	Yes	\$1,952,054.00	\$3,092,492

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Health Services	Yes	\$545,817.00	\$919,492
2	2.5	Facilities Master Plan	No	\$0.00	\$0
2	2.6	School Connections	Yes	\$1,430,000.00	\$1,358,568
2	2.7	Diversity, Equity and Inclusion	No	\$135,000.00	\$138,728
2	2.8	Assess school climate using Panorama	No	\$0.00	\$0
3	3.1	Enhanced Communication & Partnerships	Yes	\$25,000.00	\$25,834
3	3.2	Enhanced Communication & Partnerships with families	Yes	\$56,950.00	\$34,131
3	3.3	DISCONTINUED Adult Education	No		
3	3.4	Enhanced communication and partnerships through Student and Family Support Services	No	\$0.00	\$0
4	4.1	Programs and Instruction	No	\$5,413,547.00	\$7,807,081
4	4.2	Professional Development	No	\$500.00	\$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$9,083,887	\$26,043,106.00	\$28,374,658.00	(\$2,331,552.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional staff, curriculum & training	Yes	\$17,924,412.00	\$20,282,932		
1	1.2	Intervention and Extension	Yes	\$2,191,586.00	\$1,359,248		
1	1.3	English Learner Language Acquisition & Supports	Yes	\$1,143,815.00	\$1,409,326		
1	1.5	CTE Offerings and Participation	Yes	\$114,057.00	\$85,104		
1	1.7	Academic Support through Student & Family Services	Yes	\$275,507.00	\$133,651		
1	1.8	Professional Development	Yes	\$10,000.00	\$0		
2	2.1	Attendance & Engagement	Yes	\$1,107,572.00	\$820,048		
2	2.2	Social Emotional Supports	Yes	\$459,938.00	\$273,694		
2	2.3	Transportation	Yes	\$1,712,738.00	\$2,787,908		
2	2.4	Health Services	Yes	\$471,531.00	\$655,944		
2	2.6	School Connections	Yes	\$550,000.00	\$532,672		
3	3.1	Enhanced Communication & Partnerships	Yes	\$25,000.00	\$0		
3	3.2	Enhanced Communication & Partnerships with families	Yes	\$56,950.00	\$34,131		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$47,263,923	\$9,083,887	0%	19.219%	\$28,374,658.00	0.000%	60.034%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Agenda Item: XIV-F



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: June 12, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado

Initials:

LC

SUBJECT: Budget for Fiscal Year 2024-25

☒ **Action Item**

☐ **Information Item**

Attached Pages 158

BACKGROUND:

The 2024-25 Budget is being presented for adoption.

RECOMMENDED BOARD ACTION:

It is recommended that the Board adopt the 2024-25 Budget.

Agenda Item: XIV-F

Center Joint Unified School District

2024-2025 Budget & Multiyear Fiscal Projections



**Presented to the Board of Trustees
June 12, 2024**

THE CENTER COMMITMENT



Making a Positive Difference in All That We Do

Center Joint Unified School District (CJUSD) is required to adopt a budget prior to July 1 of each year in order to authorize the expenditure of funds. LCFF revenue is based on the Fiscal Crisis & Management Assistance Team calculator. Since the preparation of this budget occurs before the Legislature's final action, and before actual expenditures are known for the current year, estimates of proposed revenues and expenditures are based on the most reasonable assumptions and recent information available at the time of preparation. The budget is a dynamic statement which will change as the assumptions and estimates used to develop it change.

CA Governor's 2024-25 Budget

Provided by the Business and Administration Services Committee

On May 10, 2024, Governor Gavin Newsom released the May Revision for the proposed 2024- 25 State Budget. The deficit has been adjusted both up and down since his January Budget Proposal, recognizing further declines in state revenues and the Legislature's "early action solutions," resulting in the governor now projecting a \$27.6 billion state deficit. The governor is addressing the state's challenges through reserve draw-downs, spending reductions, new revenue proposals, internal borrowing, funding delays, fund shifts, and deferrals.

Major funding provisions in the 2024-25 Governor's May Revision are as follows:

- The funded COLA to the [Local Control Funding Formula \(LCFF\)](#), special education and several other categorical programs outside the LCFF is 1.07 percent.
- The May Revision includes several proposals to address chronic absenteeism and lost instructional time, including the following (see [Attendance Recovery and Instructional Continuity](#) and [Learning Recovery Emergency Block Grant](#) below for further details):
 - Allowing attendance recovery time to be added to the attendance data submitted to the CDE, both for funding purposes and chronic absenteeism.
 - Requiring schools to give students access to remote instruction or support to enroll in a neighboring LEA when emergency school closures last five days or more.
 - Requiring schools to focus the use of unexpended Learning Recovery Emergency Block Grant (LREBG) funds on actions to address the needs of students most affected by learning loss.
- No cost-of-living adjustment (COLA) is provided for the California State Preschool Program, pursuant to Chapter 41, Statutes of 2023. Instead, the budget maintains funding to implement the current negotiated agreement between the state and Child Care Providers United – California on rates paid to preschool and child care providers. These rates will be renegotiated for 2025-26.
- The May Revision proposes to pause the expansion of slots in the child care programs administered by the Department of Social Services (DSS). As a result, DSS has notified

tentative 2024-25 General Child Care and Development Program (CCTR) expansion awardees that there is insufficient funding to support 2024-25 CCTR expansion awards under the May Revision proposal; that the DSS will not be issuing CCTR expansion contracts or awards until further notice; and that DSS will communicate any status changes in the future.

- An elimination of planned increased investments in the 2025-26 and 2026-27 fiscal years to fund preschool inclusivity. Providers will still be required to serve at least 5% of students with disabilities.
- The May Revision proposed an increase of \$395 million to the Green School Bus Grant Program for the 2024-25 year and a reduction in the remaining out-year budget commitment to support this program, from \$500 million to roughly \$105 million. Approximately \$254 million from unused Inclusive Early Education Expansion Program Grant and other unspent funds will be used to support this program.
- The reduction of \$60.2 million in one-time support for the Golden State Teacher Grant Program. This reduction is subject to change as the DOF received updated program expenditure information after the release of the May Revision.
- The May Revision eliminates the \$375 million proposed in the January Governor's Budget for the School Facility Program.
- The May Revision proposes to eliminate the \$550 million that was planned for the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program in 2024-25. The Governor's Budget proposed delaying the \$550 million to 2025-26, which was adopted as part of the budget early action in AB 106; the May Revision proposes eliminating the planned out-year investment.

Although the Governor's May Revision fully funds the COLA and avoids cuts to most ongoing education programs, LEAs should remain aware of the estimated \$26.7 billion state budget deficit for the 2024-25 fiscal year. The May Revision addresses deficits through an \$8.8 billion accounting shift and a depletion of the \$8.4 billion Public School System Stabilization Account (PSSSA). As a result, there is a risk of further state budget shortfalls that could result in cuts to education spending. Moreover, many LEAs continue to experience various cost pressures such as increased pension rates and energy costs. In addition, all remaining COVID-19 fiscal relief funding (e.g., Elementary and Secondary School Emergency Relief Fund and Expanded Learning Opportunities Grant) will expire on September 30, 2024. As a reminder, the Arts, Music and Instructional Materials Discretionary Block Grant and the Educator Effectiveness Block Grant expire on June 30, 2026, and the LREBG expires on June 30, 2028. Finally, the cap on special education local plan area administrative costs included in the 2024 Budget Act was one-time and is not proposed to be extended into 2024-25.

Local Control Funding Formula

The Governor's Budget includes a 1.07% COLA to the LCFF. When combined with population adjustments and continued reliance on one-time funding, LCFF funding is approximately \$629 million higher for the 2024-25 fiscal year.

To fully fund the LCFF and maintain the level of current-year apportionments, the May Revision proposes withdrawing approximately \$5.8 billion from the Public School System Stabilization Account (PSSSA) for 2023-24 and another \$2.6 billion for 2024-25. However, this was modified by the May 27, 2024, agreement between the Governor and the California Teachers Association (CTA).

Declining enrollment protection for school districts will continue, allowing districts to use the greater of current year, prior year, or average of the three most recent prior years' average daily attendance (ADA). All LEAs should continue to develop multiple financial projection scenarios using all available options to ensure they are prepared for both best- and worst-case budgets and are better able to adapt to economic uncertainty.

Attendance Recovery and Instructional Continuity

The Governor's Budget proposes statutory changes to allow school districts and classroom-based charter schools to provide attendance recovery opportunities to classroom-based students to make up for lost instructional time.

The intent behind the attendance recovery proposal is to (1) offset student absences and mitigate student learning loss, chronic absenteeism and related fiscal impacts to districts and classroom-based charter schools, and (2) provide attendance and instructional opportunities outside of the regular school day. The intent of the instructional continuity proposal is to facilitate continuity of learning during events that disrupt regular classroom instruction (e.g., emergencies). Highlights of the proposals are as follows:

Attendance Recovery

- In the May Revision, the governor proposed to delay implementation of the attendance recovery proposal until July 1, 2025.
- ADA recovery is capped at the lesser of the number of absences a student has accrued during the school year or 15 days and may be claimed in 15-minute increments of instruction when a student is under the immediate supervision and control of a certificated employee and engaged in educational activities that are substantially equivalent in quality and content to what the student would receive in their regular classroom.
- ADA is credited to a student as a full day of attendance once the student has met the minimum daily instructional minute requirement for their grade span.
- Attendance recovery may be offered before or after school, on weekends, or during

intersessional periods, and it must be credited to the school year in which the attendance recovery program is operated.

- Expanded Learning Opportunity Program (ELOP) funds may be used if a certificated staff member of the district or charter school is providing instruction and that instruction is substantially equivalent in quality and content to what the pupil would otherwise receive as part of their regular classroom-based instructional program.
- Participation is not mandatory and shall be at the election of the student, parent, or guardian.

Instructional Continuity

- The proposed implementation date of the instructional continuity proposal is fiscal year 2024-25.
- An instructional continuity program is capped at 15 days per school year unless it is medically necessary or a student is unable to attend due to an emergency situation. The May Revision eliminates the broader exemption for students experiencing significant personal difficulties that directly affect their ability to attend school.
- Instructional content must be substantially equivalent to what a student would receive in their regular classroom-based instructional program.
- A signed parental agreement is required and can be initiated at any time.

Beginning in fiscal year 2025-26, the instructional continuity proposal removes the distinction between short-term and long-term independent study by striking the references to independent study being offered for more than 14 days or less than 15 days (e.g., written agreement timeline).

Equity Multiplier and Local Accountability Plan

Equity multiplier funds are calculated based on school sites with prior year “nonstability rates” greater than 25 percent and prior year socioeconomically disadvantaged pupil rates of greater than 70 percent. Funding is allocated per unit based on the school site’s total prior year adjusted cumulative enrollment.

- **School site** is defined as an individual school in an eligible LEA and does not include the district office.
- **Nonstability Rate** means the percentage of pupils who are either enrolled for less than 245 continuous days between July 1 and June 30 of the prior school year or who exited a school between July 1 and June 30 of the prior school year due to truancy, expulsion, or for unknown reasons and without stable subsequent enrollment at another school, as identified in the stability rate data file.
- **Per-unit funding amount** is based on total statewide eligible enrollment and the amount of funds available, as reported in the stability rate data file.

Statutory proposed **changes to the equity multiplier at the May Revision** include:

- The definition of a school site is clarified to exclude a district office from individual schools in an eligible LEA.
- An eligible school site shall not receive funding of less than fifty thousand dollars (\$50,000); the May Revision adjusts this minimum funding amount by applying a COLA to this minimum.

- A school site deemed eligible based on prior-year data shall be deemed ineligible if the school site has closed in the year in which the funds are allocated.
- Unspent funds from any fiscal year provided to an LEA with a school site that has closed would be returned to the CDE. LEAs must report the total amount of unspent funds in accordance with instructions and forms prescribed and furnished by the superintendent of public instruction (SPI).

Learning Recovery & Arts and Music Block Grants

The January Governor's Budget proposed new restrictions on LREBG expenditures. The proposal would require that LREBG expenditures be evidence-based as defined in federal law, and that they be based on a formal needs assessment that identifies the students who most need learning recovery. It targets services toward those students. The May Revision eliminates the reference to these new provisions applying to unencumbered funds as of July 1, 2024, and instead clarifies that the new requirements apply to the use and expenditure of LREBG funds for the 2025-26, 2026-27 and 2027-28 school years. The LREBG needs assessment and planned expenditures would need to be included in the local control and accountability plan (LCAP) for July 1, 2025, through June 30, 2028. The CDE would be required to update the LCAP instructions accordingly by January 31, 2025.

Arts, Music & Instructional Materials Discretionary Block Grant (AMIMDBG)

The May Revision makes one technical adjustment to the AMIMDBG. Current law states that these funds are "available for encumbrance through June 30, 2025." The May Revision changes the code to state that the funds are "available for expenditure through June 30, 2026." In addition, the proposed change states that LEAs must report final expenditures to the CDE by September 30, 2026, and provides a mechanism for the CDE to collect any unexpended grant funds.

A-G Completion Improvement Grant

The May Revision makes one technical adjustment to the A-G Completion Grants. Current law states that these funds are "available for encumbrance or expenditure through June 30, 2026." The May Revision changes the code to state that the funds are "available for expenditure through June 30, 2026." The May revision also added a requirement for LEAs to report final expenditures to the CDE by September 30, 2026, and provides a mechanism for the CDE to collect any unexpended grant funds.

Expanded Learning Opportunities Program

The May Revision proposes new expenditure deadlines for both prior year ELOP funds and for future ELOP allocations. Under the proposal, any encumbered 2021-22 and 2022-23 ELOP funds must be expended by September 30, 2024. In addition, starting with the 2023-24 ELOP allocation, LEAs will have two fiscal years to expend the funds, meaning that the 2023-24 allocation would have to be expended by June 30, 2025, and the 2024-25 allocation would have to be expended by June 30, 2026, etc. Any funds not expended by the applicable deadline "shall be returned to the state." Finally, there is legislative intent language that specifies, starting in 2025-26, "school districts and charter schools shall annually declare their operational intent to run the Expanded Learning Opportunities Program," meaning that LEAs will need to opt in to the program to receive funding starting in 2025-26 if this intent language becomes law.

General Fund Summary

General Fund Unrestricted Revenue Components

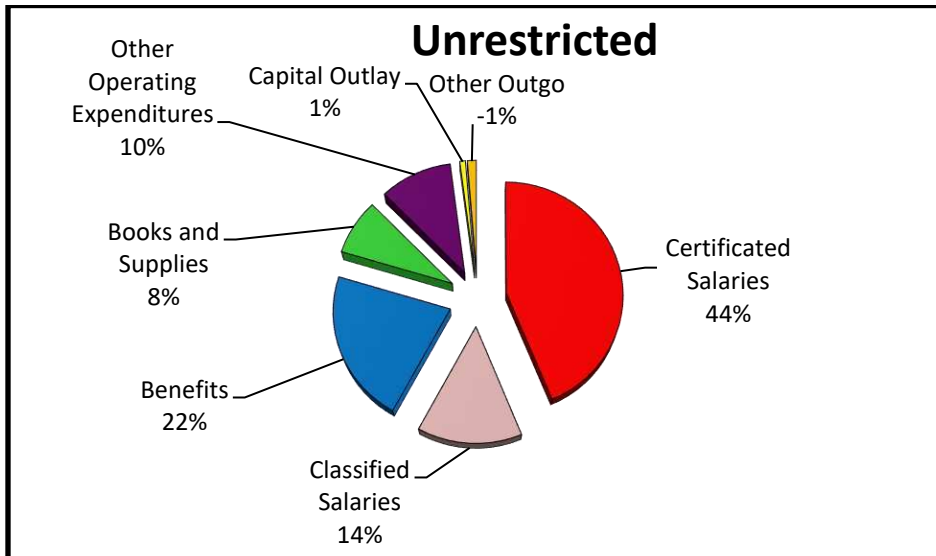
Center Joint Unified School District receives funding for its general operations from various sources. A summary of the projected major unrestricted funding sources for 2024-25 is illustrated in the table:

Description	Amount
Local Control Funding Formula	\$58,308,482
Federal Revenues	\$0
Other State Revenues	\$2,101,486
Other Local Revenues	\$1,481,982
TOTAL	\$61,891,950

General Fund Unrestricted Operating Expenditure Components

The General Fund is used for the majority of the functions within the District. As illustrated below, salaries and benefits encompass approximately 80% of the District's proposed unrestricted budget in 2024-25.

