

VALLECITO UNION SCHOOL DISTRICT
REGULAR MEETING OF THE GOVERNING BOARD
District Office Conference Room
4545 B Moran Road, Avery, CA
June 8, 2022

4:00 – 4:05 p.m.- Regular meeting call to order *(for the purposes of opening the meeting and accepting public comments on closed session items only)*

Google Meet joining info:

<https://meet.google.com/gfc-bigs-mmj>

Or dial: (US) +1 401-542-2868 PIN: 485 397 527#

4:05 - 5:30 p.m. – Closed Session

5:30 p.m. Public Session *(time is approximate - open session agenda items and public comment)*

Google Meet joining info:

<https://meet.google.com/gfc-bigs-mmj>

Or dial: (US) +1 401-542-2868 PIN: 485 397 527#

I. OPEN SESSION CALL TO ORDER

II. ESTABLISHMENT OF QUORUM

III. APPROVAL OF AGENDA - *Action to delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of the agenda.*

Motion: **Second:** **Vote:**

IV. PUBLIC COMMENT ON CLOSED SESSION ITEMS

V. CLOSED SESSION

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – Government
Code Section 54956.9

Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision (d) of
Section 54956.9

One potential case

PERSONNEL

Public Employee Discipline/Dismissal/Release

Public Employee Evaluation – Superintendent

VI. OPEN SESSION

Pledge of Allegiance

Report of action taken in closed session

VII. RESOLUTION # 21-22-26 AB 361 -EXTENSION OF TELECONFERENCE FLEXIBILITY DURING PROCLAIMED STATE OF EMERGENCY (Government Code section 54953(e)(3))

The board will consider extending the time period for teleconferencing without complying with the usual requirements of Government Code section 54953(b)(3) by reconsidering the circumstances of the state of emergency and making a finding that the state of emergency continues to directly impact the ability of the members to meet safely in person, or that state or local officials continue to impose or recommend measures to promote social distancing. This resolution provides further clarification and transparency regarding this action. Page 1

Motion:

Second:

Roll Call Vote:

VIII. PUBLIC COMMENT

Up to fifteen minutes of this portion of the meeting are reserved for members of the public to address the Board on items not listed on the agenda and within the jurisdiction of the School Board. Speakers are limited to 3 minutes. The Governing Board is prohibited by Brown Act from considering items or taking action on matters not listed on the agenda.

IX. ANNOUNCEMENTS, REPORTS AND COMMUNICATION

VTa Representative –

CSEA Representative -

Board Members –

Superintendent –

Government Code Section 54954.3 provides that the public will have an opportunity to address the Board on any item described on a regular or special meeting either before or during the consideration of that item. The Board reserves the right to limit the time of presentation by individual and cumulative (BB 9323)

X. REGULAR AGENDA ITEMS

A. CONSENT AGENDA

All matters listed under Consent Agenda are considered to be routine and all will be enacted by one motion and voice vote. There will be no separate discussion of these items unless the Governing Board requests items to be removed from the Consent Agenda for separate action. Any items will be considered after the motion to approve the Consent Agenda.

A.1 Warrants – Page 3

A.2 Proposed Calaveras County Substitute Pay Rates – Page 5

A.3 Teachers College of SJ – Impact Intern Program agreement for 2022-2024 – Page 6

Motion:

Second:

Roll Call Vote:

A.4 Discussion / action taken on items removed from the Consent Agenda

Motion:

Second:

Roll Call Vote:

B. GENERAL BUSINESS / FINANCE

B.1 PUBLIC HEARING - The Board will open this time for LCAP / Budget presentations and to receive public comment:

Public Hearing opened at _____

✓ VUSD Local Control Accountability Plan (LCAP) – Page 12

✓ 2022-2023 Fiscal Year Budget – *Presentation at meeting*

Public Hearing Closed at _____

B.2 Costs of Issuance of Bonds Report – Information only – Page 95

B.3 Interstate Truck Center Repair of Bus # 9 – Page 96

Motion:

Second:

Roll Call Vote:

C. PERSONNEL

C.1 Board's consideration to appoint the following positions:

C.1a Lindsey Titus as Power School Teacher at AMS

C.1b Judy McFarland to Food Service Worker at HFE for the 2022-23 school year

Motion:

Second:

Roll Call Vote:

C.2 Classified Job Description revisions: - Page 98

- Custodian
- Computer Instructor Technician
- Library – Media Specialist
- Paraeducator
- Paraeducator - SPED

Motion:

Second:

Roll Call Vote:

XI. POLICY REVIEW / ADOPTION

A. **First Reading CSBA revised policy:**

BP 4030 – Nondiscrimination in Employment – Page 108

Policy updated to reflect NEW LAW (SB 331, 2021) which makes unlawful a district's use of a non-disparagement agreement or other document that would deny an employee the right to disclose information about unlawful acts in the workplace, in exchange for a raise or bonus, with respect to any complaint or claim that involves workplace harassment or discrimination, not just those relating to sexual harassment or sexual assault. Policy also updated to reflect NEW LAW (SB 807, 2021) that makes it an unlawful employment practice for an employer to fail to maintain certain records in accordance with law, particularly when a workplace discrimination or harassment complaint has been filed with the California Department of Fair Employment and Housing.

E 4112.9 / 4212.9 / 4312.9 – Employee Notifications – Page 117

Exhibit updated to add employee notifications related to (1) receipt of written notification that minor student has committed a felony or misdemeanor involving specified offenses; (2) duties of the district liaison for homeless students; (3) termination of services of certificated permanent or probationary employee when, during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies, the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent; (4) receipt of transfer student record regarding acts that resulted in suspension or expulsion; and (5) disclosure of document identifying an employee who is a victim of domestic violence. Exhibit also updated to reflect NEW LAW (AB 438, 2021) regarding classified employees who are laid off due to lack of work or lack of funds, and classified employees whose positions must be eliminated due to expiration of a specially funded program.