Following is a graphical description of unrestricted general fund expenditures by percentage:



Education Protection Account (EPA)

Voters approved Proposition 30 on November 6, 2012 which created the Education Protection account. Requirements state that the EPA shall not be used for salaries or benefits of administrators or any other administrative costs. The EPA is included in the LCFF revenue total. The total allocation amounts to an estimated \$11,487,902 and will be used to pay certificated employees' salaries and benefits.

Contributions to/from Restricted Programs

The budget includes the following major transfers of unrestricted resources to restricted programs:

Description	Amount
Restricted Maintenance Account	\$ 2,500,000.00
Special Education	\$ 14,283,381.00
Total	\$ 16,783,381.00

**Comparison of the 2024-25 General Fund (Funds 01 & 17)
2024-25 Budget to the 2023-24 Estimated Actuals**

Description	2023-2024 Estimated Actuals			2024-2025 Budget			% Variance		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
REVENUES									
LCFF Sources	56,871,247.00	0.00	56,871,247.00	58,308,482.00	0.00	58,308,482.00	2.53%	0.00%	2.53%
Federal Revenue	0.00	7,702,137.11	7,702,137.11	0.00	3,547,603.00	3,547,603.00	0.00%	-53.94%	-53.94%
Other State Revenue	1,915,038.04	8,490,452.84	10,405,490.88	2,101,486.00	7,935,034.00	10,036,520.00	9.74%	-6.54%	-3.55%
Other Local Revenue	1,810,054.52	2,786,007.00	4,596,061.52	1,481,982.00	2,951,219.00	4,433,201.00	-18.13%	5.93%	-3.54%
TOTAL REVENUES	60,596,339.56	18,978,596.95	79,574,936.51	61,891,950.00	14,433,856.00	76,325,806.00			
EXPENDITURES									
Certificated Salaries	19,910,628.78	7,989,075.53	27,899,704.31	21,667,459.00	8,482,145.00	30,149,604.00	8.82%	6.17%	8.06%
Classified Salaries	6,677,094.27	4,781,080.31	11,458,174.58	7,010,249.00	4,675,446.00	11,685,695.00	4.99%	-2.21%	1.99%
Benefits	10,071,811.80	6,997,779.70	17,069,591.50	10,720,636.00	7,665,212.00	18,385,848.00	6.44%	9.54%	7.71%
Books and Supplies	2,093,819.66	2,632,078.38	4,725,898.04	3,971,561.00	1,497,792.00	5,469,353.00	89.68%	-43.09%	15.73%
Other Services & Operations	5,449,365.79	11,010,504.70	16,459,870.49	5,099,569.00	10,211,209.00	15,310,778.00	-6.42%	-7.26%	-6.98%
Capital Outlay	1,541,415.40	1,935,449.83	3,476,865.23	392,500.00	971,520.00	1,364,020.00	-74.54%	-49.80%	-60.77%
Other Outgo 7xxx	1,174,376.00	0.00	1,174,376.00	0.00	0.00	0.00	-100.00%	#DIV/0!	-100.00%
Transfer of Indirect Costs 73xx	(657,145.81)	516,516.16	(140,629.65)	(631,743.00)	491,237.00	(140,506.00)	-3.87%	-4.89%	-0.09%
OTHER SOURCES/USES									
Transfers (In)	1,173.30	0.00	1,173.30	0.00	0.00	0.00	-100.00%	#DIV/0!	-100.00%
Transfers Out	600,000.00	0.00	600,000.00	0.00	0.00	0.00	-100.00%	#DIV/0!	-100.00%
Contributions	(16,258,600.74)	16,258,600.74	0.00	(16,783,381.00)	16,783,381.00	0.00	3.23%	3.23%	0.00%
TOTAL EXPENDITURES	63,118,793.33	19,603,883.87	82,722,677.20	65,013,612.00	17,211,180.00	82,224,792.00			
NET INCREASE (DECREASE)	(2,522,453.77)	(625,286.92)	(3,147,740.69)	(3,121,662.00)	(2,777,324.00)	(5,898,986.00)			
FUND BALANCE, RESERVES									
Beginning Balance	15,307,392.93	14,102,513.22	29,409,906.15	12,784,939.16	13,477,226.30	26,262,165.46	-16.48%	-4.43%	-10.70%
Ending Balance	12,784,939.16	13,477,226.30	26,262,165.46	9,663,277.16	10,699,902.30	20,363,179.46	-24.42%	-20.61%	-22.46%
Nonspendable	55,970.71	0.00	55,970.71	55,970.71	0.00	55,970.71	0.00%	0.00%	0.00%
Restricted	0.00	13,477,226.30	13,477,226.30	(132,699.64)	10,832,601.94	10,699,902.30	0.00%	-19.62%	-20.61%
Assigned	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00%	0.00%
Committed	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00%	0.00%
Resolution #26/2021-22	350,644.00	0.00	350,644.00	350,644.00	0.00	350,644.00	0.00%	0.00%	0.00%
Resolution #26/2021-22	2,952,321.29			2,892,631.29					
Resolution #8/2022-23	2,465,000.00	0.00	2,465,000.00	2,470,000.00	0.00	2,470,000.00	0.20%	0.00%	0.20%
Unassigned - REU	2,465,000.00	0.00	2,465,000.00	2,470,000.00	0.00	2,470,000.00	0.20%	0.00%	0.20%
Unassigned - Other	4,496,003.16	0.00	4,496,003.16	1,291,331.52	0.00	1,291,331.52	-71.28%	0.00%	-71.28%
Fund 17 - Unassigned	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!	0.00%	#DIV/0!
Total Assigned/Unassigned Ending Fund Balance	6,961,003.16	0.00	6,961,003.16	3,761,331.52	0.00	3,761,331.52	-45.97%	0.00%	-45.97%
Fund Balance Reserves %	8.41%			4.57%					

**2024-25 Budget to the 2023-24 Estimated Actuals
General Fund Variances of 10% or More**

Description	Unrestricted	Restricted
Revenue Additions (Reductions)		
Restricted Federal Revenues: Carryover funds that were included in the prior year were depleted, and did not carry forward to this year's budget.	N/A	(\$4,154,534.11)
Other State Revenues:	N/A	N/A
Other Local Revenues: Reimbursement received for high school theater repairs in prior year was not included in this year's budget.	N/A	(\$328,072.52)
Expenditure Reductions (Additions)		
Books and Supplies: Unrestricted budget increased to purchase student flexible seating. Restricted budget decreased because \$550,000 in curriculum purchases, \$330,000 in kitchen infrastructure spending, and ESSER funds were removed.	\$1,877,741.34	(\$1,134,286.38)
Other Outgo: Payments to the county office increased due to additional students in county programs.	\$158,502	N/A
Transfers: A one-time transfer to Fund 20 was made in the prior year since the ending fund balance allowed for a contribution to the district's OPEB trust.	\$0	N/A

Committed Funds

Resolution #26/2021-22 commits funds for general maintenance and Supplemental/Concentration Grant expenses totaling approximately \$3.3 million that will carry over into the 2024-25 budget year. Resolution #8/2022-23 commits an additional 3% for Reserve for Economic Uncertainties.

Reserve for Economic Uncertainty

Based on current revenue and expenditure projections, along with existing ending fund balance, the District is able to meet its minimum economic uncertainty reserve of 3% and the additional Board Resolution #8/2022-23 reserve of 3% totaling 6%.

Classroom Current Expense Formula / Minimum Classroom Compensation

The minimum percentage required for classroom compensation in unified school districts is 55.0%. Center's 2023-24 Actuals and 2024-25 Budget project a lower than required percentage resulting in a deficiency of \$2.06 million for the Budget and \$3.16 million for the Actuals. This deficiency is attributed to increased services, primarily for the Expanded Learning Opportunity Program and special education, coupled with unfilled open positions. Additionally, spending down one-time funds has contributed to the reduced percentage.

Center JUSD, because of its comparable teacher salaries to similar districts, is eligible to apply for a waiver to avoid penalties for falling below the required percentage. Center JUSD's waiver was granted for 2022-23, thus the expectation is that it will be granted for 2023-24 and 2024-25 as well.

CJUSD Multiyear Projection

The District primarily uses estimates provided by the Sacramento County Office of Education, Business & Administration Steering Committee (BASC), School Services of California, and the Legislative Analyst's Office (LAO) in the Multiyear Projection. The CJUSD Business Office staff provides enrollment estimates based on information provided by the demographer report. These estimates are used to calculate Average Daily Attendance (ADA), the basis of LCFF funding. Operational costs for future years are projected using historical patterns and anticipated revenue. Salary costs are projected using step-and-column data.

Planning Factors

Key planning factors for LEAs to incorporate into their 2024-25 Budget Reports for multiyear projections are listed below and are based on the latest information available.

Planning Factor	2024-25	2025-26	2026-27
LCFF/SpEd Cost of Living Adjustment (COLA)	1.07%	2.93%	3.08%
Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS	27.05%	27.60%	28.00%
Lottery			
Unrestricted per ADA	\$177	\$177	\$177
Prop. 20 per ADA	\$72	\$72	\$72
Mandated Block Grant for Districts			
K-8 per ADA	\$38.21	\$39.33	\$40.54
9-12 per ADA	\$73.62	\$75.78	\$78.11
Minimum Wage (Effective January 1)	\$16.50	\$17.00	\$17.40

* Provided by School Services of California

2024-25 Budget Multiyear Projections

Description	2024-25 Budget		2025-26 Projection				2026-27 Projection			
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted % Increase / (Decrease)	Restricted % Increase / (Decrease)	Unrestricted	Restricted	Unrestricted % Increase / (Decrease)	Restricted % Increase / (Decrease)
REVENUES										
LCFF Sources	58,308,482.00	0.00	61,659,776.00	0.00	5.75%	0.00%	63,305,789.00	0.00	2.67%	0%
Federal Revenue	0.00	3,547,603.00	0.00	3,403,613.10	0.00%	-4.06%	0.00	3,414,387.00	0.00%	0.32%
Other State Revenue	2,101,486.00	7,935,034.00	1,945,070.00	7,710,545.25	-7.44%	-2.83%	2,005,499.00	7,838,241.00	3.11%	2%
Other Local Revenue	1,481,982.00	2,951,219.00	1,452,987.67	2,951,219.00	-1.96%	0.00%	1,469,095.63	2,951,219.00	1.11%	0%
Contributions	(16,783,381.00)	16,783,381.00	(17,006,709.52)	17,006,709.52	0%	0%	(17,003,065.00)	17,003,065.31	0%	0%
TOTAL REVENUES	45,108,569.00	31,217,237.00	48,051,124.15	31,072,086.87			49,777,318.63	31,206,912.31		
EXPENDITURES										
Certificated Salaries	21,667,459.00	8,482,145.00	22,251,261.00	8,023,602.00	2.69%	-5.41%	22,795,063.00	7,719,687.00	2.44%	-3.79%
Classified Salaries	7,010,249.00	4,675,446.00	7,212,785.00	4,578,665.00	2.89%	-2.07%	7,324,968.00	4,616,942.00	1.56%	0.84%
Benefits	10,720,636.00	7,665,212.00	10,972,457.00	7,465,537.00	2.35%	-2.60%	11,162,480.00	7,382,595.00	1.73%	-1.11%
Books and Supplies	3,971,561.00	1,497,792.00	1,832,561.00	1,362,977.00	-53.86%	-9.00%	1,832,561.00	1,357,766.00	0.00%	-0.38%
Other Services & Operations	5,099,569.00	10,211,209.00	5,099,569.00	10,211,209.00	0.00%	0.00%	5,099,569.00	10,211,209.00	0.00%	0.00%
Capital Outlay	392,500.00	971,520.00	392,500.00	157,000.00	0.00%	-83.84%	392,500.00	157,000.00	0.00%	0.00%
Other Outgo 7xxx	0.00	0.00	0.00	0.00	0.00%	0.00%	0.00	0.00	0.00%	0.00%
Transfer of Indirect Costs 73xx	(631,743.00)	491,237.00	(581,678.00)	441,172.00	-7.92%	-10.19%	(556,669.00)	416,163.00	-4.30%	-5.67%
OTHER SOURCES/USES										
Transfers (In)	0.00	0.00	0.00	0.00	0%	0%	0.00	0.00	0%	0%
Transfers Out	0.00	0.00	0.00	0.00	0%	0%	0.00	0.00	0%	0%
TOTAL EXPENDITURES	48,230,231.00	33,994,561.00	47,179,455.00	32,240,162.00			48,050,472.00	31,861,362.00		
NET INCREASE (DECREASE)	(3,121,662.00)	(2,777,324.00)	871,669.15	(1,168,075.13)			1,726,846.63	(654,449.69)		
FUND BALANCE, RESERVES										
Beginning Balance	12,784,939.16	13,477,226.30	9,663,277.16	13,308,324.60			10,534,946.31	11,127,303.78		
Ending Balance	9,663,277.16	10,699,902.30	10,534,946.31	12,140,249.47			12,261,792.94	10,472,854.09		
Nonspendable	55,970.71	0.00	55,970.71	0.00			55,970.71	0.00		
Restricted	0.00	10,699,902.30	0.00	12,140,249.47			0.00	10,472,854.09		
Assigned	0.00	0.00	0.00	0.00			0.00	0.00		
Committed	5,713,275.29	0.00	5,793,275.29	5,793,275.29			5,793,275.29	5,793,275.29		
Unassigned - REU	2,470,000.00	0.00	2,400,000.00	0.00			2,400,000.00	0.00		
Unassigned/Unappropriated	1,424,031.16	(132,699.64)	2,285,700.31	(412,071.00)			4,012,546.94	(412,071.00)		
Total - Fund Balance	9,663,277.16	10,567,202.66	10,534,946.31	17,521,453.76			12,261,792.94	15,854,058.38		
Fund 17 - Unassigned	0.00	0.00	0.00	0.00			0.00	0.00		
Total Available Reserves	3,894,031.16	0.00	4,685,700.31	0.00			6,412,546.94	0.00		
Fund Balance Reserves %	4.74%		5.90%				8.02%			

Multiyear Projection Changes

The table below gives the increasing or decreasing dollar amount and reason that the MYP changed compared to the prior year when the variance is 10% or more.

Multiyear Changes		
Revenue Changes (Unrestricted/Restricted)	2025-26	2026-27
N/A		
Expenditure Changes (Unrestricted/Restricted)	2025-26	2026-27
Unrestricted Books and Supplies: Budget included \$2.1 million to purchase student flexible seating that was removed.	(\$2,139,000.00)	N/A
Restricted Capital Outlay: Budget included costs for District Office freezer project that was removed.	(\$814,520)	N/A

Estimated Unrestricted Ending Fund Balances (EFB) and Reserves

The District estimates that the General Fund (Fund 01 & Fund 17) Unrestricted EFB is projected to have a decrease of \$3.12 million in 2024-25. An increase of \$871,669 is projected for 2025-26. And, an EFB increase of \$1.73 million is projected for 2026-27. The projections result in a total General Fund Unrestricted EFB of \$12.26 million at the end of 2026-27 of which \$4.01 million are unassigned funds.

Cash Flow

For the budget year, cash flow will remain positive for all months.

Other Funds

Child Development – Fund 12

Childcare services are provided by Catalyst Family Inc. State and federal revenue is received for the childcare program. Local Revenue is generated by interest earned. The state and federal funds flow through to Catalyst so these revenue funds and the Catalyst contract net \$0. Most if not all the Catalyst contract is encumbered in the budget. Unspent funds are transferred to and held in a reserve account.

Nutrition Services – Fund 13

The Nutrition Services Fund (Fund 13) is budgeted as a self-sustaining operation. For details about Fund 13 revenue and expenditures in the 2024-25 Budget, refer to the Fund 13 Multiyear Projection.

Special Reserve Fund for Other Than Capital Outlay Projects – Fund 17

Fund 17 operates alongside Fund 01 to secure the Board's committed funds when Fund 01's balance is insufficient. The balance of Fund 17 grows through accrued interest. This fund does not receive contributions nor incur expenditures.