BP/AR 4141.6 / 4241.6 – Concerted Action / Work Stoppage – Page 162

Regulation updated to provide implementation language for NEW LAW (AB 237, 2021) which prohibits public employers from discontinuing employer contributions for health care or other medical coverage for employees who are participating in an authorized strike, as defined in law. Updated Regulation includes other consistent changes.

BP/AR 5111 – Admission – Page 182

Policy updated to reflect the distinction between compulsory education for students starting at age six and the requirement for districts to offer and admit students who are eligible for transitional kindergarten, delete the requirement for district enrollment applications to include information about health care options as the law requiring such information has self-repealed, and clarify that a student's residence is a location within the district that may be verified as part of school admission requirements.

Regulation updated for consistency with NEW LAW (AB 130, 2021) which revises the timespans for transitional kindergarten (TK) admittance requirements to be phased in from the 2022-23 school year to the 2025-26 school year, as reflected in BP 6170.1 - Transitional Kindergarten.

AR 5113 – Absences and Excuses – Page 193

Regulation updated to reflect NEW LAW (SB 14, 2021) which includes an absence for the benefit of a student's mental or behavioral health within an absence due to a student's illness, and NEW LAW (AB 516, 2021) which includes an absence for a student's participation in a cultural ceremony or event as an excused absence. Regulation also updated for clarification and alignment with law.

XII. ITEMS FOR NEXT MEETING

June 22, 2022, 5:30 p.m.

District Office Conference Room

- Budget Adoption
- LCAP Approval
- School Plans for Student Achievement (SPSA)
- Consolidated Application
- Resolution – Education Protection Account
- Various District Plans
- Personnel
- Policy

XIII. ADJOURNMENT

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board Secretary Cheryl Boyd at 209-795-8503 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 4545 B Moran Road, Avery, CA during normal business hours. In addition, such writings and documents may be posted on the district's website at: www.vallejosok12.com

**VALLECITO SCHOOL DISTRICT
RESOLUTION # 21-22-26**

**AUTHORIZING USE OF REMOTE
TELECONFERENCING PROVISIONS (AB 361)**

WHEREAS, the Governing Board of the Vallecito School District (“Governing Board”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

WHEREAS, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

WHEREAS, the Governing Board recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

WHEREAS, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

WHEREAS, on September 16, 2021, the California Legislature passed Assembly Bill (“AB”) 361, which amends Government Code, section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances: (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, in order for the Governing Board to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings, allowing the Governing Board to conduct teleconferenced meetings for a period of thirty (30) days; and

WHEREAS, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

WHEREAS, the Governing Board hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

WHEREAS, on June 8, 2022, the Governing Board took action to use teleconferencing to conduct its meeting under AB 361; and

WHEREAS, in the interest of transparency, the Governing Board has an interest in adopting a formal resolution concerning its decision to allow its meetings to take place via teleconference under AB 361.

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the Governing Board has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees for the next thirty days while staff prepares for members of the public to return in-person.

BE IT FURTHER RESOLVED, that the actions taken by the Governing Board through this Resolution may be applied to all District committees governed by the Brown Act unless otherwise desired by that committee.

BE IT FURTHER RESOLVED, the Governing Board authorizes the Superintendent or his designee(s) to take all actions necessary to conduct Governing Board meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from June 8, 2022, the date the Board initially took action under AB 361 to move to teleconferencing, after which the Governing Board will reconsider the circumstances of the state of emergency.

BE IT FURTHER RESOLVED, if the Governing Board does not make findings consistent with Government Code 54953(e)(3) within a period of thirty (30) days from June 8, 2022, the Governing Board meetings will be conducted in-person, including members of the public. All state and local health guidelines, including masking mandates will be strictly enforced.

PASSED AND ADOPTED by the Vallecito School District Governing Board on this 8th day of June 2022, by the following vote:

AYES _____

NOES _____

ABSENT _____

ABSTAIN _____

Clerk of the Board
Vallecito Governing Board
Calaveras County, California

Checks Dated 05/04/2022 through 05/27/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
05070640	05/04/2022	Albert Michelson School	01-4300	XFER PRIN DISC		4,935.51
05070641	05/04/2022	American Eagle Enterprises	01-5800	ANNUAL BLEACHER INSPECTIONS		2,205.00
05070642	05/04/2022	Angels Sheet Metal	01-5800	AME COMPRESSOR REPAIR IN PORTABLE # 18		4,028.25
05070643	05/04/2022	AT&T	01-5930	Telephone Service		379.55
05070644	05/04/2022	Avery Middle School	01-4300	XFER PRIN DISC		5,000.00
05070645	05/04/2022	BTU Consultants	01-5930	ERATE CONSULTING SERVICES FOR 2021-2022		4,820.00
05070646	05/04/2022	Calaveras Lumber, Inc	01-4300	Misc. Maintenance Supplies		141.35
05070647	05/04/2022	Hazel Fischer School	01-4300	XFER PRIN DISC.		4,029.53
05070648	05/04/2022	Mystery Science Inc. Discovery Education Inc.	01-4100	DISTRICT MEMBERSHIP LICENSE 07/01/22-06/30/23		2,650.00
05070649	05/04/2022	Office Depot	01-4300	21/22 Copy Paper		1,637.38
05070650	05/04/2022	RayvernLightingSupplyCoInc.	01-4300	Misc. Maintenance Supplies		1,346.52
05070651	05/04/2022	TRAFERA HOLDINGS, LLC	01-4300	TECH SUPPLY ORDER FOR AMS NICOTERO		235.95
05070815	05/10/2022	CSAA INSURANCE EXCHANGE	01-5400	BUS 13 COLLISION CLAIM		5,647.13
05070816	05/10/2022	KIM GRIFFITHS	01-5800	BARTON SERVICES FOR STEVEN SCHULZ REIMBURSEMENT		330.00
05070817	05/10/2022	Al Cal Glass And Supply	01-4300	Misc. Maintenance Supplies		64.64
05070818	05/10/2022	AMS.net c/o Fremont Bank	01-4300	ONE YEAR WIRELESS LICENSE		10,919.59
05070819	05/10/2022	Angels Sheet Metal	13-4300	AMS SERVICE CALL FOR KITCHEN		300.21
05070820	05/10/2022	Calaveras Co.Water District	01-5540	Sewer/Water Service		5,645.79
05070821	05/10/2022	Calaveras County Office Of Ed	01-7130	2021/22 NPS Claim		9,859.28
05070822	05/10/2022	Columbia Communications, Inc	01-5960	Bus Radio Services		350.00
05070823	05/10/2022	DAVID EDWARDE ADAMS DBA: D.E.A.R.S.	01-5800	SPECIAL CONTRACT SERVICES		360.00
05070824	05/10/2022	Ebbetts Pass Gas Service	01-4321	Gas & Propane Service	1,169.39	
			01-4322	Gas & Propane Service	1,911.27	
			01-5515	Gas & Propane Service	2,458.73	5,539.39
05070825	05/10/2022	Ebbetts Pass Lumber Co, Inc	01-4300	Misc. Maintenance Supplies		327.54
05070826	05/10/2022	Miller, Gene	01-5800	Maintenance		10.00
05070827	05/10/2022	Murphys Sanitary District	01-5530	AME Monthly Sewer Fees		296.00
05070828	05/10/2022	Office Depot	01-4300	21/22 Copy Paper		818.69
05070829	05/10/2022	Toshiba Financial Services	01-5600	Copy Machines Lease		2,594.39
05070830	05/10/2022	TRACEY R. IMSLAND	01-5800	SPECIAL CONTRACT SERVICES		4,725.00
05070831	05/10/2022	Tuolumne JPA	01-5800	PRE-EMPLOYMENT PHYSICALS		306.00
05070832	05/10/2022	Union Public Utility District	01-5540	AME Water Service		169.74