Special Reserve Fund for Postemployment Benefits – Fund 20

This fund has been set up for Postemployment Benefits and has a projected ending fund balance of \$1.09 million for the 2024-25 Budget. Beyond the balance in Fund 20, an additional approximately \$1.58 million is invested in the CalPERS Trust. Funds are added to Fund 20 or the CalPERS Trust when the General Fund ending fund balance allows for a one-time transfer. A \$600,000 transfer from Fund 01 to Fund 20 is included in the 2023-24 Budget and is accounted for in the \$1.09 million ending fund balance. No transfers are currently scheduled for the 2024-25 Budget; however, after closing the 2023-24 books, the possibility of transferring funds from Fund 01 to Fund 20 will be evaluated.

Building (Bond) Fund – Fund 21

Bonds were issued in July 2020, December 2021, and December 2022, earmarked for the construction of Rex Fortune ES and Center HS's Career Technical Education (CTE) buildings, as well as the modernization of North Country ES, Oak Hill ES, and Center HS. These funds are currently held by the County Treasury in the form of cash or investments. The construction of the Rex Fortune ES project and Center HS CTE building projects have been finalized. The modernization projects will extend into the 2024-25 budget year. Purchase orders for the modernization projects have been generated in the 2023-24 fiscal year, with corresponding funds encumbered. These purchase orders will be carried over into the upcoming budget year, with the exact carryover sum contingent upon construction timelines and subsequent payments. Additionally, savings from contingency budgets for all projects are required to be utilized by December 31, 2024. The Center facilities team has pinpointed "quick-strike" projects that bypass the need for Division of State Architect approval, with their budgets factored into the 2024-25 Budget. It's anticipated that the Ending Fund Balance for Fund 21 in the 2024-25 fiscal year will be \$0 since no new bonds will be sold.

Capital Facilities Fund (Developer Fees) – Fund 25

New housing developments are generating developer fee revenue which is legally required to be used for the construction of new or the improvement of existing school facilities to accommodate the increase in student population attributed to these developments. An estimated \$7.26 million in revenue will be received in the 2024-25 budget year. Planned expenditures for the same period include \$148,941 for the North Country Modernization Project and \$649,802 for quick-strike projects, totaling \$798,743.

County Schools Facilities Fund – Fund 35

The district secured \$19.58 million in state funding for the modernization projects at North Country ES, Oak Hill ES, and Center HS. These projects will extend into the 2024-25 budget cycle. Purchase orders for these projects were initiated in the 2023-24 fiscal year, with allocated funds encumbered accordingly. These purchase orders will roll over into the upcoming budget year, with the exact carryover sum contingent upon construction timelines

and subsequent payments. As all expenses are currently attributed to the present fiscal year, any multiyear projection would reflect zero revenue and zero expenses for future periods.

Special Reserve Fund for Capital Outlay Projects – Fund 40

A resolution to open this fund was presented to the Board on February 21, 2024. The purpose for the establishment of this fund is to accept state reimbursement for a portion of the Rex Fortune ES project. There is no estimate regarding when the reimbursement will be received.

Status of Labor Negotiations

Labor negotiations for 2024-25 have been settled and have been included in the budget.

Conclusion

The current projection supports that the District will be able to meet its financial obligations for the current and subsequent years. Therefore, the Center Joint Unified School District certifies that its financial condition is positive.

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources	8010-8099		56,871,247.00	0.00	56,871,247.00	58,308,482.00	0.00	58,308,482.00	2.5%
2) Federal Revenue	8100-8299		0.00	7,702,137.11	7,702,137.11	0.00	3,547,603.00	3,547,603.00	-53.9%
3) Other State Revenue	8300-8599		1,915,038.04	8,490,452.84	10,405,490.88	2,101,486.00	7,935,034.00	10,036,520.00	-3.5%
4) Other Local Revenue	8600-8799		1,810,054.52	2,786,007.00	4,596,061.52	1,481,982.00	2,951,219.00	4,433,201.00	-3.5%
5) TOTAL, REVENUES			60,596,339.56	18,978,596.95	79,574,936.51	61,891,950.00	14,433,856.00	76,325,806.00	-4.1%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		19,910,628.78	7,989,075.53	27,899,704.31	21,667,459.00	8,482,145.00	30,149,604.00	8.1%
2) Classified Salaries	2000-2999		6,677,094.27	4,781,080.31	11,458,174.58	7,010,249.00	4,675,446.00	11,685,695.00	2.0%
3) Employee Benefits	3000-3999		10,071,811.80	6,997,779.70	17,069,591.50	10,720,636.00	7,665,212.00	18,385,848.00	7.7%
4) Books and Supplies	4000-4999		2,093,819.66	2,632,078.38	4,725,898.04	3,971,561.00	1,497,792.00	5,469,353.00	15.7%
5) Services and Other Operating Expenditures	5000-5999		5,449,365.79	11,010,504.70	16,459,870.49	5,099,569.00	10,211,209.00	15,310,778.00	-7.0%
6) Capital Outlay	6000-6999		1,541,415.40	1,935,449.83	3,476,865.23	392,500.00	971,520.00	1,364,020.00	-60.8%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		1,174,376.00	0.00	1,174,376.00	0.00	0.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(657,145.81)	516,516.16	(140,629.65)	(631,743.00)	491,237.00	(140,506.00)	-0.1%
9) TOTAL, EXPENDITURES			46,261,365.89	35,862,484.61	82,123,850.50	48,230,231.00	33,994,561.00	82,224,792.00	0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			14,334,973.67	(16,883,887.66)	(2,548,913.99)	13,661,719.00	(19,560,705.00)	(5,898,986.00)	131.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		1,173.30	0.00	1,173.30	0.00	0.00	0.00	-100.0%
b) Transfers Out	7600-7629		600,000.00	0.00	600,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(16,258,600.74)	16,258,600.74	0.00	(16,783,381.00)	16,783,381.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(16,857,427.44)	16,258,600.74	(598,826.70)	(16,783,381.00)	16,783,381.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,522,453.77)	(625,286.92)	(3,147,740.69)	(3,121,662.00)	(2,777,324.00)	(5,898,986.00)	87.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		15,307,392.93	14,102,513.22	29,409,906.15	12,784,939.16	13,477,226.30	26,262,165.46	-10.7%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

DescriptionResource CodesObject Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			15,307,392.93	14,102,513.22	29,409,906.15	12,784,939.16	13,477,226.30	26,262,165.46	-10.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,307,392.93	14,102,513.22	29,409,906.15	12,784,939.16	13,477,226.30	26,262,165.46	-10.7%
2) Ending Balance, June 30 (E + F1e)			12,784,939.16	13,477,226.30	26,262,165.46	9,663,277.16	10,699,902.30	20,363,179.46	-22.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	30,970.71	0.00	30,970.71	30,970.71	0.00	30,970.71	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	13,477,226.30	13,477,226.30	0.00	10,832,601.94	10,832,601.94	-19.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	5,767,965.29	0.00	5,767,965.29	5,713,275.29	0.00	5,713,275.29	-0.9%
Resolution #26/2021-22: General Maintenance	0000	9760	350,644.00		350,644.00			0.00	
Resolution #26/2021-22: Supplemental/Concentration Grant (in conjunction with Fund 17)	0000	9760	2,952,321.29		2,952,321.29			0.00	
Resolution #8/2022-23: Additional 3% Reserve	0000	9760	2,465,000.00		2,465,000.00			0.00	
Resolution #26/2021-22: General Maintenance	0000	9760			0.00	350,644.00		350,644.00	
Resolution #26/2021-22: Supplemental/Concentration Grant (in conjunction with Fund 17)	0000	9760			0.00	2,892,631.29		2,892,631.29	
Resolution #8/2022-23: Additional 3% Reserve	0000	9760			0.00	2,470,000.00		2,470,000.00	
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,465,000.00	0.00	2,465,000.00	2,470,000.00	0.00	2,470,000.00	0.2%
Unassigned/Unappropriated Amount		9790	4,496,003.16	0.00	4,496,003.16	1,424,031.16	(132,699.64)	1,291,331.52	-71.3%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	22,627,640.65	424,171.18	23,051,811.83				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description Resource Codes Object Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) in Banks		9120	0.00	317,280.91	317,280.91				
c) in Revolving Cash Account		9130	25,000.00	0.00	25,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	50,330.81	2,028,977.59	2,079,308.40				
4) Due from Grantor Government		9290	40,589.00	0.00	40,589.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	30,970.71	0.00	30,970.71				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			22,774,531.17	2,770,429.68	25,544,960.85				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	(442,734.04)	6,190.73	(436,543.31)				
2) Due to Grantor Governments		9590	59,746.00	0.00	59,746.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			(382,988.04)	6,190.73	(376,797.31)				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			23,157,519.21	2,764,238.95	25,921,758.16				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	27,052,864.00	0.00	27,052,864.00	27,224,137.00	0.00	27,224,137.00	0.6%
Education Protection Account State Aid - Current Year		8012	10,222,540.00	0.00	10,222,540.00	11,487,902.00	0.00	11,487,902.00	12.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

DescriptionResource CodesObject Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tax Relief Subventions									
Homeowners' Exemptions		8021	95,240.00	0.00	95,240.00	95,240.00	0.00	95,240.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	16,280,255.00	0.00	16,280,255.00	16,280,255.00	0.00	16,280,255.00	0.0%
Unsecured Roll Taxes		8042	404,396.00	0.00	404,396.00	404,396.00	0.00	404,396.00	0.0%
Prior Years' Taxes		8043	43,413.00	0.00	43,413.00	43,413.00	0.00	43,413.00	0.0%
Supplemental Taxes		8044	485,261.00	0.00	485,261.00	485,261.00	0.00	485,261.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	2,287,371.00	0.00	2,287,371.00	2,287,371.00	0.00	2,287,371.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	507.00	0.00	507.00	507.00	0.00	507.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			56,871,847.00	0.00	56,871,847.00	58,308,482.00	0.00	58,308,482.00	2.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(600.00)	0.00	(600.00)	0.00	0.00	0.00	-100.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			56,871,247.00	0.00	56,871,247.00	58,308,482.00	0.00	58,308,482.00	2.5%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,019,209.83	1,019,209.83	0.00	1,107,764.00	1,107,764.00	8.7%
Special Education Discretionary Grants		8182	0.00	56,024.84	56,024.84	0.00	90,457.00	90,457.00	61.5%
Child Nutrition Programs		8220	0.00	118,724.00	118,724.00	0.00	0.00	0.00	-100.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		1,524,505.63	1,524,505.63		1,420,748.00	1,420,748.00	-6.8%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		546,214.39	546,214.39		170,325.00	170,325.00	-68.8%
Title III, Immigrant Student Program	4201	8290		12,281.11	12,281.11		25,160.00	25,160.00	104.9%
Title III, English Learner Program	4203	8290		89,254.15	89,254.15		66,755.00	66,755.00	-25.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		345,795.68	345,795.68		330,103.00	330,103.00	-4.5%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	3,990,127.48	3,990,127.48	0.00	336,291.00	336,291.00	-91.6%
TOTAL, FEDERAL REVENUE			0.00	7,702,137.11	7,702,137.11	0.00	3,547,603.00	3,547,603.00	-53.9%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	203,214.41	0.00	203,214.41	210,907.00	0.00	210,907.00	3.8%
Lottery - Unrestricted and Instructional Materials		8560	731,220.63	297,445.68	1,028,666.31	756,362.00	307,673.00	1,064,035.00	3.4%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		183,035.76	183,035.76		213,390.00	213,390.00	16.6%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	980,603.00	8,009,971.40	8,990,574.40	1,134,217.00	7,413,971.00	8,548,188.00	-4.9%
TOTAL, OTHER STATE REVENUE			1,915,038.04	8,490,452.84	10,405,490.88	2,101,486.00	7,935,034.00	10,036,520.00	-3.5%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	305,000.00	0.00	305,000.00	313,620.00	0.00	313,620.00	2.8%
Interest		8660	592,773.63	222.00	592,995.63	592,773.00	222.00	592,995.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	109,518.62	0.00	109,518.62	109,500.00	0.00	109,500.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

DescriptionResource CodesObject Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	1,010.00	0.00	1,010.00	1,010.00	0.00	1,010.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	796,752.27	854,223.00	1,650,975.27	465,079.00	1,019,435.00	1,484,514.00	-10.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,931,562.00	1,931,562.00		1,931,562.00	1,931,562.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,810,054.52	2,786,007.00	4,596,061.52	1,481,982.00	2,951,219.00	4,433,201.00	-3.5%
TOTAL, REVENUES			60,596,339.56	18,978,596.95	79,574,936.51	61,891,950.00	14,433,856.00	76,325,806.00	-4.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	16,596,785.80	5,308,018.00	21,904,803.80	18,233,552.00	5,990,750.00	24,224,302.00	10.6%
Certificated Pupil Support Salaries		1200	855,114.96	1,144,651.80	1,999,766.76	875,508.00	1,220,605.00	2,096,113.00	4.8%
Certificated Supervisors' and Administrators' Salaries		1300	2,399,037.29	278,411.59	2,677,448.88	2,416,614.00	93,690.00	2,510,304.00	-6.2%
Other Certificated Salaries		1900	59,690.73	1,257,994.14	1,317,684.87	141,785.00	1,177,100.00	1,318,885.00	0.1%
TOTAL, CERTIFICATED SALARIES			19,910,628.78	7,989,075.53	27,899,704.31	21,667,459.00	8,482,145.00	30,149,604.00	8.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	453,070.40	2,617,279.17	3,070,349.57	427,697.00	2,735,231.00	3,162,928.00	3.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Classified Support Salaries		2200	3,051,847.97	1,748,495.52	4,800,343.49	3,291,980.00	1,588,111.00	4,880,091.00	1.7%
Classified Supervisors' and Administrators' Salaries		2300	503,683.15	160,803.84	664,486.99	598,179.00	81,673.00	679,852.00	2.3%
Clerical, Technical and Office Salaries		2400	2,288,020.41	225,387.14	2,513,407.55	2,312,403.00	241,793.00	2,554,196.00	1.6%
Other Classified Salaries		2900	380,472.34	29,114.64	409,586.98	379,990.00	28,638.00	408,628.00	-0.2%
TOTAL, CLASSIFIED SALARIES			6,677,094.27	4,781,080.31	11,458,174.58	7,010,249.00	4,675,446.00	11,685,695.00	2.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	3,822,577.15	3,732,043.72	7,554,620.87	4,066,064.50	4,039,648.00	8,105,712.50	7.3%
PERS		3201-3202	1,617,811.72	1,193,811.05	2,811,622.77	1,850,559.00	1,252,902.00	3,103,461.00	10.4%
OASDI/Medicare/Alternative		3301-3302	790,880.39	467,282.21	1,258,162.60	827,202.00	477,984.00	1,305,186.00	3.7%
Health and Welfare Benefits		3401-3402	3,106,782.24	1,319,299.35	4,426,081.59	3,304,890.00	1,612,627.00	4,917,517.00	11.1%
Unemployment Insurance		3501-3502	89,033.73	7,067.92	96,101.65	14,436.50	7,399.00	21,835.50	-77.3%
Workers' Compensation		3601-3602	411,377.12	181,144.00	592,521.12	405,757.50	188,303.00	594,060.50	0.3%
OPEB, Allocated		3701-3702	205,994.71	81,427.06	287,421.77	203,917.50	84,797.00	288,714.50	0.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	27,354.74	15,704.39	43,059.13	47,809.00	1,552.00	49,361.00	14.6%
TOTAL, EMPLOYEE BENEFITS			10,071,811.80	6,997,779.70	17,069,591.50	10,720,636.00	7,665,212.00	18,385,848.00	7.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	146,181.95	484,881.17	631,063.12	226,461.00	25,966.00	252,427.00	-60.0%
Books and Other Reference Materials		4200	11,853.53	22,632.50	34,486.03	8,297.00	11,965.00	20,262.00	-41.2%
Materials and Supplies		4300	1,704,768.46	1,558,823.41	3,263,591.87	1,420,788.00	1,234,243.00	2,655,031.00	-18.6%
Noncapitalized Equipment		4400	231,015.72	434,023.48	665,039.20	2,316,015.00	225,618.00	2,541,633.00	282.2%
Food		4700	0.00	131,717.82	131,717.82	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			2,093,819.66	2,632,078.38	4,725,898.04	3,971,561.00	1,497,792.00	5,469,353.00	15.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	56,482.58	214,201.41	270,683.99	64,827.00	118,621.00	183,448.00	-32.2%
Dues and Memberships		5300	18,953.90	5,206.00	24,159.90	14,920.00	5,206.00	20,126.00	-16.7%
Insurance		5400 - 5450	513,410.00	0.00	513,410.00	450,000.00	0.00	450,000.00	-12.4%
Operations and Housekeeping Services		5500	1,401,525.79	0.00	1,401,525.79	1,398,749.00	0.00	1,398,749.00	-0.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	239,085.48	173,738.52	412,824.00	232,467.00	100,447.00	332,914.00	-19.4%
Transfers of Direct Costs		5710	(38,970.00)	38,970.00	0.00	(38,268.00)	38,268.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,000.00)	0.00	(1,000.00)	(1,000.00)	0.00	(1,000.00)	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,134,563.50	10,571,217.77	13,705,781.27	2,861,938.00	9,941,052.00	12,802,990.00	-6.6%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Communications		5900	125,314.54	7,171.00	132,485.54	115,936.00	7,615.00	123,551.00	-6.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,449,365.79	11,010,504.70	16,459,870.49	5,099,569.00	10,211,209.00	15,310,778.00	-7.0%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	46,109.60	17,228.00	63,337.60	0.00	18,000.00	18,000.00	-71.6%
Buildings and Improvements of Buildings		6200	962,516.82	1,823,227.61	2,785,744.43	12,000.00	953,520.00	965,520.00	-65.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	500.00	0.00	500.00	New
Equipment		6400	532,788.98	94,994.22	627,783.20	380,000.00	0.00	380,000.00	-39.5%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,541,415.40	1,935,449.83	3,476,865.23	392,500.00	971,520.00	1,364,020.00	-60.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	1,174,376.00	0.00	1,174,376.00	0.00	0.00	0.00	-100.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%

DescriptionResource CodesObject Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,174,376.00	0.00	1,174,376.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(516,525.81)	516,516.16	(9.65)	(491,237.00)	491,237.00	0.00	-100.0%
Transfers of Indirect Costs - Interfund		7350	(140,620.00)	0.00	(140,620.00)	(140,506.00)	0.00	(140,506.00)	-0.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(657,145.81)	516,516.16	(140,629.65)	(631,743.00)	491,237.00	(140,506.00)	-0.1%
TOTAL, EXPENDITURES			46,261,365.89	35,862,484.61	82,123,850.50	48,230,231.00	33,994,561.00	82,224,792.00	0.1%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	1,173.30	0.00	1,173.30	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,173.30	0.00	1,173.30	0.00	0.00	0.00	-100.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	600,000.00	0.00	600,000.00	0.00	0.00	0.00	-100.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			600,000.00	0.00	600,000.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(16,258,600.74)	16,258,600.74	0.00	(16,783,381.00)	16,783,381.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(16,258,600.74)	16,258,600.74	0.00	(16,783,381.00)	16,783,381.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(16,857,427.44)	16,258,600.74	(598,826.70)	(16,783,381.00)	16,783,381.00	0.00	-100.0%

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	56,871,247.00	0.00	56,871,247.00	58,308,482.00	0.00	58,308,482.00	2.5%
2) Federal Revenue		8100-8299	0.00	7,702,137.11	7,702,137.11	0.00	3,547,603.00	3,547,603.00	-53.9%
3) Other State Revenue		8300-8599	1,915,038.04	8,490,452.84	10,405,490.88	2,101,486.00	7,935,034.00	10,036,520.00	-3.5%
4) Other Local Revenue		8600-8799	1,810,054.52	2,786,007.00	4,596,061.52	1,481,982.00	2,951,219.00	4,433,201.00	-3.5%
5) TOTAL, REVENUES			60,596,339.56	18,978,596.95	79,574,936.51	61,891,950.00	14,433,856.00	76,325,806.00	-4.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	24,571,329.03	23,724,415.27	48,295,744.30	28,150,101.00	23,911,884.00	52,061,985.00	7.8%
2) Instruction - Related Services	2000-2999		5,060,184.73	2,592,252.49	7,652,437.22	5,297,459.00	2,133,291.00	7,430,750.00	-2.9%
3) Pupil Services	3000-3999		3,967,381.63	5,118,564.49	9,085,946.12	4,435,316.00	4,531,630.00	8,966,946.00	-1.3%
4) Ancillary Services	4000-4999		645,422.66	288,314.94	933,737.60	719,445.00	287,883.00	1,007,328.00	7.9%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		4,717,048.64	684,316.79	5,401,365.43	4,685,061.00	640,581.00	5,325,642.00	-1.4%
8) Plant Services	8000-8999		6,125,623.20	3,454,620.63	9,580,243.83	4,942,849.00	2,489,292.00	7,432,141.00	-22.4%
9) Other Outgo	9000-9999		1,174,376.00	0.00	1,174,376.00	0.00	0.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			46,261,365.89	35,862,484.61	82,123,850.50	48,230,231.00	33,994,561.00	82,224,792.00	0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			14,334,973.67	(16,883,887.66)	(2,548,913.99)	13,661,719.00	(19,560,705.00)	(5,898,986.00)	131.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,173.30	0.00	1,173.30	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	600,000.00	0.00	600,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(16,258,600.74)	16,258,600.74	0.00	(16,783,381.00)	16,783,381.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(16,857,427.44)	16,258,600.74	(598,826.70)	(16,783,381.00)	16,783,381.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,522,453.77)	(625,286.92)	(3,147,740.69)	(3,121,662.00)	(2,777,324.00)	(5,898,986.00)	87.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	15,307,392.93	14,102,513.22	29,409,906.15	12,784,939.16	13,477,226.30	26,262,165.46	-10.7%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

Description			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,307,392.93	14,102,513.22	29,409,906.15	12,784,939.16	13,477,226.30	26,262,165.46	-10.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,307,392.93	14,102,513.22	29,409,906.15	12,784,939.16	13,477,226.30	26,262,165.46	-10.7%
2) Ending Balance, June 30 (E + F1e)			12,784,939.16	13,477,226.30	26,262,165.46	9,663,277.16	10,699,902.30	20,363,179.46	-22.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	30,970.71	0.00	30,970.71	30,970.71	0.00	30,970.71	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	13,477,226.30	13,477,226.30	0.00	10,832,601.94	10,832,601.94	-19.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	5,767,965.29	0.00	5,767,965.29	5,713,275.29	0.00	5,713,275.29	-0.9%
Resolution #26/2021-22: General Maintenance	0000	9760	350,644.00		350,644.00			0.00	
Resolution #26/2021-22: Supplemental/Concentration Grant (in conjunction with Fund 17)	0000	9760	2,952,321.29		2,952,321.29			0.00	
Resolution #8/2022-23: Additional 3% Reserve	0000	9760	2,465,000.00		2,465,000.00			0.00	
Resolution #26/2021-22: General Maintenance	0000	9760			0.00	350,644.00		350,644.00	
Resolution #26/2021-22: Supplemental/Concentration Grant (in conjunction with Fund 17)	0000	9760			0.00	2,892,631.29		2,892,631.29	
Resolution #8/2022-23: Additional 3% Reserve	0000	9760			0.00	2,470,000.00		2,470,000.00	
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,465,000.00	0.00	2,465,000.00	2,470,000.00	0.00	2,470,000.00	0.2%
Unassigned/Unappropriated Amount		9790	4,496,003.16	0.00	4,496,003.16	1,424,031.16	(132,699.64)	1,291,331.52	-71.3%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	2,935,498.95	2,935,498.95
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	118,724.00	118,724.00
6230	California Clean Energy Jobs Act	48,230.50	48,230.50
6266	Educator Effectiveness, FY 2021-22	635,535.06	200,455.06
6300	Lottery: Instructional Materials	36,671.70	36,671.70
6512	Special Ed: Mental Health Services	383,493.00	27,422.00
6546	Mental Health-Related Services	131,889.22	258,059.22
6547	Special Education Early Intervention Preschool Grant	0.00	43,806.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	1,792,641.07	1,257,143.07
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	322,407.65	322,407.65
7311	Classified School Employee Professional Development Block Grant	21,382.01	21,382.01
7399	LCFF Equity Multiplier	897,877.00	502,932.00
7412	A-G Access/Success Grant	124,472.25	0.00
7415	Classified School Employee Summer Assistance Program	95,055.90	95,055.90
7435	Learning Recovery Emergency Block Grant	4,188,159.30	2,627,254.30
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	1,303,096.67	2,020,278.67
8210	Student Activity Funds	317,280.91	317,280.91
9010	Other Restricted Local	124,811.11	0.00
Total, Restricted Balance		13,477,226.30	10,832,601.94

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,080.30	0.00	-100.0%
5) TOTAL, REVENUES			1,080.30	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,080.30	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,080.30	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,080.30)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	346.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			346.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			346.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	644.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	436.30	0.00	-100.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,080.30	0.00	-100.0%
TOTAL, REVENUES			1,080.30	0.00	-100.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,080.30	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,080.30	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,080.30)	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,080.30	0.00	-100.0%
5) TOTAL, REVENUES			1,080.30	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,080.30	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,080.30	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,080.30)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	334,636.87	334,637.00	0.0%
3) Other State Revenue		8300-8599	639,342.47	604,398.00	-5.5%
4) Other Local Revenue		8600-8799	6,678.93	36,423.00	445.3%
5) TOTAL, REVENUES			980,658.27	975,458.00	-0.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	926,308.34	920,309.00	-0.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	50,506.00	50,506.00	0.0%
9) TOTAL, EXPENDITURES			976,814.34	970,815.00	-0.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,843.93	4,643.00	20.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,843.93	4,643.00	20.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	55,634.60	59,478.53	6.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			55,634.60	59,478.53	6.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			55,634.60	59,478.53	6.9%
2) Ending Balance, June 30 (E + F1e)			59,478.53	64,121.53	7.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	56,812.00	57,710.00	1.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,666.53	6,411.53	140.4%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	292,970.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			292,970.66		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			292,970.66		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	334,636.87	334,637.00	0.0%
TOTAL, FEDERAL REVENUE			334,636.87	334,637.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	572,057.47	572,058.00	0.0%
All Other State Revenue	All Other	8590	67,285.00	32,340.00	-51.9%
TOTAL, OTHER STATE REVENUE			639,342.47	604,398.00	-5.5%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	6,099.00	898.00	-85.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	579.93	580.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	34,945.00	New
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,678.93	36,423.00	445.3%
TOTAL, REVENUES			980,658.27	975,458.00	-0.5%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	926,308.34	920,309.00	-0.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			926,308.34	920,309.00	-0.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	50,506.00	50,506.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			50,506.00	50,506.00	0.0%
TOTAL, EXPENDITURES			976,814.34	970,815.00	-0.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	334,636.87	334,637.00	0.0%
3) Other State Revenue		8300-8599	639,342.47	604,398.00	-5.5%
4) Other Local Revenue		8600-8799	6,678.93	36,423.00	445.3%
5) TOTAL, REVENUES			980,658.27	975,458.00	-0.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		926,308.34	920,309.00	-0.6%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		50,506.00	50,506.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			976,814.34	970,815.00	-0.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,843.93	4,643.00	20.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,843.93	4,643.00	20.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	55,634.60	59,478.53	6.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			55,634.60	59,478.53	6.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			55,634.60	59,478.53	6.9%
2) Ending Balance, June 30 (E + F1e)			59,478.53	64,121.53	7.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	56,812.00	57,710.00	1.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,666.53	6,411.53	140.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
6130	Child Development: Center-Based Reserve Account	56,812.00	57,710.00
Total, Restricted Balance		56,812.00	57,710.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,230,759.00	2,230,759.00	0.0%
3) Other State Revenue		8300-8599	794,418.87	662,000.00	-16.7%
4) Other Local Revenue		8600-8799	45,041.82	41,290.00	-8.3%
5) TOTAL, REVENUES			3,070,219.69	2,934,049.00	-4.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	935,490.04	942,061.00	0.7%
3) Employee Benefits		3000-3999	406,824.03	510,686.00	25.5%
4) Books and Supplies		4000-4999	1,244,652.24	960,500.00	-22.8%
5) Services and Other Operating Expenditures		5000-5999	82,494.79	80,200.00	-2.8%
6) Capital Outlay		6000-6999	15,652.00	9,300.00	-40.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	90,114.00	90,000.00	-0.1%
9) TOTAL, EXPENDITURES			2,775,227.10	2,592,747.00	-6.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			294,992.59	341,302.00	15.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			294,992.59	341,302.00	15.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,357,143.71	1,652,136.30	21.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,357,143.71	1,652,136.30	21.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,357,143.71	1,652,136.30	21.7%
2) Ending Balance, June 30 (E + F1e)			1,652,136.30	1,993,438.30	20.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,000.00	0.00	-100.0%
Stores		9712	65,582.21	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,585,554.09	1,993,438.30	25.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,500,499.55		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	1,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	65,582.21		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,567,081.76		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			1,567,081.76		
FEDERAL REVENUE					
Child Nutrition Programs		8220	2,230,759.00	2,230,759.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,230,759.00	2,230,759.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	794,418.87	662,000.00	-16.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			794,418.87	662,000.00	-16.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	4,000.00	1,000.00	-75.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	31,748.00	31,000.00	-2.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	5,173.39	5,170.00	-0.1%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	4,120.43	4,120.00	0.0%
TOTAL, OTHER LOCAL REVENUE			45,041.82	41,290.00	-8.3%
TOTAL, REVENUES			3,070,219.69	2,934,049.00	-4.4%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	714,372.33	721,070.00	0.9%
Classified Supervisors' and Administrators' Salaries		2300	101,411.40	101,494.00	0.1%
Clerical, Technical and Office Salaries		2400	119,706.31	119,497.00	-0.2%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			935,490.04	942,061.00	0.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	194,762.27	261,897.00	34.5%
OASDI/Medicare/Alternative		3301-3302	68,371.75	72,078.00	5.4%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	122,427.55	156,499.00	27.8%
Unemployment Insurance		3501-3502	457.53	475.00	3.8%
Workers' Compensation		3601-3602	13,226.10	13,609.00	2.9%
OPEB, Allocated		3701-3702	5,930.83	6,128.00	3.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,648.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			406,824.03	510,686.00	25.5%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	89,021.01	80,500.00	-9.6%
Noncapitalized Equipment		4400	4,800.00	0.00	-100.0%
Food		4700	1,150,831.23	880,000.00	-23.5%
TOTAL, BOOKS AND SUPPLIES			1,244,652.24	960,500.00	-22.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,750.00	2,200.00	-20.0%
Dues and Memberships		5300	2,750.00	1,000.00	-63.6%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	52,158.97	52,000.00	-0.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	1,000.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	22,685.82	23,000.00	1.4%
Communications		5900	1,150.00	1,000.00	-13.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			82,494.79	80,200.00	-2.8%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	15,652.00	9,300.00	-40.6%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			15,652.00	9,300.00	-40.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	90,114.00	90,000.00	-0.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			90,114.00	90,000.00	-0.1%
TOTAL, EXPENDITURES			2,775,227.10	2,592,747.00	-6.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24		2024-25	Percent
			Estimated	Actuals		
All Other Financing Uses		7699		0.00	0.00	0.0%
(d) TOTAL, USES				0.00	0.00	0.0%
CONTRIBUTIONS						
Contributions from Unrestricted Revenues		8980		0.00	0.00	0.0%
Contributions from Restricted Revenues		8990		0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS				0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)				0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,230,759.00	2,230,759.00	0.0%
3) Other State Revenue		8300-8599	794,418.87	662,000.00	-16.7%
4) Other Local Revenue		8600-8799	45,041.82	41,290.00	-8.3%
5) TOTAL, REVENUES			3,070,219.69	2,934,049.00	-4.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		2,685,113.10	2,502,747.00	-6.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		90,114.00	90,000.00	-0.1%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,775,227.10	2,592,747.00	-6.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			294,992.59	341,302.00	15.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			294,992.59	341,302.00	15.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,357,143.71	1,652,136.30	21.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,357,143.71	1,652,136.30	21.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,357,143.71	1,652,136.30	21.7%
2) Ending Balance, June 30 (E + F1e)			1,652,136.30	1,993,438.30	20.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,000.00	0.00	-100.0%
Stores		9712	65,582.21	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,585,554.09	1,993,438.30	25.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1,585,554.09	1,993,438.30
Total, Restricted Balance		1,585,554.09	1,993,438.30