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

ESCAPE ONLINE

Page 1 of 3

Checks Dated 05/04/2022 through 05/27/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
VCH-00000111	05/18/2022	Loring, Brett W	01-5210	MILEAGE REIMBURSEMENT		163.21
VCH-00000112	05/25/2022	Gonzalez, Paula	13-4700	KITCHEN SUPPLIES REIMB.		10.51
VCH-00000113	05/25/2022	Hoskins, Thomas W	01-5600	ACSA CONF. Mileage and Parking Reimb.		184.53
Total Number of Checks					59	<u>171,447.86</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	53	127,293.65
13	CAFETERIA FUND	4	35,032.62
40	SPEC RES FOR CAP OUTLAY	2	9,121.59
Total Number of Checks		59	171,447.86
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			<u>171,447.86</u>

4

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

ESCAPE ONLINE

Page 3 of 3

Please note: Each District employs their own substitute workforce. Calaveras COE serves as a central location for substitutes to submit documentation of eligibility for employment as a substitute teacher. Any questions regarding compensation or conditions of the workplace should be directed to the HR department of the school district(s) for which you are employed.

Calaveras County Substitute Pay Rates

(Effective July 1, 2022)

Day to Day Subs									
		BH		MT		VUSD		CCOE	CUSD**
Full Day	\$	150.00	\$	150.00	\$	150.00	\$	150.00	150.00
Half Day (3.5hrs or less)	\$	75.00	\$	75.00	\$	75.00	\$	75.00	75.00

**CUSD subs and retired teachers with more than 20 years of service to CUSD will receive premium of \$10/day.

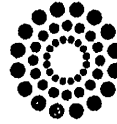
**CUSD staff who have worked 50 out of the 180-days of the prior school year will earn \$15/day above these rates in the current year.

Long Term Subs									
		BH		MT		VUSD		CCOE	CUSD
*Same assignment for 20+ Days (must have valid credential)	\$	170.00	\$	170.00	\$	170.00	\$	170.00	n/a
Same assignment for full semester+ (must have valid credential)		<-----placed on salary schedule----->							n/a
Same assignment for 15+ Days (Day-to-Day Extended)								\$	170.00
First/Last 10 days of school year in unfilled position								\$	170.00
Same assignment for 25 Consecutive Days		n/a		n/a		n/a		n/a	placed on salary schedule **

*These rates are payable on the 21st day OR upon 1st day of knowledge that the assignment will exceed 21 days.

**Terms of placement based on agreement between CUSD and Calaveras Area Substitute Teachers' Association

Board Approved:	Date
Mark Twain Union Elementary School District	
Vallecito Union Elementary School District	
Bret Harte Union High School District	
Calaveras Unified School District	14-May-22
Superintendent Approved:	17-May-22
Calaveras County Office of Education	



TEACHERS COLLEGE
of SAN JOAQUIN
2721 Transworld Drive, Stockton CA 95206

Co-Sponsor Agreement

IMPACT INTERN PROGRAM

2022-2024 Academic Years

This agreement, by and between Teachers College of San Joaquin IMPACT Intern Credential Program, hereinafter referred to as "TCSJ" (aka Program Sponsor) and the employing agency is for the purpose of setting forth the operative conditions which will govern this partnership. TCSJ is a CA Commission on Teacher Credentialing (CCTC) approved university teacher preparation program and is forming a partnership with the employing agency who hire interns as the teacher of record in employing agency schools.

Enclosed is a co-sponsor agreement for the employing agency official to sign and return. When hiring an intern, a co-sponsor agreement between an employing agency and a CA Commission on Teacher Credentialing (CCTC) approved Program Sponsor must be in place to comply with CCTC requirements. The Teachers College of San Joaquin (TCSJ) is a division within the San Joaquin County Office of Education.

TERM:

The effective dates of this Co-Sponsorship Agreement are for the academic years July 1, 2022 - June 30, 2024. Either party may terminate this agreement by submitting written notice to the other party no later than 30 days prior to the start of the academic year.