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1.35	0.00	-100.0%
5) TOTAL, REVENUES			1.35	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1.35	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	93.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(93.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(91.65)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	91.65	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			91.65	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			91.65	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			1.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	.35	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1.35	0.00	-100.0%
TOTAL, REVENUES			1.35	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	93.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			93.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(93.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1.35	0.00	-100.0%
5) TOTAL, REVENUES			1.35	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1.35	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	93.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(93.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(91.65)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	91.65	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			91.65	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			91.65	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	65,603.07	59,690.00	-9.0%
5) TOTAL, REVENUES			65,603.07	59,690.00	-9.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			65,603.07	59,690.00	-9.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			65,603.07	59,690.00	-9.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,532,075.64	2,597,678.71	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,532,075.64	2,597,678.71	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,532,075.64	2,597,678.71	2.6%
2) Ending Balance, June 30 (E + F1e)			2,597,678.71	2,657,368.71	2.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	2,597,678.71	2,657,368.71	2.3%
Resolution #26/2021-22 Supplemental/Concentration Grant (in conjunction with Fund 01)	0000	9760	2,597,678.71		
Resolution #26/2021-22 Supplemental/Concentration Grant (in conjunction with Fund 01)	0000	9760		2,657,368.71	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,597,678.71		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,597,678.71		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,597,678.71		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	55,907.00	50,000.00	-10.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	9,696.07	9,690.00	-0.1%
TOTAL, OTHER LOCAL REVENUE			65,603.07	59,690.00	-9.0%
TOTAL, REVENUES			65,603.07	59,690.00	-9.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	65,603.07	59,690.00	-9.0%
5) TOTAL, REVENUES			65,603.07	59,690.00	-9.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			65,603.07	59,690.00	-9.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			65,603.07	59,690.00	-9.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,532,075.64	2,597,678.71	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,532,075.64	2,597,678.71	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,532,075.64	2,597,678.71	2.6%
2) Ending Balance, June 30 (E + F1e)			2,597,678.71	2,657,368.71	2.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	2,597,678.71	2,657,368.71	2.3%
Resolution #26/2021-22 Supplemental/Concentration Grant (in conjunction with Fund 01)	0000	9760	2,597,678.71		
Resolution #26/2021-22 Supplemental/Concentration Grant (in conjunction with Fund 01)	0000	9760		2,657,368.71	
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,001.84	11,770.00	-1.9%
5) TOTAL, REVENUES			12,001.84	11,770.00	-1.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			12,001.84	11,770.00	-1.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	600,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			600,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			612,001.84	11,770.00	-98.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	463,220.16	1,075,222.00	132.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			463,220.16	1,075,222.00	132.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			463,220.16	1,075,222.00	132.1%
2) Ending Balance, June 30 (E + F1e)			1,075,222.00	1,086,992.00	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,075,222.00	1,086,992.00	1.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	475,222.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			475,222.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			475,222.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	10,228.00	10,000.00	-2.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,773.84	1,770.00	-0.2%
TOTAL, OTHER LOCAL REVENUE			12,001.84	11,770.00	-1.9%
TOTAL, REVENUES			12,001.84	11,770.00	-1.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	600,000.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			600,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			600,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,001.84	11,770.00	-1.9%
5) TOTAL, REVENUES			12,001.84	11,770.00	-1.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			12,001.84	11,770.00	-1.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	600,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			600,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			612,001.84	11,770.00	-98.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	463,220.16	1,075,222.00	132.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			463,220.16	1,075,222.00	132.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			463,220.16	1,075,222.00	132.1%
2) Ending Balance, June 30 (E + F1e)			1,075,222.00	1,086,992.00	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,075,222.00	1,086,992.00	1.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	291,941.96	289,260.00	-0.9%
5) TOTAL, REVENUES			291,941.96	289,260.00	-0.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	569,840.08	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	873,859.54	0.00	-100.0%
6) Capital Outlay		6000-6999	19,700,506.43	4,500,000.00	-77.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			21,144,206.05	4,500,000.00	-78.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(20,852,264.09)	(4,210,740.00)	-79.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(20,852,264.09)	(4,210,740.00)	-79.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,064,939.09	(2,524,076.00)	-112.0%
b) Audit Adjustments		9793	(2,736,751.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			18,328,188.09	(2,524,076.00)	-113.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,328,188.09	(2,524,076.00)	-113.8%
2) Ending Balance, June 30 (E + F1e)			(2,524,076.00)	(6,734,816.00)	166.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(2,524,076.00)	(6,734,816.00)	166.8%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	5,345,195.48		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	8,526,232.86		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			13,871,428.34		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			13,871,428.34		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	242,675.00	240,000.00	-1.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	49,266.96	49,260.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			291,941.96	289,260.00	-0.9%
TOTAL, REVENUES			291,941.96	289,260.00	-0.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	220,528.07	0.00	-100.0%
Noncapitalized Equipment		4400	349,312.01	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			569,840.08	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	873,859.54	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			873,859.54	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	43,375.00	0.00	-100.0%
Land Improvements		6170	568,306.17	0.00	-100.0%
Buildings and Improvements of Buildings		6200	19,022,963.40	4,500,000.00	-76.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	65,861.86	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			19,700,506.43	4,500,000.00	-77.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			21,144,206.05	4,500,000.00	-78.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	291,941.96	289,260.00	-0.9%
5) TOTAL, REVENUES			291,941.96	289,260.00	-0.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		21,144,206.05	4,500,000.00	-78.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			21,144,206.05	4,500,000.00	-78.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(20,852,264.09)	(4,210,740.00)	-79.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(20,852,264.09)	(4,210,740.00)	-79.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,064,939.09	(2,524,076.00)	-112.0%
b) Audit Adjustments		9793	(2,736,751.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			18,328,188.09	(2,524,076.00)	-113.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,328,188.09	(2,524,076.00)	-113.8%
2) Ending Balance, June 30 (E + F1e)			(2,524,076.00)	(6,734,816.00)	166.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(2,524,076.00)	(6,734,816.00)	166.8%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,551,603.42	7,261,470.00	10.8%
5) TOTAL, REVENUES			6,551,603.42	7,261,470.00	10.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	647,403.47	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	266.02	0.00	-100.0%
6) Capital Outlay		6000-6999	9,938,869.33	649,802.00	-93.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,586,538.82	649,802.00	-93.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,034,935.40)	6,611,668.00	-263.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,034,935.40)	6,611,668.00	-263.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,860,481.60	6,562,297.20	-16.5%
b) Audit Adjustments		9793	2,736,751.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			10,597,232.60	6,562,297.20	-38.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,597,232.60	6,562,297.20	-38.1%
2) Ending Balance, June 30 (E + F1e)			6,562,297.20	13,173,965.20	100.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,562,297.20	13,173,965.20	100.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	13,534,283.60		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			13,534,283.60		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			13,534,283.60		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	230,549.00	220,000.00	-4.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	41,474.94	41,470.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	6,279,579.48	7,000,000.00	11.5%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,551,603.42	7,261,470.00	10.8%
TOTAL, REVENUES			6,551,603.42	7,261,470.00	10.8%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	264,551.91	0.00	-100.0%
Noncapitalized Equipment		4400	382,851.56	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			647,403.47	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	266.02	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			266.02	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	9,885,281.67	649,802.00	-93.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	53,587.66	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			9,938,869.33	649,802.00	-93.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			10,586,538.82	649,802.00	-93.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,551,603.42	7,261,470.00	10.8%
5) TOTAL, REVENUES			6,551,603.42	7,261,470.00	10.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		10,586,538.82	649,802.00	-93.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			10,586,538.82	649,802.00	-93.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(4,034,935.40)	6,611,668.00	-263.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,034,935.40)	6,611,668.00	-263.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,860,481.60	6,562,297.20	-16.5%
b) Audit Adjustments		9793	2,736,751.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			10,597,232.60	6,562,297.20	-38.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,597,232.60	6,562,297.20	-38.1%
2) Ending Balance, June 30 (E + F1e)			6,562,297.20	13,173,965.20	100.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,562,297.20	13,173,965.20	100.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
9010	Other Restricted Local	6,562,297.20	13,173,965.20
Total, Restricted Balance		6,562,297.20	13,173,965.20

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	19,580,537.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	151,055.69	150,000.00	-0.7%
5) TOTAL, REVENUES			19,731,592.69	150,000.00	-99.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	135.20	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	340.00	0.00	-100.0%
6) Capital Outlay		6000-6999	19,827,547.34	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			19,828,022.54	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(96,429.85)	150,000.00	-255.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(96,429.85)	150,000.00	-255.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	228,288.23	131,858.38	-42.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			228,288.23	131,858.38	-42.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			228,288.23	131,858.38	-42.2%
2) Ending Balance, June 30 (E + F1e)			131,858.38	281,858.38	113.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	131,858.38	281,858.38	113.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	19,957,885.72		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			19,957,885.72		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			19,957,885.72		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	19,580,537.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			19,580,537.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	150,253.00	150,000.00	-0.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	802.69	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			151,055.69	150,000.00	-0.7%
TOTAL, REVENUES			19,731,592.69	150,000.00	-99.2%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	135.20	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			135.20	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	340.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			340.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	19,827,547.34	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			19,827,547.34	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			19,828,022.54	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	19,580,537.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	151,055.69	150,000.00	-0.7%
5) TOTAL, REVENUES			19,731,592.69	150,000.00	-99.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		19,828,022.54	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			19,828,022.54	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(96,429.85)	150,000.00	-255.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(96,429.85)	150,000.00	-255.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	228,288.23	131,858.38	-42.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			228,288.23	131,858.38	-42.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			228,288.23	131,858.38	-42.2%
2) Ending Balance, June 30 (E + F1e)			131,858.38	281,858.38	113.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	131,858.38	281,858.38	113.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource		Description	2023-24 Estimated Actuals	2024-25 Budget
7710		State School Facilities Projects	131,858.38	281,858.38
Total, Restricted Balance			131,858.38	281,858.38

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	58,308,482.00	5.75%	61,659,776.00	2.67%	63,305,789.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	2,101,486.00	-7.44%	1,945,070.00	3.11%	2,005,499.00
4. Other Local Revenues	8600-8799	1,481,982.00	-1.96%	1,452,987.67	1.11%	1,469,095.63
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(16,783,381.00)	1.33%	(17,006,709.52)	-0.02%	(17,003,065.00)
6. Total (Sum lines A1 thru A5c)		45,108,569.00	6.52%	48,051,124.15	3.59%	49,777,318.63
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				21,667,459.00		22,251,261.00
b. Step & Column Adjustment				236,852.00		303,802.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				346,950.00		240,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	21,667,459.00	2.69%	22,251,261.00	2.44%	22,795,063.00
2. Classified Salaries						
a. Base Salaries				7,010,249.00		7,212,785.00
b. Step & Column Adjustment				89,746.00		112,183.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				112,790.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,010,249.00	2.89%	7,212,785.00	1.56%	7,324,968.00
3. Employee Benefits	3000-3999	10,720,636.00	2.35%	10,972,457.00	1.73%	11,162,480.00
4. Books and Supplies	4000-4999	3,971,561.00	-53.86%	1,832,561.00	0.00%	1,832,561.00
5. Services and Other Operating Expenditures	5000-5999	5,099,569.00	0.00%	5,099,569.00	0.00%	5,099,569.00
6. Capital Outlay	6000-6999	392,500.00	0.00%	392,500.00	0.00%	392,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(631,743.00)	-7.92%	(581,678.00)	-4.30%	(556,669.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		48,230,231.00	-2.18%	47,179,455.00	1.85%	48,050,472.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(3,121,662.00)		871,669.15		1,726,846.63
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		12,784,939.16		9,663,277.16		10,534,946.31
2. Ending Fund Balance (Sum lines C and D1)		9,663,277.16		10,534,946.31		12,261,792.94
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	55,970.71		55,970.71		55,970.71
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	5,713,275.29		5,793,275.29		5,793,275.29
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,470,000.00		2,400,000.00		2,400,000.00
2. Unassigned/Unappropriated	9790	1,424,031.16		2,285,700.31		4,012,546.94
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,663,277.16		10,534,946.31		12,261,792.94
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,470,000.00		2,400,000.00		2,400,000.00
c. Unassigned/Unappropriated	9790	1,424,031.16		2,285,700.31		4,012,546.94
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		3,894,031.16		4,685,700.31		6,412,546.94
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
25/26 Certificated Adjustments: C&I Coordinator partial FTE from RS 6053 to RS 0000. Categorical Coordinator partial FTE from RS 7412 to RS 0000. 25/26 Classified Adjustments: TK Aides from RS 6053 to RS 0740.						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	3,547,603.00	-4.06%	3,403,613.10	0.32%	3,414,387.43
3. Other State Revenues	8300-8599	7,935,034.00	-2.83%	7,710,545.25	1.66%	7,838,241.00
4. Other Local Revenues	8600-8799	2,951,219.00	0.00%	2,951,219.00	0.00%	2,951,219.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	16,783,381.00	1.33%	17,006,709.52	-0.02%	17,003,065.31
6. Total (Sum lines A1 thru A5c)		31,217,237.00	-0.46%	31,072,086.87	0.43%	31,206,912.74
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,482,145.00		8,023,602.00
b. Step & Column Adjustment				90,359.00		77,471.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(548,902.00)		(381,386.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,482,145.00	-5.41%	8,023,602.00	-3.79%	7,719,687.00
2. Classified Salaries						
a. Base Salaries				4,675,446.00		4,578,665.00
b. Step & Column Adjustment				20,277.00		38,277.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(117,058.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,675,446.00	-2.07%	4,578,665.00	0.84%	4,616,942.00
3. Employee Benefits	3000-3999	7,665,212.00	-2.60%	7,465,537.00	-1.11%	7,382,595.00
4. Books and Supplies	4000-4999	1,497,792.00	-9.00%	1,362,977.00	-0.38%	1,357,766.00
5. Services and Other Operating Expenditures	5000-5999	10,211,209.00	0.00%	10,211,209.00	0.00%	10,211,209.00
6. Capital Outlay	6000-6999	971,520.00	-83.84%	157,000.00	0.00%	157,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	491,237.00	-10.19%	441,172.00	-5.67%	416,163.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		33,994,561.00	-5.16%	32,240,162.00	-1.17%	31,861,362.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(2,777,324.00)		(1,168,075.13)		(654,449.26)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		13,477,226.30		10,699,902.30		9,531,827.17
2. Ending Fund Balance (Sum lines C and D1)		10,699,902.30		9,531,827.17		8,877,377.91
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	10,832,601.94		9,943,898.17		9,289,448.91
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(132,699.64)		(412,071.00)		(412,071.00)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,699,902.30		9,531,827.17		8,877,377.91
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
25/26 Certificated Adjustments: C&I Coordinator partial FTE from RS 6053 to RS 0000. Categorical Coordinator partial FTE from RS 7412 to RS 0000. PE Teachers RS 6266 and Counselor RS 7412 removed. 25/26 Classified Adjustments: TK Aides from RS 6053 to RS 0740. Family Support Services positions RS 5634 removed. 26/27 Certificated Adjustment: Elective teachers RS 6762 removed.						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	58,308,482.00	5.75%	61,659,776.00	2.67%	63,305,789.00
2. Federal Revenues	8100-8299	3,547,603.00	-4.06%	3,403,613.10	0.32%	3,414,387.43
3. Other State Revenues	8300-8599	10,036,520.00	-3.80%	9,655,615.25	1.95%	9,843,740.00
4. Other Local Revenues	8600-8799	4,433,201.00	-0.65%	4,404,206.67	0.37%	4,420,314.63
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	.31
6. Total (Sum lines A1 thru A5c)		76,325,806.00	3.67%	79,123,211.02	2.35%	80,984,231.37
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				30,149,604.00		30,274,863.00
b. Step & Column Adjustment				327,211.00		381,273.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(201,952.00)		(141,386.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	30,149,604.00	0.42%	30,274,863.00	0.79%	30,514,750.00
2. Classified Salaries						
a. Base Salaries				11,685,695.00		11,791,450.00
b. Step & Column Adjustment				110,023.00		150,460.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,268.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	11,685,695.00	0.90%	11,791,450.00	1.28%	11,941,910.00
3. Employee Benefits	3000-3999	18,385,848.00	0.28%	18,437,994.00	0.58%	18,545,075.00
4. Books and Supplies	4000-4999	5,469,353.00	-41.57%	3,195,538.00	-0.16%	3,190,327.00
5. Services and Other Operating Expenditures	5000-5999	15,310,778.00	0.00%	15,310,778.00	0.00%	15,310,778.00
6. Capital Outlay	6000-6999	1,364,020.00	-59.71%	549,500.00	0.00%	549,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(140,506.00)	0.00%	(140,506.00)	0.00%	(140,506.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		82,224,792.00	-3.41%	79,419,617.00	0.62%	79,911,834.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(5,898,986.00)		(296,405.98)		1,072,397.37