GENERAL PARTNERSHIP AGREEMENTS:

1. Intern programs are the result of a partnership between the institution that prepares teachers (Program Sponsor) and the employer. The district or employing agency agrees that there is a need for teachers and that certificated employees will not be displaced when hiring interns.
2. The employing agency shall ensure that site administrators with employed interns are aware of the shared responsibilities set forth in this agreement.
3. The employing agency shall assign a representative (e.g., Assistant Superintendent or site Principal) to act as a contact person to the TCSJ IMPACT Intern Program.
4. The employing agency shall provide representation at Consortium meetings.
5. The employing agency ensures the intern candidate is a teacher of record in a minimum .5 FTE capacity fully aligned to credential being sought.
6. The employing agency acknowledges that Interns are not authorized to teach in departmentalized ELD settings.
7. The employing agency assigns the intern a class that ensures the presence of students with exceptionalities and English learners.
8. The employing agency shall ensure the intern has access to classroom technology that can be used for educational purposes.
9. The employing agency shall not place interns in an online-only setting unless public health guidance prohibits face to face instruction. In the event online instruction is mandated, the employing agency must provide access to the online classroom for the purposes of Supervision.
10. Intern assignments must enable the candidate to attend TCSJ classes on time (5:00pm start) and complete the requirements of the TCSJ IMPACT Intern Program.

11. To the extent possible, and in accordance with the educational agency bargaining unit guidelines, the educational agency agrees to assign minimal extra/co-curricular activities and/or provide early release to the intern.
12. The employing agency shall respond to requests for evaluation data as requested by the CCTC and TCSJ IMPACT Intern Program, including survey completion, demographic and/or retention information.
13. TCSJ understands that the educational record of the teacher candidate, employed by an educational agency, is protected by FERPA. As a result of the Co-Sponsor Agreement, the Employer is considered a school official with a legitimate educational interest in determining the professional responsibility of the teacher candidate. TCSJ agrees to protect the privacy of educational records, concerning any teacher candidate and will not transmit, share or disclose any such records without the teacher candidate's written consent, **except to other school officials who have a legitimate educational interest in the records. (34CFR§99.31)**
14. Interns who are admitted into the Teachers College of San Joaquin IMPACT Intern Credential Program must:
 - a) Be employed in a teaching assignment that is authorized by the standard credential being pursued (Mild Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Multiple Subject or Single Subject);
 - b) Complete TB testing and fingerprinting with the employing agency.
 - c) Be employed in a setting where video capture is permitted for candidate reflection and Teaching Performance Assessments (TPAs), required by CCTC.
 - d) Be employed at a site with a fully qualified site administrator.
 - e) Be employed as the teacher of record in a minimum .5 FTE capacity fully aligned to credential being sought.
 - f) Be employed in a face-to-face instructional setting with the same group of students on a daily or weekly basis as determined by the master schedule.
 - g) Be employed in a setting that will enable the candidate to demonstrate mastery of all Teaching Performance Expectations for the credential being sought.
 - h) Provide all documents required by the CCTC and TCSJ IMPACT Intern Program.
 - i) Be enrolled in the TCSJ IMPACT Intern Program.

PEER SUPPORT/COACHING & MENTORING:

Pursuant to California Education Code 44321, the supervision, mentoring and support of interns is the responsibility of both the Commission-approved teacher preparation program (Program Sponsor) and the employing agency.

Prior to an intern assuming daily teaching responsibilities, the employer must identify a peer coach/mentor. The peer coach/mentor may not be the intern's supervisor/evaluator and should be from the same site.

The combination of **employer-provided** support and mentoring, and program support and supervision (provided by TCSJ) to the intern must include the following:

1. A minimum of 144 hours of annual support/mentoring and supervision:
 - a. Support may include but is not limited to weekly course planning of curriculum and assessments,

coaching within the classroom, and problem-solving regarding student issues.

- b. A minimum of five hours per week of support/mentoring and guidance must be provided to an intern teacher by the employing agency.
 - c. The program sponsor will provide opportunities to fulfill a portion of the 144 hours of general support needed each year.
 - d. The program sponsor will provide the intern with procedures to document and monitor the CCTC required hours of mentoring and support from the employer and TCSJ IMPACT Intern Program.
 - e. The intern will be responsible for documenting hours of support received.
2. An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher unless the intern holds a CLAD, EL Authorization or has passed all sections of the CTEL Examination.
 - a. The employing agency must identify an employee who will be immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed.
 - b. The identified coach/mentor *may* be the same peer coach/mentor that is providing general support and supervision provided that the individual possesses an English learner authorization and will be immediately available to assist the intern teacher in working with English learners.
 - c. The program sponsor will provide opportunities to fulfill a portion of the 45 hours of support/mentoring and supervision specific to meeting the needs of English learners.
 - d. The program sponsor will provide the intern with procedures to document and monitor the CCTC required hours of mentoring and support from the employer and TCSJ IMPACT Intern Program.
3. The employing agency must ensure that the peer coach/mentor satisfies the following minimum qualifications:
 - a. Hold a valid corresponding Clear or Life credential in the content area he/she is supporting.
 - b. Possess EL Authorization if responsible for providing specified EL support.
 - c. Have three years of successful teaching experience.
 - d. Agree to complete 10 hours of initial orientation and subsequent ongoing support, provided by the program.
4. Sufficient resources are to be provided, including the identification of protected time for employer-provided peer coach/mentor to work with the intern **within** the school day.
5. The employer determines the terms of employment for the peer coach/mentor and additional personnel. It is at the discretion of the employer to determine if the peer coach/mentor and/or additional personnel receive compensation and if so, compensation is the responsibility of the employer. The employer agrees to provide any substitute release time necessary to train the peer coach/mentor and for the peer coach to conduct observations if needed.
6. The employing agency shall honor the confidentiality between the intern and peer coach/mentor while monitoring the contact and effectiveness of the peer coach/mentor.
7. Issues regarding a peer coach/mentor will be addressed in a timely way, with a plan for intervention or reassignment, if necessary. The employing agency agrees to allow, after parent permission is granted,

the Support Supervisor to observe Education Specialist candidates during an IEP meeting, or failing that, to debrief with a participating educational agency administrator who was present at a recent IEP meeting conducted by the candidate.