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		26,262,165.46		20,363,179.46		20,066,773.48
2. Ending Fund Balance (Sum lines C and D1)		20,363,179.46		20,066,773.48		21,139,170.85
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	55,970.71		55,970.71		55,970.71
b. Restricted	9740	10,832,601.94		9,943,898.17		9,289,448.91
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	5,713,275.29		5,793,275.29		5,793,275.29
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,470,000.00		2,400,000.00		2,400,000.00
2. Unassigned/Unappropriated	9790	1,291,331.52		1,873,629.31		3,600,475.94
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		20,363,179.46		20,066,773.48		21,139,170.85
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,470,000.00		2,400,000.00		2,400,000.00
c. Unassigned/Unappropriated	9790	1,424,031.16		2,285,700.31		4,012,546.94
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(132,699.64)		(412,071.00)		(412,071.00)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		3,761,331.52		4,273,629.31		6,000,475.94
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		4.57%		5.38%		7.51%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		4,273.23		4,406.15		4,542.83
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		82,224,792.00		79,419,617.00		79,911,834.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		82,224,792.00		79,419,617.00		79,911,834.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		2,466,743.76		2,382,588.51		2,397,355.02
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)						
		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		2,466,743.76		2,382,588.51		2,397,355.02
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Center Joint Unified School District
2024-2025 Budget
Fund 13

Description	Object Codes	2024-2025 Budget	% Change (Cols. C-A/A) (B)	2025-2026 Projection (C)	% Change (Cols. E-C/C) (D)	2026-2027 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	2,230,759.00	0.00%	2,230,759.00	0.00%	2,230,759.00
3. Other State Revenues	8300-8599	662,000.00	0.00%	662,000.00	0.00%	662,000.00
4. Other Local Revenues	8600-8799	41,290.00	0.00%	41,290.00	0.00%	41,290.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 through A5c)		2,934,049.00	0.00%	2,934,049.00	0.00%	2,934,049.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries		0.00	0.00%	0.00	0.00%	0.00
2. Classified Salaries		942,061.00	0.77%	949,290.00	0.67%	955,643.00
3. Employee Benefits	3000-3999	510,686.00	0.87%	515,147.00	1.21%	521,403.00
4. Books and Supplies	4000-4999	960,500.00	0.00%	960,500.00	0.00%	960,500.00
5. Services and Other Operating Expenditures	5000-5999	80,200.00	0.00%	80,200.00	0.00%	80,200.00
6. Capital Outlay	6000-6999	9,300.00	0.00%	9,300.00	0.00%	9,300.00
7. Other Outgo (excluding Transfers of Indirect Costs) 7100-7299, 7400-7499		0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	90,000.00	0.00%	90,000.00	0.00%	90,000.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section E below)				0.00		0.00
11. Total (Sum lines B1-B10)		2,592,747.00	0.45%	2,604,437.00	0.48%	2,617,046.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		341,302.00		329,612.00		317,003.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form OII, line F1e)		1,682,136.30		2,023,438.30		2,353,050.30
2. Ending Fund Balance (Sum lines C and D1)		2,023,438.30		2,353,050.30		2,670,053.30
3. Components of Ending Fund Balance (Form OII)						
a. Nonspendable	9710-9719	65,582.21		65,582.21		65,582.21
b. Restricted	9740	2,023,438.30		2,353,050.30		2,670,053.30
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,023,438.30		2,353,050.30		2,670,053.30

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	4,140.31	4,140.31	4,140.31	4,273.23	4,273.23	4,273.23
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
4. Total, District Regular ADA (Sum of Lines A1 through A3)	4,140.31	4,140.31	4,140.31	4,273.23	4,273.23	4,273.23
5. District Funded County Program ADA						
a. County Community Schools	48.45	48.45	48.45	48.45	48.45	48.45
b. Special Education-Special Day Class	41.55	41.55	41.55	41.55	41.55	41.55
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
d. Special Education Extended Year	.22	.22	.22	.22	.22	.22
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.00
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.00
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	90.22	90.22	90.22	90.22	90.22	90.22
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	4,230.53	4,230.53	4,230.53	4,363.45	4,363.45	4,363.45
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.00
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			26,333,013.91	25,546,587.89	20,445,158.89	19,533,797.25	17,086,408.86	13,475,143.86	16,965,631.83	22,000,187.36
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019		1,420,207.00	1,420,207.00	5,747,446.00	2,556,372.00	2,556,372.00	5,747,446.00	2,556,372.00	2,556,372.00
Property Taxes	8020- 8079		0.00	350,000.00	0.00	250,000.00	0.00	150,000.00	11,000,000.00	0.00
Miscellaneous Funds	8080- 8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100- 8299		299,207.00	10,000.00	10,000.00	743,110.00	0.00	5,000.00	50,000.00	500,000.00
Other State Revenue	8300- 8599		65,000.00	250,000.00	672,961.00	353,145.00	700,000.00	1,643,929.00	1,040,500.00	951,457.00
Other Local Revenue	8600- 8799		20,000.00	620,000.00	50,000.00	200,000.00	50,000.00	200,000.00	1,200,000.00	1,500,000.00
Interfund Transfers In	8900- 8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930- 8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			1,804,414.00	2,650,207.00	6,480,407.00	4,102,627.00	3,306,372.00	7,746,375.00	15,846,872.00	5,507,829.00
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999		729,620.00	2,713,464.00	2,713,464.00	2,713,464.00	2,713,464.00	690,425.00	5,426,929.00	2,713,464.00
Classified Salaries	2000- 2999		541,048.00	1,043,150.00	1,043,150.00	1,043,150.00	1,043,150.00	1,043,150.00	1,043,150.00	1,043,150.00
Employee Benefits	3000- 3999		808,267.00	1,542,646.00	1,542,646.00	1,542,646.00	1,542,646.00	1,021,324.00	2,988,032.00	1,542,646.00
Books and Supplies	4000- 4999		500,000.00	750,000.00	750,000.00	300,000.00	200,000.00	150,000.00	500,000.00	500,000.00
Services	5000- 5999		181,033.00	1,102,376.00	1,492,801.00	1,492,801.00	1,373,377.00	1,373,377.00	1,764,894.00	2,224,656.00
Capital Outlay	6000- 6999		20,000.00	600,000.00	10,000.00	30,000.00	45,000.00	15,000.00	120,000.00	80,000.00
Other Outgo	7000- 7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers Out	7600- 7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			2,779,968.00	7,751,636.00	7,552,061.00	7,122,061.00	6,917,637.00	4,293,276.00	11,843,005.00	8,103,916.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		189,127.98	0.00	160,292.36	572,045.61	0.00	37,388.97	1,030,688.53	0.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	189,127.98	0.00	160,292.36	572,045.61	0.00	37,388.97	1,030,688.53	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	189,127.98	0.00	160,292.36	572,045.61	0.00	37,388.97	1,030,688.53	0.00
E. NET INCREASE/DECREASE (B - C + D)			(786,426.02)	(5,101,429.00)	(911,361.64)	(2,447,388.39)	(3,611,265.00)	3,490,487.97	5,034,555.53	(2,596,087.00)
F. ENDING CASH (A + E)			25,546,587.89	20,445,158.89	19,533,797.25	17,086,408.86	13,475,143.86	16,965,631.83	22,000,187.36	19,404,100.36
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:		JUNE							
A. BEGINNING CASH		19,404,100.36	18,239,878.36	23,740,154.57	20,412,658.91				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	5,605,412.00	2,556,372.00	2,556,372.00	3,433,089.00	0.00		38,712,039.00	38,712,039.00
Property Taxes	8020-8079	0.00	7,800,000.00	0.00	46,443.00			19,596,443.00	19,596,443.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00			0.00	0.00
Federal Revenue	8100-8299	10,000.00	263,570.58	0.00	0.00	1,656,715.42		3,547,603.00	3,547,603.00
Other State Revenue	8300-8599	1,028,162.00	1,000,000.00	590,768.74	852,591.00	888,006.26		10,036,520.00	10,036,520.00
Other Local Revenue	8600-8799	100,000.00	450,000.00	43,201.00	0.00			4,433,201.00	4,433,201.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00			0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00			0.00	0.00
TOTAL RECEIPTS		6,743,574.00	12,069,942.58	3,190,341.74	4,332,123.00	2,544,721.68	0.00	76,325,806.00	76,325,806.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,713,464.00	2,713,464.00	2,713,464.00	1,594,918.00	0.00		30,149,604.00	30,149,604.00
Classified Salaries	2000-2999	1,043,150.00	1,043,150.00	1,043,150.00	713,147.00			11,685,695.00	11,685,695.00
Employee Benefits	3000-3999	1,542,646.00	1,542,646.00	1,542,646.00	1,227,057.00			18,385,848.00	18,385,848.00
Books and Supplies	4000-4999	600,000.00	600,000.00	300,000.00	319,353.00			5,469,353.00	5,469,353.00
Services	5000-5999	1,898,536.00	946,524.00	913,618.00	546,785.00			15,310,778.00	15,310,778.00
Capital Outlay	6000-6999	110,000.00	40,000.00	244,020.00	50,000.00			1,364,020.00	1,364,020.00
Other Outgo	7000-7499	0.00	0.00	0.00	(140,506.00)			(140,506.00)	(140,506.00)
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00			0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00			0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		7,907,796.00	6,885,784.00	6,756,898.00	4,310,754.00	0.00	0.00	82,224,792.00	82,224,792.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	0.00	316,117.63	239,060.60	0.00			2,544,721.68	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	316,117.63	239,060.60	0.00	0.00	0.00	2,544,721.68	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	316,117.63	239,060.60	0.00	0.00	0.00	2,544,721.68	
E. NET INCREASE/DECREASE (B - C + D)		(1,164,222.00)	5,500,276.21	(3,327,495.66)	21,369.00	2,544,721.68	0.00	(3,354,264.32)	(5,898,986.00)
F. ENDING CASH (A + E)		18,239,878.36	23,740,154.57	20,412,658.91	20,434,027.91				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								22,978,749.59	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019									
Property Taxes	8020- 8079									
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299									
Other State Revenue	8300- 8599									
Other Local Revenue	8600- 8799									
Interfund Transfers In	8900- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999									
Classified Salaries	2000- 2999									
Employee Benefits	3000- 3999									
Books and Supplies	4000- 4999									
Services	5000- 5999									
Capital Outlay	6000- 6999									
Other Outgo	7000- 7499									
Interfund Transfers Out	7600- 7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		20,434,027.91	20,434,027.91	20,434,027.91	20,434,027.91				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								20,434,027.91	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

☒ This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

Schools Insurance Authority

This school district is not self-insured for workers' compensation claims.

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 6/12/2024

For additional information on this certification, please contact:

Name: Lisa Coronado

Title: Director of Fiscal Services

Telephone: (916) 338-6400

E-mail: coronado@centerusd.org

Budget, July 1
2023-24 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	27,899,704.31	301	0.00	303	27,899,704.31	305	7,384.60		307	27,892,319.71	309
2000 - Classified Salaries	11,458,174.58	311	29,344.00	313	11,428,830.58	315	1,076,910.00		317	10,351,920.58	319
3000 - Employee Benefits	17,069,591.50	321	294,279.77	323	16,775,311.73	325	472,539.30		327	16,302,772.43	329
4000 - Books, Supplies Equip Replace. (6500)	4,725,898.04	331	429,329.27	333	4,296,568.77	335	1,172,640.67		337	3,123,928.10	339
5000 - Services . . . & 7300 - Indirect Costs	16,319,240.84	341	150,143.29	343	16,169,097.55	345	3,386,514.27		347	12,782,583.28	349
TOTAL					76,569,512.94	365			TOTAL	70,453,524.10	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	21,762,459.41	375
2. Salaries of Instructional Aides Per EC 41011.	2100	2,973,299.64	380
3. STRS.	3101 & 3102	6,106,420.71	382
4. PERS.	3201 & 3202	818,620.15	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	576,560.41	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	2,876,406.55	385
7. Unemployment Insurance.	3501 & 3502	88,124.08	390
8. Workers' Compensation Insurance.	3601 & 3602	387,728.47	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	12,698.99	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		35,602,318.41	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		8,565.76	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.		35,593,752.65	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		50.52%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)		
2. Percentage spent by this district (Part II, Line 15)		
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)		
5. Deficiency Amount (Part III, Line 3 times Line 4)		
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		

Budget, July 1
2024-25 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

34 73973 0000000
Form CEB
F8BWU2RNFK(2024-25)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	30,149,604.00	301	0.00	303	30,149,604.00	305	274,650.00		307	29,874,954.00	309
2000 - Classified Salaries	11,685,695.00	311	29,344.00	313	11,656,351.00	315	1,280,236.00		317	10,376,115.00	319
3000 - Employee Benefits	18,385,848.00	321	295,510.50	323	18,090,337.50	325	774,112.00		327	17,316,225.50	329
4000 - Books, Supplies Equip Replace. (6500)	5,469,353.00	331	0.00	333	5,469,353.00	335	603,655.00		337	4,865,698.00	339
5000 - Services. . & 7300 - Indirect Costs	15,170,272.00	341	3,000.00	343	15,167,272.00	345	3,288,853.00		347	11,878,419.00	349
TOTAL					80,532,917.50	365	TOTAL			74,311,411.50	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	48,585.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).	38,812,555.50	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	38,812,555.50	397

15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	52.23%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	52.23%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	2.77%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	74,311,411.50	
5. Deficiency Amount (Part III, Line 3 times Line 4)	2,058,426.10	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	82,723,850.50
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	7,715,130.93
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	2,421,011.99
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	600,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				3,021,011.99
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				71,987,707.58
Section II - Expenditures Per ADA				2023-24 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				4,230.53
B. Expenditures per ADA (Line I.E divided by Line II.A)				17,016.24

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	59,073,038.78	15,016.52
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	59,073,038.78	15,016.52
B. Required effort (Line A.2 times 90%)	53,165,734.90	13,514.87
C. Current year expenditures (Line I.E and Line II.B)	71,987,707.58	17,016.24
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p> <p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two percentages)</p>	<p>MOE Met</p>	
	<p>0.00%</p>	<p>0.00%</p>
<p>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</p>		
<p>Description of Adjustments</p>	<p>Total Expenditures</p>	<p>Expenditures Per ADA</p>
<p>Total adjustments to base expenditures</p>	<p>0.00</p>	<p>0.00</p>

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 2,098,829.11
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

--

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 54,041,219.51

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.88%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 3,972,854.66
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 696,619.57

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	58,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	260,975.27
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	4,988,449.50
9. Carry-Forward Adjustment (Part IV, Line F)	(618,150.45)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	4,370,299.04
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	48,118,322.07
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	7,652,437.22
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	8,561,030.30
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	886,401.41
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	652,615.44
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	152,078.63
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	6,465,191.42
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	926,308.34
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,518,629.87
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	74,933,014.70
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	6.66%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2025-26 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	5.83%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	4,988,449.50
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	1,332,197.21
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (10.12%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (10.12%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.26%) times Part III, Line B19); zero if positive	(618,150.45)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(618,150.45)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	5.83%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-309075.23) is applied to the current year calculation and the remainder (\$-309075.22) is deferred to one or more future years:	6.24%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-206050.15) is applied to the current year calculation and the remainder (\$-412100.30) is deferred to one or more future years:	6.38%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(618,150.45)

Approved
indirect
cost rate: 10.12%

Highest
rate used
in any
program: 9.26%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	1,919,756.24	73,394.00	3.82%
01	3010	1,446,617.63	77,888.00	5.38%
01	3182	156,923.36	12,651.81	8.06%
01	3213	1,327,797.21	28,148.00	2.12%
01	3410	169,749.00	9,606.00	5.66%
01	4035	518,928.39	27,286.00	5.26%
01	4127	88,810.54	6,318.00	7.11%
01	4203	85,886.80	3,367.35	3.92%
01	5630	48,476.97	2,750.00	5.67%
01	5634	28,607.60	2,298.00	8.03%
01	6053	210,968.44	19,528.00	9.26%
01	6266	370,333.73	22,930.00	6.19%
01	6385	21,480.75	1,127.00	5.25%
01	6387	124,947.54	6,157.00	4.93%
01	6520	94,902.00	2,183.00	2.30%
01	6762	498,409.52	25,009.00	5.02%
01	7220	42,874.59	1,955.00	4.56%
01	7412	121,548.34	7,607.00	6.26%
01	7435	863,703.90	53,392.00	6.18%
01	8150	1,474,466.36	132,340.00	8.98%
01	9010	779,170.44	581.00	0.07%
12	5025	278,914.87	15,036.00	5.39%
12	5160	38,384.00	2,302.00	6.00%
12	6105	541,829.47	30,228.00	5.58%
13	5310	1,516,504.91	90,114.00	5.94%

Budget, July 1
2023-24 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00	849,465.86	597,283.22	1,446,749.08
2. State Lottery Revenue	8560	731,220.63		297,445.68	1,028,666.31
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00	0.00	0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	(731,220.63)	731,220.63		0.00
6. Total Available (Sum Lines A1 through A5)		0.00	1,580,686.49	894,728.90	2,475,415.39
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	0.00		751,356.67	751,356.67
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			106,700.53	106,700.53
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		0.00	0.00	858,057.20	858,057.20
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	1,580,686.49	36,671.70	1,617,358.19
D. COMMENTS:					
Duplicating costs are associated with materials for instructional purposes.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(1,000.00)	0.00	(140,620.00)				
Other Sources/Uses Detail					1,173.30	600,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	1,080.30		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	50,506.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	1,000.00	0.00	90,114.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	93.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

34 73973 0000000
Form SIAA
F8BWU2RNFK(2024-25)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					600,000.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	1,000.00	(1,000.00)	140,620.00	(140,620.00)	601,173.30	601,173.30	0.00	0.00

Budget, July 1
2024-25 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

34 73973 0000000
Form SIAB
F8BWU2RNFK(2024-25)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(1,000.00)	0.00	(140,506.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	50,506.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	1,000.00	0.00	90,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2024-25 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2024-25 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	1,000.00	(1,000.00)	140,506.00	(140,506.00)	0.00	0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).
Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	4,273.23	
District's ADA Standard Percentage Level:	1.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	4,024	4,018		
Charter School	0			
Total ADA	4,024	4,018	0.2%	Met
Second Prior Year (2022-23)				
District Regular	3,654	3,974		
Charter School	0			
Total ADA	3,654	3,974	N/A	Met
First Prior Year (2023-24)				
District Regular	3,958	4,140		
Charter School	0	0		
Total ADA	3,958	4,140	N/A	Met
Budget Year (2024-25)				
District Regular	4,273			
Charter School	0			
Total ADA	4,273			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Enrollment

Fiscal Year	Budget	CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	4,080	4,102		
Charter School	0	0		
Total Enrollment	4,080	4,102	N/A	Met
Second Prior Year (2022-23)				
District Regular	4,139	4,199		
Charter School	0	0		
Total Enrollment	4,139	4,199	N/A	Met
First Prior Year (2023-24)				
District Regular	4,350	4,438		
Charter School	0	0		
Total Enrollment	4,350	4,438	N/A	Met
Budget Year (2024-25)				
District Regular	4,676			
Charter School	0			
Total Enrollment	4,676			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	3,606	4,102	
Charter School		0	
Total ADA/Enrollment	3,606	4,102	87.9%
Second Prior Year (2022-23)			
District Regular	3,829	4,199	
Charter School	0	0	
Total ADA/Enrollment	3,829	4,199	91.2%
First Prior Year (2023-24)			
District Regular	4,140	4,438	
Charter School		0	
Total ADA/Enrollment	4,140	4,438	93.3%
Historical Average Ratio:			90.8%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			91.3%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2024-25)				
District Regular	4,273	4,676		
Charter School	0	0		
Total ADA/Enrollment	4,273	4,676	91.4%	Not Met
1st Subsequent Year (2025-26)				
District Regular	4,406	4,723		
Charter School	0	0		
Total ADA/Enrollment	4,406	4,723	93.3%	Not Met
2nd Subsequent Year (2026-27)				
District Regular	4,543	4,873		
Charter School	0	0		
Total ADA/Enrollment	4,543	4,873	93.2%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The standard ADA to Enrollment Ratio is skewed lower due to the 2021-22 year which is directly related to the pandemic. The two most recent years show a higher ratio. In addition, the increased enrollment is from our new housing developments. Students from that area have the highest attendance rate in the district, so the assumption is the ADA ratio will increase due to these new students.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	4,230.53	4,363.45	4,496.00	4,633.00
b.	Prior Year ADA (Funded)		4,230.53	4,363.45	4,496.00
c.	Difference (Step 1a minus Step 1b)		132.92	132.55	137.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		3.14%	3.04%	3.05%
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding				
b1.	COLA percentage				
b2.	COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			3.14%	3.04%	3.05%
LCFF Revenue Standard (Step 3, plus/minus 1%):			2.14% to 4.14%	2.04% to 4.04%	2.05% to 4.05%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	19,596,443.00	19,596,443.00	19,596,443.00	19,596,443.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	56,871,847.00	58,308,482.00	61,659,776.00	63,305,789.00
District's Projected Change in LCFF Revenue:		2.53%	5.75%	2.67%
LCFF Revenue Standard		2.14% to 4.14%	2.04% to 4.04%	2.05% to 4.05%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

Each year displays a status of "Not Met"; however, only 2025-26 is outside of the LCFF Revenue Standard. The LCFF has a projected change that is greater than the standard because the district's enrollment is increasing significantly due to several new housing developments in our attendance area. There is also a large increase from 2024-25 to 2025-26 because the COLA % increases significantly.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)			Ratio
Fiscal Year	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
Third Prior Year (2021-22)	30,955,704.19	37,371,066.24	82.8%
Second Prior Year (2022-23)	31,910,917.42	40,861,521.16	78.1%
First Prior Year (2023-24)	36,659,534.85	46,261,365.89	79.2%
Historical Average Ratio:			80.1%
	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2024-25)	(2025-26)	(2026-27)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	77.1% to 83.1%	77.1% to 83.1%	77.1% to 83.1%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)		
Budget Year (2024-25)	39,398,344.00	48,230,231.00	81.7%	Met
1st Subsequent Year (2025-26)	40,436,503.00	47,179,455.00	85.7%	Not Met
2nd Subsequent Year (2026-27)	41,282,511.00	48,050,472.00	85.9%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

Salaries and benefits increase over the years as step-and-column costs are added and new teachers are added for increased enrollment. Total expenditures are reduced from 2024-25 to 2025-26 due to the spending down of one-time funds. In addition, the District is not meeting its Minimum Classroom Expense requirement so we are working on increasing the salary-to-expenditure ratio.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.14%	3.04%	3.05%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.86% to 13.14%	-6.96% to 13.04%	-6.95% to 13.05%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.86% to 8.14%	-1.96% to 8.04%	-1.95% to 8.05%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2023-24)	7,702,137.11		
Budget Year (2024-25)	3,547,603.00	(53.94%)	Yes
1st Subsequent Year (2025-26)	3,403,613.10	(4.06%)	Yes
2nd Subsequent Year (2026-27)	3,414,387.43	.32%	No

Explanation:
(required if Yes)

Carryover funds that were included in the prior year were depleted, and did not carry forward to this year's budget.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2023-24)	10,405,490.88		
Budget Year (2024-25)	10,036,520.00	(3.55%)	Yes
1st Subsequent Year (2025-26)	9,655,615.25	(3.80%)	Yes
2nd Subsequent Year (2026-27)	9,843,740.00	1.95%	No

Explanation:
(required if Yes)

One-time SELPA allocation received in prior year for mental health was removed.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2023-24)	4,596,061.52		
Budget Year (2024-25)	4,433,201.00	(3.54%)	Yes
1st Subsequent Year (2025-26)	4,404,206.67	(.65%)	No
2nd Subsequent Year (2026-27)	4,420,314.63	.37%	No

Explanation:
(required if Yes)

Reimbursement received in prior year for high school theater repairs was removed from budget.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2023-24)	4,725,898.04		
Budget Year (2024-25)	5,469,353.00	15.73%	Yes
1st Subsequent Year (2025-26)	3,195,538.00	(41.57%)	Yes
2nd Subsequent Year (2026-27)	3,190,327.00	(.16%)	No

Explanation:

(required if Yes)

Prior year books and supplies higher due to opening new elementary school, Rex Fortune Elementary . Budget year increased \$2.1 million to purchase student flexible seating, but will be removed from subsequent year's budget.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2023-24)	16,459,870.49		
Budget Year (2024-25)	15,310,778.00	(6.98%)	Yes
1st Subsequent Year (2025-26)	15,310,778.00	0.00%	No
2nd Subsequent Year (2026-27)	15,310,778.00	0.00%	No

Explanation:

(required if Yes)

Services are reduced from 2023-34 to 2024-25 due to the removal of one-time expenditures in athletics, technology, and professional development. Special education services are also slightly reduced because the staffing budget is within the district salary and benefits budgets. If special education positions remain unfilled, the district salary budgets will be reduced and the staffing agency budgets will be increased.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2023-24)	22,703,689.51		
Budget Year (2024-25)	18,017,324.00	(20.64%)	Not Met
1st Subsequent Year (2025-26)	17,463,435.02	(3.07%)	Met
2nd Subsequent Year (2026-27)	17,678,442.06	1.23%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2023-24)	21,185,768.53		
Budget Year (2024-25)	20,780,131.00	(1.91%)	Met
1st Subsequent Year (2025-26)	18,506,316.00	(10.94%)	Not Met
2nd Subsequent Year (2026-27)	18,501,105.00	(.03%)	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

Carryover funds that were included in the prior year were depleted, and did not carry forward to this year's budget.

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

One-time SELPA allocation received in prior year for mental health was removed.

Explanation:

Other Local Revenue
(linked from 6B
if NOT met)

Reimbursement received in prior year for high school theater repairs was removed from budget.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Prior year books and supplies higher due to opening new elementary school, Rex Fortune Elementary . Budget year increased \$2.1 million to purchase student flexible seating, but will be removed from subsequent year's budget.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

Services are reduced from 2023-34 to 2024-25 due to the removal of one-time expenditures in athletics, technology, and professional development. Special education services are also slightly reduced because the staffing budget is within the district salary and benefits budgets. If special education positions remain unfilled, the district salary budgets will be reduced and the staffing agency budgets will be increased.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE:

EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

79,624,568.00

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required

Budgeted Contribution¹

Minimum Contribution

to the Ongoing and Major

(Line 2c times 3%)

Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

79,624,568.00

2,388,737.04

2,500,000.00

Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

☐ Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)

☐ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])

☐ Other (explanation must be provided)

Explanation:

(required if NOT met and Other is marked)

8. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1.	District's Available Reserve Amounts (resources 0000-1999)			
a.	Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b.	Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,914,628.00	4,268,074.64	2,465,000.00
c.	Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	5,434,249.58	5,059,311.50	4,496,003.16
d.	Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e.	Available Reserves (Lines 1a through 1d)	7,348,877.58	9,327,386.14	6,961,003.16
2.	Expenditures and Other Financing Uses			
a.	District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	63,820,920.73	71,134,564.58	82,723,850.50
b.	Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c.	Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	63,820,920.73	71,134,564.58	82,723,850.50
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	11.5%	13.1%	8.4%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):		3.8%	4.4%	2.8%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in	Total Unrestricted Expenditures	Deficit Spending Level	
	Unrestricted Fund Balance	and Other Financing Uses	(If Net Change in Unrestricted Fund	
	(Form 01, Section E)	(Form 01, Objects 1000-7999)	Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	2,757,233.63	37,371,066.24	N/A	Met
Second Prior Year (2022-23)	672,629.45	40,861,521.16	N/A	Met
First Prior Year (2023-24)	(2,522,453.77)	46,861,365.89	5.4%	Not Met
Budget Year (2024-25) (Information only)	(3,121,662.00)	48,230,231.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any , has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2021-22)	5,713,388.41	11,877,529.85	N/A	Met
Second Prior Year (2022-23)	11,712,828.20	14,634,763.48	N/A	Met
First Prior Year (2023-24)	11,736,334.55	15,307,392.93	N/A	Met
Budget Year (2024-25) (Information only)	12,784,939.16			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2024-25)	20,434,027.91		Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$87,000 (greater of)	0 to 300
4% or \$87,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	4,273	4,406	4,543
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

No

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	82,224,792.00	79,419,617.00	79,911,834.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	82,224,792.00	79,419,617.00	79,911,834.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	2,466,743.76	2,382,588.51	2,397,355.02
6. Reserve Standard - by Amount			

(\$87,000 for districts with 0 to 1,000 ADA, else 0)		0.00	0.00	0.00
7.	District's Reserve Standard			
(Greater of Line B5 or Line B6)		2,466,743.76	2,382,588.51	2,397,355.02

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	2,470,000.00	2,400,000.00	2,400,000.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,424,031.16	2,285,700.31	4,012,546.94
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(132,699.64)	(412,071.00)	(412,071.00)
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	3,761,331.52	4,273,629.31	6,000,475.94
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.57%	5.38%	7.51%
District's Reserve Standard (Section 10B, Line 7):		2,466,743.76	2,382,588.51	2,397,355.02
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2023-24)	(16,258,600.74)			
Budget Year (2024-25)	(16,783,381.00)	524,780.26	3.2%	Met
1st Subsequent Year (2025-26)	(17,006,709.52)	223,328.52	1.3%	Met
2nd Subsequent Year (2026-27)	(17,003,065.31)	(3,644.21)	0.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2023-24)	1,173.30			
Budget Year (2024-25)	0.00	(1,173.30)	(100.0%)	Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2023-24)	600,000.00			
Budget Year (2024-25)	0.00	(600,000.00)	(100.0%)	Not Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
1d. Impact of Capital Projects				
Do you have any capital projects that may impact the general fund operational budget?				No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

A one-time transfer to Fund 20 was added in the prior year since the ending fund balance allowed for a contribution to the district's OPEB trust.

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2024
Leases				
Certificates of Participation				
General Obligation Bonds	27	21-8951	51	97,749,191
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				205,108

Other Long-term Commitments (do not include OPEB):

TOTAL:				97,954,299

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	7,058,842	8,317,283	8,234,455	8,525,916
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	7,058,842	8,317,283	8,234,455	8,525,916
Has total annual payment increased over prior year (2023-24)?	Yes	Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.
- Explanation:
(required if Yes
to increase in total
annual pay ments)

The general obligation bond commitment is funded by the tax payers.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?
- No
2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.
- Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:

- a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

- c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Eligibility: 20 years of district service, at least 55 years of age. Effective for a maximum of 5 years for employees hired before 7.1.2017. Effective for a maximum of 3 years for employees hired on or after 7.1.2017.

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	1,086,992

4. OPEB Liabilities

- a. Total OPEB liability

5,137,014.00

- b. OPEB plan(s) fiduciary net position (if applicable)

1,418,283.00

- c. Total/Net OPEB liability (Line 4a minus Line 4b)

3,718,731.00

- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial

- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

6/30/2022

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

509,396.00

509,396.00

509,396.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

294,842.50

294,842.50

294,842.50

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

309,778.44

309,778.44

309,778.44

- d. Number of retirees receiving OPEB benefits

37.00

37.00

37.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1

Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2

Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3.

Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

4.

Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs

b. Amount contributed (funded) for self-insurance programs

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	269.8	262.15	258.15	251.15

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Sep 20, 2023

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Aug 25, 2023

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

Sep 20, 2023

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

7. Amount included for any tentative salary schedule increases

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?

Yes

Yes

Yes

2. Total cost of H&W benefits

3,876,630

3,837,208

3,694,409

3. Percent of H&W cost paid by employer

67.0%

66.9%

67.0%

4. Percent projected change in H&W cost over prior year

(5.9%)

(.1%)

0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?

Yes

Yes

Yes

2. Cost of step & column adjustments

1,101,820

326,415

374,789

3. Percent change in step & column over prior year

5.0%

1.4%

1.5%

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?

Yes

Yes

Yes

2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Yes

Yes

Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	251.2	240.29	239.29	239.29

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Nov 15, 2023

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Oct 31, 2023

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

Yes

If Yes, date of budget revision board adoption:

Nov 15, 2023

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

7. Amount included for any tentative salary schedule increases

--	--	--

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?

Yes	Yes	Yes
-----	-----	-----

2. Total cost of H&W benefits

2,010,866	2,001,402	2,001,402
-----------	-----------	-----------

3. Percent of H&W cost paid by employer

75.2%	75.1%	75.1%
-------	-------	-------

4. Percent projected change in H&W cost over prior year

(3.0%)	(.1%)	0.0%
--------	-------	------

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No		
----	--	--

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?