CTC REQUIREMENTS FOR EMPLOYING SCHOOLS:

1. Per CTC requirements, school sites serving **Education Specialist** intern candidates must:
 - a) Provide release time to Interns (*at least* 1 day per semester), enabling them to participate in supervised fieldwork in an experienced mentor's classroom in both general education and special education settings that reflect the full diversity of California public schools and continuum of placement options.
 - b) Demonstrate commitment to developmentally and culturally appropriate practices, including support for dual language learners with disabilities.
 - c) Engage in collaborative relationships with families.
 - d) Model inclusive practices for student with disabilities.
 - e) Participate in processes such as IEPs and student study teams.
 - f) Reflect the socioeconomic, linguistic, and cultural diversity of California's public-school population.
 - g) Utilize curriculum aligned to California's adopted standards and frameworks.
 - h) Permit video capture for candidate reflection, coursework, supervision and the CalTPA.
2. Per CTC requirements, school sites serving **General Education** intern candidates must:
 - a) Reflect the racial, ethnic, socioeconomic, linguistic, and cultural diversity of California's public-school population.
 - b) Demonstrate commitment to collaboration and continuous improvement.
 - c) Have partnerships with other appropriate educational, social, and community entities that support teaching and learning.
 - d) Utilize curriculum aligned to California's adopted standards and frameworks.
 - e) Place students with disabilities in the Least Restrictive Environment (LRE);
 - f) Provide robust programs and support for English learners.
 - g) Permit video capture for candidate reflection, coursework, supervision and the CalTPA.

RESPONSIBILITIES OF EMPLOYING AGENCIES/DISTRICTS

The employing agency acknowledges that:

1. Candidates will pay tuition/fees during their enrollment in the program and, if appropriate, the employer will assist the TCSJ IMPACT Intern Program Student Account's office to establish monthly payroll deduction of tuition for the intern. Credential recommendations cannot be made if the candidate is not in "good financial standing". The employing agency is not responsible for non-payment by the intern.
2. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision and/or support, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one

district support person. *Reference: Education Code Section 44462.*

3. The intern credential recommendation is jointly made between the employing agency and the TCSJ IMPACT Intern Program. Employment decisions, such as continuing employment and tenure decisions, are separate from credentialing decisions, and are at the sole discretion of the employing agency. In the instance when the employing agency, for whatever reason, no longer employs an intern candidate, the program sponsor will make the recommendation for the appropriate credential if the candidate has successfully completed the intern program.
4. Should a candidate not fulfill the completion requirements of the TCSJ IMPACT Intern Program, including timely payment of tuition, the program may drop the candidate, which we acknowledge may create employment issues for the employing agency. Program personnel will consult with appropriate educational agency staff and the candidate prior to this decision.
5. It is the district's responsibility to ensure candidates will be compensated for units earned in the program in the manner normally provided to all educational agency teachers.
6. Candidates will be evaluated annually by the employing agency.
7. All university provided supervisors are employees of the San Joaquin County Office of Education and have appropriate clearances (TB & fingerprints) for educational settings. If additional clearance is required, the employing agency will assume the related costs.

RESPONSIBILITIES OF PROGRAM SPONSOR (TCSJ):

The responsibilities of the Program Sponsor, Teachers College of San Joaquin IMPACT Intern Program, shall include the following:

1. Employment and assignment of qualified persons to teach courses and supervise candidates. Criteria include but are not limited to a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.
2. Identification and assignment of a Support Supervisor and allocation of additional personnel if needed to provide on-site support for the intern. The TCSJ Support Supervisor will provide on-going direct support, including classroom observations, lesson planning, co-teaching, and evaluation of teaching proficiency according to the program sponsor's requirements.
3. Providing appropriate orientation and training for the Support Supervisor and peer coach/mentor.
 - a. The content of this orientation includes but is not limited to characteristics of coaching, expectations for time and frequency of visitations, developing an understanding of the Teaching Performance Expectations, and process for documenting observations and evaluations of intern.
4. Establishing effective and on-going communication with employing agency and TCSJ IMPACT Intern personnel (e.g., Support Supervisor, Program Evaluator, Program Coordinators, Program Director and President) as appropriate to ensure a successful teaching experience for the intern.
5. Providing all CCTC required coursework for the Preliminary Credential and assistance with questions or issues regarding credentialing.
6. Processing appropriate documents with the CCTC for intern, preliminary, and clear (if appropriate) credentials for candidates.

7. In cooperation with the employing agency the program sponsor will counsel the intern candidate and develop a plan to complete the requirements to earn a credential in the content or specialty area of the intern credential.

INDEMNIFICATION:

TCSJ shall defend, indemnify and hold Employing Agency and its officials, employees, and agents harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this agreement, but only in proportion to and to the extent such liability, loss, expense attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of TCSJ, its officials, agents or employees.

Employing Agency shall defend, indemnify and hold TCSJ and its officials, employees, and agents harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this agreement, but only in proportion to and to the extent such liability, loss, expense attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Employing Agency, its officials, agents or employees.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
VALLECITO UNION SCHOOL DISTRICT	Tom Hoskins Superintendent	thoskins@vsd.k12.ca.us 209-795-8500

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

VUSD presented on 11/17/2021 at a public meeting and provided opportunity for input to the Educator Effectiveness Block Grant Plan.

On 12/13/21 at a public meeting the Educator Effectiveness Block Grant was considered for adoption, and additional public input was taken.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The District does not receive Concentration Funds through the Local Control Funding Formula (LCFF).

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

VUSD school and district administrators, including special education administrators, teachers, principals, school leaders, other educators, school staff, parents, students, and local bargaining units were provided a Google Forms survey eliciting input about Continuous & Safe In-

Person Learning, the Impact of Lost Instructional Time, and other areas of need for funding. Survey responses were condensed and presented at after-school, in-person stakeholder meetings on 9/23/21 and 10/6/21 for the 2021 ESSER III Expenditure Plan.

Students: A Google Forms survey eliciting student input about Continuous & Safe In-Person Learning, the Impact of Lost Instructional Time, and other areas of need for funding was made available to 4th through 8th graders throughout the district. 80 students provided survey responses that were condensed and presented at after-school, in-person stakeholder meetings on September 23 and October 6. Students were also invited to attend Stakeholder meetings.

Families, including families that speak languages other than English: A Google Forms survey eliciting student input about Continuous & Safe In-Person Learning, the Impact of Lost Instructional Time, and other areas of need for funding was made available via Parent Square. 14 parents provided survey responses that were condensed and presented at after-school, in-person stakeholder meetings on September 23 and October 6. Invitations to participate in community stakeholder meetings were distributed in English and Spanish.

School and district administrators, including special education administrators, teachers, principals, school leaders, other educators, school staff, and local bargaining units: A Google Forms survey eliciting student input about Continuous & Safe In-Person Learning, the Impact of Lost Instructional Time, and other areas of need for funding was made available via Parent Square on district e-mail to all district employees. 10 staff members provided survey responses that were condensed and presented at after-school, in-person stakeholder meetings on September 23 and October 6.

On October 20 at a public board meeting the final plan was proposed, and public comment was invited

Input from all stakeholder groups was presented and considered in the development of the plan during the afore-mentioned dates indicated. All plans are accessible via the VUSD website: www.vallecitok12.com

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

VUSD has attempted to provide continuity of services, with a focus on emotional health and safety through enrichment and extracurricular activities that extend learning (athletics; Leadership classes; delegation to County Science Fair; skiing). For students who have participated so far in enrichment and extracurricular activities, a sense of belonging and engagement has been fostered. Many extracurricular options are limited or non-existent due to Covid restrictions, and student participation has fluctuated due in part to excessive absences related to the pandemic and parent concerns.

Funding has been used to provide additional safe facility practices and resources such as nurse, custodian, and facility maintenance positions and/or extra time. As a result, families and staff have access to health support and resources; students and staff have clean and safe working environments. A challenge is finding and maintaining adequate staffing to meet the time demands of related tasks.

Comprehensive counseling support at each school has been offered to address students', families', and staff's mental health needs, and to offer small group SEL and counseling, as well as staff training and parent resources. Individual student growth has been noted by counselors and by other staff. Some of the families most in-need do not take advantage of counseling and support services offered. Staff attended virtually the "Resiliency Rising Virtual Trauma Conference" and electively, SEL mini-courses online offered through the Greater Good Science Center. Next steps in SEL will include defining outcomes for SEL and selecting materials and instruction mode.

Discussions are in the beginning stages in regard to how funds can universally support literacy, enrichment, and student access to Internet connectivity in the event that distance-learning comes into play, to ensure continuity of services.

The district is in the process of equipping school sites with back-up power generators to reduce/eliminate school closures and maximize in-person learning time. Acquisition and installation will not be immediate.

➤ A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Fiscal resource allocation and spending is aligned and consistent with the district's LCAP, Safe Return to In-Person Instruction and Continuity of Services Plan, and the ESSER III Expenditure Plan.

LCAP Goal 1 - Explore and monitor all students' academic progress and learning loss to foster an effective learning environment for all students, and implement intervention strategies to increase student achievement in math, reading, writing, and preparation for higher education or vocation.

Allocation of fiscal resources received for the 2021-22 school year aligns with LCAP Goal 1 and preserving continuity of services by addressing current curricular and program offerings as well as lost instructional time through expenditures toward recruiting and retaining highly-qualified staff; developing/implementing universal student assessments; offering literacy and other intervention support; offering enrichments; maintaining counseling resources; providing combination class support and additional targeted support; ensuring student access to Internet connectivity in the event of returning to distance learning; and purchasing generators to provide heat and light to maintain in-person learning continuity in the event of extended power outages.

LCAP Goal 2 - Provide resources and services to promote student, family, and staff wellbeing.

Allocation of fiscal resources received for the 2021-22 school year aligns with LCAP Goal 2 and preserving continuity of services by providing allocation for nursing/health clerk services, custodial support, facility maintenance, protected learning environments, counseling support to promote student, family, and staff wellbeing.

LCAP Goal 3 - Engage community members, resources, and families in school and student activities to promote awareness, partnership, and support.

Allocation of fiscal resources received for the 2021-22 school year aligns with LCAP Goal 3 and preserving continuity of services by maintaining basic school and community-based services that engage and necessitate parent and/or community partnership, such as nursing and health, counseling, enrichment activities, and other student activities that contribute to the overall wellbeing of students and families.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

15 For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

6 In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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
VALLECITO UNION SCHOOL DISTRICT	Tom Hoskins Superintendent	thoskins@vsd.k12.ca.us 209-795-8500

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Community:
The Vallecito Union School District is located in the southeastern portion of Calaveras County. The District includes Vallecito (its namesake), the historic town of Murphys, the resort and retirement community of Arnold, the majestic Calaveras Big Trees State Park, and to the county line just below the Bear Valley ski resort. The VUSD community consists of several family recreational areas, fine restaurants, and award-winning vineyards. Visitors are also drawn to our community because of challenging golf courses, abundant opportunities to visit historic sites, wonderful art galleries and quaint shops. Family demographics are diverse, from long-standing local residents to newly-relocated families, and from parents with local retail, service, and maintenance-type jobs, to those on a career track or who telecommute, all living among a high population of retirees. The area is occasionally impacted by severe winter storms and accompanying road conditions, as well as Public Safety Power Shutdowns that impact the schools' ability to remain open during those events.