Yes	Yes	Yes
-----	-----	-----

2. Cost of step & column adjustments

160,844	136,659	114,370
---------	---------	---------

3. Percent change in step & column over prior year

1.5%	1.3%	1.1%
------	------	------

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?

Yes	Yes	Yes
-----	-----	-----

2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Yes	Yes	Yes
-----	-----	-----

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	33	31	31	31

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Yes	Yes	Yes
87,828	36,159	27,939
Salary schedules increased 3%.	Reopener.	Reopener.

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
516,903	516,903	516,903
65.9%	65.9%	65.9%
(5.6%)	0.0%	0.0%

Management/Supervisor/Confidential

Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step and column adjustments
3. Percent change in step & column over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
87,828	36,159	27,939
2.3%	.9%	.7%

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
6000	6000	6000
0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.
DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 12, 2024

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.
DATA ENTRY: Click the appropriate Yes or No button.
Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

--

End of School District Budget Criteria and Standards Review

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Center Joint Unified School District Business Office

Date: May 20, 2024

Adoption Date: June 12, 2024

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Public Hearing:

Place: CJUSD Annex

Date: June 5, 2024

Time: 6:00 p.m.

Contact person for additional information on the budget reports:

Name: Lisa Coronado

Title: Director of Fiscal Services

Telephone: (916) 338-6400

E-mail: coronado@centerusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

Budget, July 1
FINANCIAL REPORTS
2024-25 Budget
School District Certification

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X	X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Budget, July 1
Estimated Actuals 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

WWC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

AR-AP-POSITIVE - (Warning) - The following Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500) and/or Due to Other Funds (Object 9610) have a negative balance in excess of \$1,000 by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
01	0000	9500	(\$442,734.04)

Explanation: The general ledger has a negative balance primarily due to deferred pay and summer assistance pay being held until the summer months. This amount being held is over \$2.4 million.

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them.

Exception

FUND	RESOURCE	NEG. EFB
21	9010	(\$2,524,076.00)

Explanation: When Fund 21 is rolled up to the fund level, it has a positive balance. The activity in 21-0000 is being moved to 21-9010.

Total of negative resource balances for Fund 21 (\$2,524,076.00)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
21	9010	9135	(\$3,567,453.68)

Explanation: When Fund 21 is rolled up to the fund level, it has a positive balance. The activity in 21-0000 is being moved to 21-9010.

21	9010	9790	(\$2,524,076.00)
----	------	------	------------------

Explanation: When Fund 21 is rolled up to the fund level, it has a positive balance. The activity in 21-0000 is being moved to 21-9010.

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (Informational) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types:

Exception

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOVGO.BONDS.9661		\$116,417,881.00
DEBT.GOV.PENSION.LIAB.9663		\$25,718,000.00
DEBT.GOV.OPEB.9664		\$5,200,504.00
DEBT.GOV.COMP.ABS.9665		\$146,803.13

Budget, July 1
Budget 2024-25
Technical Review Checks
Phase - All
Display - Exceptions Only

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- WWC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. NOTE: Negative ending balances in Fund 01 restricted resources will be offset against available reserves calculated in Form 01CS and Form MYP, which can negatively affect the criteria and standards.

Exception

FUND	RESOURCE	NEG. EFB
01	7412	(\$84,122.75)
Explanation: The Budget is not capable of including known carried-over funds from the prior fiscal year. Those funds must be included in the Budget because they are tied to salaries.		
01	7810	(\$36,560.00)
Explanation: The Budget is not capable of including known carried-over funds from the prior fiscal year. Those funds must be included in the Budget because they are tied to salaries.		
01	9010	(\$12,016.89)
Explanation: The Budget is not capable of including known carried-over funds from the prior fiscal year. Those funds must be included in the Budget because they are tied to salaries.		
Total of negative resource balances for Fund 01		(\$132,699.64)
21	9010	(\$6,734,816.00)
Explanation: When Fund 21 is rolled up to the fund level, it has a positive balance. The activity in 21-0000 is being moved to 21-9010.		
Total of negative resource balances for Fund 21		(\$6,734,816.00)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
01	7412	9790	(\$84,122.75)
Explanation: The Budget is not capable of including known carried-over funds from the prior fiscal year. Those funds must be included in the Budget because they are tied to salaries.			
01	7810	9790	(\$36,560.00)
Explanation: The Budget is not capable of including known carried-over funds from the prior fiscal year. Those funds must be included in the Budget because they are tied to salaries.			
01	9010	9790	(\$12,016.89)
Explanation: The Budget is not capable of including known carried-over funds from the prior fiscal year. Those funds must be included in the Budget because they are tied to salaries.			
21	9010	9790	(\$6,734,816.00)
Explanation: When Fund 21 is rolled up to the fund level, it has a positive balance. The activity in 21-0000 is being moved to 21-9010.			

Center Joint Unified (73973) - 24-25 Budget				5/16/2024					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
General Assumptions									
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%	
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Student Assumptions:									
Enrollment Count	4,194	4,306	4,535	4,675	4,820	4,970	5,120	5,270	
Unduplicated Pupil Count (UPC)	2,905	2,709	2,835	2,910	2,985	3,060	3,135	3,210	
Unduplicated Pupil Percentage (UPP)	69.05%	67.63%	64.82%	62.55%	62.22%	61.91%	61.57%	61.23%	
Current Year LCFF Average Daily Attendance (ADA)	3,953.51	3,927.33	4,230.53	4,363.45	4,496.37	4,633.05	4,769.73	4,906.41	
Funded LCFF ADA	4,119.77	4,068.77	4,230.53	4,363.45	4,496.37	4,633.05	4,769.73	4,906.41	
LCFF ADA Funding Method	Prior Yr	3-PY Average	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-	
Funded NSS ADA	-	-	-	-	-	-	-	-	
NSS ADA Funding Method(s)									
LCFF Entitlement Summary									
Base Grant	\$35,930,259	\$40,251,075	\$45,217,930	\$47,134,400	\$49,989,723	\$53,092,041	\$56,457,129	\$59,982,361	
Grade Span Adjustment	1,375,286	1,532,539	1,734,500	1,808,090	1,915,721	2,033,459	2,161,953	2,294,367	
<i>Adjusted Base Grant</i>	\$37,305,545	\$41,783,614	\$46,952,430	\$48,942,490	\$51,905,444	\$55,125,500	\$58,619,082	\$62,276,728	
Supplemental Grant	5,151,896	5,651,650	6,086,913	6,122,706	6,459,113	6,825,639	7,218,354	7,626,408	
Concentration Grant	3,406,929	3,430,225	2,996,974	2,401,853	2,435,922	2,475,962	2,503,329	2,521,896	
Total Base, Supplemental and Concentration Grant	\$45,864,370	\$50,865,489	\$56,036,317	\$57,467,049	\$60,800,479	\$64,427,101	\$68,340,765	\$72,425,032	
Allowance: Necessary Small School	-	-	-	-	-	-	-	-	
Add-on: Targeted Instructional Improvement Block Grant	231,213	231,213	231,213	231,213	231,213	231,213	231,213	231,213	
Add-on: Home-to-School Transportation	270,028	270,028	292,224	295,351	304,005	313,368	323,709	334,359	
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-	
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-	
Add-on: Transitional Kindergarten	-	160,032	311,493	314,869	324,079	334,107	345,159	356,518	
Total Allowance and Add-On Amounts	\$501,241	\$661,273	\$834,930	\$841,433	\$859,297	\$878,688	\$900,081	\$922,090	
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$46,365,611	\$51,526,762	\$56,871,247	\$58,308,482	\$61,659,776	\$65,305,789	\$69,240,846	\$73,347,122	
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	
Total LCFF Entitlement (excludes Additional State Aid)	\$ 46,365,611	\$ 51,526,762	\$ 56,871,247	\$ 58,308,482	\$ 61,659,776	\$ 65,305,789	\$ 69,240,846	\$ 73,347,122	
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 11,254	\$ 12,664	\$ 13,443	\$ 13,363	\$ 13,713	\$ 14,096	\$ 14,517	\$ 14,949	
Additional State Aid	-	-	-	-	-	-	-	-	
Total LCFF Entitlement with Additional State Aid	46,365,611	51,526,762	56,871,247	58,308,482	61,659,776	65,305,789	69,240,846	73,347,122	
LCFF Sources Summary									
Funding Source Summary									
Local Revenue (<i>net of In-Lieu of Property Taxes</i>)	\$ 11,555,717	\$ 14,491,664	\$ 19,595,843	\$ 19,596,443	\$ 19,596,443	\$ 19,596,443	\$ 19,596,443	\$ 19,596,443	
Education Protection Account Entitlement (<i>includes \$200/minimum per ADA</i>)	\$ 13,624,565	\$ 3,404,750	\$ 10,222,540	\$ 11,487,902	\$ 13,373,325	\$ 15,421,863	\$ 17,644,607	\$ 19,293,435	
Net State Aid (<i>excludes Additional State Aid</i>)	\$ 21,185,329	\$ 33,630,348	\$ 27,052,864	\$ 27,224,137	\$ 28,690,008	\$ 30,287,483	\$ 31,999,796	\$ 34,457,244	
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Funding Sources	\$ 46,365,611	\$ 51,526,762	\$ 56,871,247	\$ 58,308,482	\$ 61,659,776	\$ 65,305,789	\$ 69,240,846	\$ 73,347,122	
Funding Source by Resource-Object									
State Aid (Resource Code 0000, Object Code 8011)	\$ 21,185,329	\$ 33,630,348	\$ 27,052,864	\$ 27,224,137	\$ 28,690,008	\$ 30,287,483	\$ 31,999,796	\$ 34,457,244	
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 13,624,565	\$ 3,404,750	\$ 10,222,540	\$ 11,487,902	\$ 13,373,325	\$ 15,421,863	\$ 17,644,607	\$ 19,293,435	
(P-2 plus Current Year Accrual)									
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ 46,127	\$ 61,133	\$ 30,474	\$ -	\$ -	\$ -	\$ -	\$ -	
(P-A less Prior Year Accrual)									
Property Taxes (Object 8021 to 8089)	\$ 11,555,717	\$ 14,491,664	\$ 19,596,443	\$ 19,596,443	\$ 19,596,443	\$ 19,596,443	\$ 19,596,443	\$ 19,596,443	
In-Lieu of Property Taxes (Object Code 8096)	-	-	(600)	-	-	-	-	-	
Entitlement and Source Reconciliation									
Basic Aid/Excess Tax District Status	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	
Total LCFF Entitlement	\$ 46,365,611	\$ 51,526,762	\$ 56,871,247	\$ 58,308,482	\$ 61,659,776	\$ 65,305,789	\$ 69,240,846	\$ 73,347,122	

Center Joint Unified (73973) - 24-25 Budget										5/16/2024						
	2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Additional State Aid	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Excess Taxes before Minimum State Aid	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Funding Sources	\$	46,365,611	\$	51,526,762	\$	56,871,247	\$	58,308,482	\$	61,659,776	\$	65,305,789	\$	69,240,846	\$	73,347,122

Center Joint Unified (73973) - 24-25 Budget										5/16/2024
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29		
LCAP Percentage to Increase or Improve Services Calculation										
Base Grant (Excludes add-ons for TIIG & Transportation)	\$ 37,305,545	\$ 41,943,646	\$ 47,263,923	\$ 49,257,359	\$ 52,229,523	\$ 55,459,607	\$ 58,964,241	\$ 62,633,246		
Supplemental and Concentration Grant funding in the LCAP year	\$ 8,558,825	\$ 9,081,875	\$ 9,083,887	\$ 8,524,559	\$ 8,895,035	\$ 9,301,601	\$ 9,721,683	\$ 10,148,304		
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 786,215	\$ 791,590	\$ 691,609	\$ 554,274	\$ 562,135	\$ 571,376	\$ 577,693	\$ 581,975		
Percentage to Increase or Improve Services	22.94%	21.65%	19.22%	17.31%	17.03%	16.77%	16.49%	16.20%		

Center Joint Unified (73973) - 24-25 Budget					5/16/2024				
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
PER-ADA FUNDING LEVELS									
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 10,984.91	\$ 12,318.42	\$ 13,069.69	\$ 12,995.77	\$ 13,344.25	\$ 13,724.46	\$ 14,142.87	\$ 14,571.83	
Grades 4-6	\$ 10,099.73	\$ 11,326.27	\$ 12,017.05	\$ 11,949.58	\$ 12,270.10	\$ 12,620.00	\$ 13,003.84	\$ 13,398.40	
Grades 7-8	\$ 10,398.48	\$ 11,662.26	\$ 12,372.70	\$ 12,303.01	\$ 12,633.23	\$ 12,992.83	\$ 13,388.56	\$ 13,794.97	
Grades 9-12	\$ 12,364.33	\$ 13,866.89	\$ 14,711.90	\$ 14,630.22	\$ 15,022.82	\$ 15,450.68	\$ 15,920.78	\$ 16,403.48	
Base Grants									
Grades TK-3	\$ 8,093	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,319	\$ 10,637	\$ 10,988	\$ 11,350	
Grades 4-6	\$ 8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798	\$ 11,154	\$ 11,521	
Grades 7-8	\$ 8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117	\$ 11,484	\$ 11,862	
Grades 9-12	\$ 9,802	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,500	\$ 12,885	\$ 13,310	\$ 13,748	
Grade Span Adjustment									
Grades TK-3	\$ 842	\$ 953	\$ 1,032	\$ 1,043	\$ 1,073	\$ 1,106	\$ 1,143	\$ 1,180	
Grades 9-12	\$ 255	\$ 289	\$ 312	\$ 316	\$ 325	\$ 335	\$ 346	\$ 357	
Supplemental Grant									
	20%	20%	20%	20%	20%	20%	20%	20%	
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$ 1,787	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,278	\$ 2,349	\$ 2,426	\$ 2,506	
Grades 4-6	\$ 1,643	\$ 1,861	\$ 2,014	\$ 2,035	\$ 2,095	\$ 2,160	\$ 2,231	\$ 2,304	
Grades 7-8	\$ 1,692	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,157	\$ 2,223	\$ 2,297	\$ 2,372	
Grades 9-12	\$ 2,011	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,565	\$ 2,644	\$ 2,731	\$ 2,821	
Actual - 1.00 ADA, Local UPP as follows:									
	69.05%	67.63%	64.82%	62.55%	62.22%	61.91%	61.57%	61.23%	
Grades TK-3	\$ 1,234	\$ 1,369	\$ 1,420	\$ 1,385	\$ 1,418	\$ 1,454	\$ 1,494	\$ 1,534	
Grades 4-6	\$ 1,134	\$ 1,258	\$ 1,305	\$ 1,273	\$ 1,304	\$ 1,337	\$ 1,374	\$ 1,411	
Grades 7-8	\$ 1,168	\$ 1,296	\$ 1,344	\$ 1,311	\$ 1,342	\$ 1,377	\$ 1,414	\$ 1,453	
Grades 9-12	\$ 1,389	\$ 1,541	\$ 1,598	\$ 1,559	\$ 1,596	\$ 1,637	\$ 1,682	\$ 1,727	
Concentration Grant (>55% population)									
	65%	65%	65%	65%	65%	65%	65%	65%	
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$ 5,808	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,405	\$ 7,633	\$ 7,885	\$ 8,145	
Grades 4-6	\$ 5,340	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,809	\$ 7,019	\$ 7,250	\$ 7,489	
Grades 7-8	\$ 5,498	\$ 6,227	\$ 6,739	\$ 6,811	\$ 7,010	\$ 7,226	\$ 7,465	\$ 7,710	
Grades 9-12	\$ 6,537	\$ 7,404	\$ 8,013	\$ 8,099	\$ 8,336	\$ 8,593	\$ 8,876	\$ 9,168	
Actual - 1.00 ADA, Local UPP >55% as follows:									
	14.0500%	12.6300%	9.8200%	7.5500%	7.2200%	6.9100%	6.5700%	6.2300%	
Grades TK-3	\$ 816	\$ 831	\$ 699	\$ 543	\$ 535	\$ 527	\$ 518	\$ 507	
Grades 4-6	\$ 750	\$ 764	\$ 643	\$ 499	\$ 492	\$ 485	\$ 476	\$ 467	
Grades 7-8	\$ 772	\$ 786	\$ 662	\$ 514	\$ 506	\$ 499	\$ 490	\$ 480	
Grades 9-12	\$ 918	\$ 935	\$ 787	\$ 611	\$ 602	\$ 594	\$ 583	\$ 571	