The District and its Schools and Students:
The Vallecito Union School District is Basic Aid and composed of two TK-5 schools (Hazel Fischer Elementary and Albert Michelson Elementary) and one 6-8 middle school (Avery Middle School) between Murphys and Arnold. Together, these schools house our TK-8 population of approximately 598 students. Staff consists of a part-time Superintendent, a part-time Assistant Superintendent / Principal, two Principals, 31 certificated teachers, 4 Home School Academy certificated teachers, 2 Psychologists (1 part time), 2 Counselors, School Nurse and 40 classified employees. Ethnic breakdown of students for 2019-20 is as follows: African American 0.3%; American Indian or Alaska Native 1.5%; Asian 0.7%; Filipino 0.3%; Hispanic or Latino 17.6%; Pacific Islander 0.0%; White 72.7%; Two or More Races 6.4%; Not Reported 0.5%. Approximately 4% of the district's student population are English Learners (mainly Spanish as primary language). The annual budget is \$7,682,382. Various District-supported school site programs provide for the educational and emotional growth of students. In addition to the strong classroom instruction and excellent support staff, the following district programs/areas of interest are emphasized and provided during the typical school year:

School Library/Media programs
 Strong emphasis on Technology
 Title I, II programs
 English Learner support
 Small class sizes
 Special Education programs
 Strong Parental Involvement
 Nursing Services
 Counseling Services
 Music and Fine Arts Programs
 Coast/Science Camp (6th grade trip)
 Active District-Wide committees to help formulate curriculum standards and provide input into financial matters
 Intramural Sports Program
 Ski Program
 After School Sports program

District-wide test scores are consistently the highest in the county. Hazel Fischer Elementary, Michelson Elementary and Avery Middle Schools have been named California Distinguished and Gold Ribbon Schools. Avery Middle School also received the Apple Distinguished School Award four years in a row.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

With only demographic information available on the 2020 California School Dashboard, the 2019 Dashboard for VUSD and local indicators and self-assessment, as well as stakeholder input and comments, were reviewed in consideration of successes and needs.

As a result of the development and implementation of the district's Learning Continuity and Attendance Plan, School Reopening Plan (approved 9/16/20), and Distance Learning Re-Engagement Plan, and in alignment with Learning Goal 1 of the 2019-20 LCAP, Vallecito Union School District has been able to provide basic services, a broad course of study, and in-person standards-based learning and state assessment (ELPAC; CAASPP), including English Language Development for English Learners, and for the majority of the 2020-21 school year. Engaging the school community, focused on Engagement Goal 3 of the 2019-20 LCAP, the School Reopening Plan advisory committee was comprised of staff, parents, and district administration, all whom provided feedback and reflected the needs and concerns of the community. For short periods of time when the district's schools needed to close based on Covid-related compliance requirements, Public Safety Power Shutdowns, or severe weather-related events, the Choice Board was established and made available for students to be able to continue their learning, despite these unavoidable interruptions. In an effort to create a supportive and positive school climate in the midst of at first not being able to have students on campus, teachers maintained contact with students and families and supported instruction

through e-mail, Google Classroom, and Google Meet. Food service to families in need was maintained regardless of school closure or distance learning. When VUSD was able to return to in-person learning, facilities and cleaning procedures (including Covid protocol) had been employed to ensure health and safety of staff and students, in alignment with Facilities Goal 2 of the 2019-20 LCAP. A formalized service of mental health and behavioral health support was implemented mid-school year at Hazel Fischer School via the Wellness Center Grant Partnership to help address issues that impact students' success and engagement at school, as well as contributing to a supportive and student-centric climate at the school.

The foundations of the Reopening Plan and the Learning Continuity and Attendance Plan serve as a base for continued standards-based and state assessed instructional and learning success in the event of future closures or the need to revert to distance learning, supporting all 3 goals of the 2019-20 LCAP. Components (technology, online platforms, procedures, etc.) are in place that allow district teachers to transition between distance learning (asynchronous and synchronous) and in-person learning. Cleaning, sanitation, and health procedures are now in place that will continue to serve staff, students, and community into the future regardless of the presence of a pandemic. Supports for families remain in place to provide for students' nutritional needs, mental health concerns, and general wellbeing. While all students can benefit from these resources, services, and practices, the benefit is especially invaluable to low-income families or those with foster youth, English Learners, and other special needs, allowing them continuity of access to instruction and support. Through general commentary and feedback, parents have expressed their appreciation for the district's provision of basic needs, including food distribution, medical and health support, mental health services for students. Stakeholders have also repeatedly shared in-person and via surveys (CHKS; district- and site-generated questionnaires) that they are appreciative of the opening of physical school sites to students at the earliest possible date this school year. Despite the Dashboard's reflection of a high rate of previous chronic absenteeism in the district, school site principals and other staff have reached out to engage students and families through websites, phone conferences, alternative school options (Home School Academy; K12), and counseling/mental health support.

In 2020-21 3 EL's have been reclassified, and all EL's have completed the 2020-21 Summative ELPAC. (Scores available June, 2021). All eligible students will also participate in Smarter Balanced (CAASPP - California Assessment of Student Performance and Progress) testing in ELA and Math; 5th and 8th graders will take the CAST (California Science Test); designated students with IEP's will take the California Alternative Assessment (CAA).

Additionally, Michelson Elementary School completed its accreditation process and is now a WASC-accredited school.

Reflections: Identified Need

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

Effective October 2020, all students were back to in-person, 5-day-a-week, full-day learning. Given previous years' high chronic absenteeism rates and despite staff and administrators' efforts, many of the same students remained absent, or demonstrated sporadic attendance this school year. Many of these students represent families in the lower-income bracket and parents who may not have completed comprehensive education themselves. EL students as a group, demonstrate excellent attendance, but are often also among the lower socio-

economically disadvantaged subgroup, and thus have some academic challenges that are addressed through IEP's, 504's, English Language Development, or other programs/interventions. Integrated and designated academic support is needed by EL's to foster their vocabulary and language development, and to prevent identification as LTEL (Long-Term English Learner). EL newcomers would also benefit from early language assessment and identification and services. Teachers have reported high numbers of students not completing and/or turning in schoolwork. As of April, 2021, sixteen 8th graders are not on track to graduate. Dashboard data from 2019 indicates that the district as a whole has been in the yellow in ELA. In the past 2 years, programs and interventions such as Barton Reading, Homework Clubs, SIPPS, and Collaborative Classroom practices have been employed. Given learning loss this last year, it will be beneficial to continue with these practices. For students whose parents chose to keep them home based on Covid-related concerns and who sought a non-digital educational platform, the Home School Academy was offered, and provided a credentialed teacher to support and monitor the academic progress of students at home. Per the requirements drafted by the School Reopening Committee, the district also contracted with K-12's fully-digital platform to provide an additional learning option to in-person and home school venues. In addition to continuing to provide alternative educational options within the district, or in concert with the district, homework clubs, Power School in the summer, and an Opportunity Class at the middle school will be established as a safety net to support those students who may need an alternative environment and/or extra learning and socio-emotional support, and who otherwise exhibit poor attendance in the traditional educational environment.

Currently, to help mitigate Covid-related pupil learning loss during the 2020-21 school year, teacher-referred low-performing-students from the socio-economically disadvantaged population are being enrolled in Power School, the summer 2021 learning program for selected incoming 2nd-7th grade students.

Embedded and local assessments, and mental health and attendance-related challenges provide material for reflection about how to best meet the needs of some students (such as those mentioned above) who are at the highest level of risk academically, socially, behaviorally, or domestically. In collaboration with the County Office of Education and grant stipulations, the district is pursuing the establishment of Wellness Centers at Michelson and Avery Middle School to mirror the mental health and socio-emotional support program for families and students that started up at Hazel Fischer School in spring of 2021.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP addresses the needs for the following:

Continuity of in-person instruction - implementing safe practices and use of resources and scheduling to keep schools open for in-person instruction and addressing learning loss and student performance through instructional strategies, interventions, monitoring, family engagement, and mental health and wellbeing supports, guiding all students along an academic and socially-emotionally healthy path toward higher education or vocation.

Safe facilities and protocols for implementing instruction and services - staffing and equipping for thorough preventative measures such as cleaning, designating and modifying learning spaces, use of contingency plans for instruction.

Mental health supports, and means for measuring and intervening in pupil learning loss and academic progress - Student Success Teams; MTSS practices; additional mental health resources and support; communication and conferencing opportunities for teachers to parents and students.

Parent and community engagement to support partnering for the success of students, staff and families in all aspects of education and life.

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.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

School Site Councils/Parent Clubs - staff, parents, students (AME - 1/26/21 & 3/9/21; AMS - 3/18/21; HFE - 3/25/21): The district LCAP Coordinator presented and/or distributed the previous year's LCAP and invited stakeholders to participate by contributing to the current year LCAP, sharing reflections, successes, and needs of the schools and district. Topics and input included addressing, educating and communicating to students and families about minimum competencies and student performance and related supports/resources, professional development for teachers in instruction/standards, SEL, and mental health supports, and integration of new and returning students and their families.

English Learner Advisory Council - staff, parents (VUSD - 1/15/21 & 3/12/21): The district LCAP Coordinator presented and distributed the previous year's LCAP and invited stakeholders to participate by contributing to the current year LCAP, sharing reflections, successes, and needs of the schools and district. Discussion included starting up a Spanish club for Spanish speakers to share and teach their language to English-only students, and continuation of the Spanish elective at Avery Middle School.

Curriculum & Instruction Committee - staff, district administrators, board members (3/25/21) - feedback included discussion about learning loss, summer school, extended learning, interventions, substitute staffing shortages, virtual learning days, alternative "Opportunity Class" at the middle school, family and student engagement, parent and community partnership, mental health and SEL resources for students, families, staff; professional development.

Special Education/SELPA - VUSD administration/Special Education staff, CCOE Special Education staff - 1/11/21): VUSD Assistant Superintendent shared the SEP plan and reviewed the data and evidence findings. Discussion included use of the Barton reading program data, Reflex Math, the use of Statewide Testing Pages in IEP's, and 504 and SST documents. Other agenda items included Restorative Justice, Psychologist and Counselor meetings, and topics brought forth by team members.

LCAP Stakeholder-Specific Meetings - staff, parents, community members, service providers; students were invited and encouraged to participate, but none attended (3/23, 24, 25/21):

Stakeholder Surveys: School sites distributed and collected the California Healthy Kids Staff Survey for feedback about school and learning environment climate and culture.

Stakeholder input is documented and distributed in meeting notes. Feedback is brought before formalized venues such as School Site Councils, the school board, and VUSD administration.

A summary of the feedback provided by specific educational partners.

The most significant/frequent considerations and discussion summarized from each stakeholder venue included the following, with stakeholder feedback sources in parentheses:

instructional staffing (teachers, parents); learning loss (principals, teachers, school board members); retention/promotion (principals, teachers); extended learning (principals, parents); alternative learning models (principals, parents, teachers, administration, Special Education staff); student performance (administration, Special Education staff, principals, teachers, parents, school board members); professional development (principals, teachers, school board members, service providers); mental health supports/counseling for students and families (teachers, principals, school board members, service providers, parents); staff wellbeing (principals, teachers, school board members, service providers); SEL (administration, Special Education staff, principals, teachers, parents, school board members, service providers); community and family partnerships across cultures and demographics (principals, student services coordinator, ELAC, school board members); community awareness of school activities and district events and facilities, interventions, and communication to parents (school board members, parents, teachers).

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Stakeholder input provided guidance toward LCAP goals, actions and expenditures related to the following:

- Student performance (mitigation of learning loss, assessment, intervention, progress-monitoring, engagement, and retention/promotion). Overwhelmingly, stakeholder input reflected concern about learning loss and students' academic performance and readiness to meet state academic standards after disruption of learning by the pandemic, while commending the efforts made by district staff to develop and provide alternatives to in-person learning at the school sites (distance learning; Home School Academy; K-12 Education). Stakeholder feedback in the area of student performance mainly influenced the development of LCAP Goal #1 to "explore and monitor all students' academic progress and learning loss to foster an effective learning environment for all students, and implement intervention strategies to increase student achievement in math, reading, writing, and preparation for higher education or vocation." VUSD's specific programs and strategies featured in Goal #1 (Power School; Kindergarten Boot Camp; Homework Club; Opportunity Class; Barton; universal ELA/math assessment) address student performance concerns raised by stakeholders, and are supported by ample funding.
- Student, family, and staff mental health/wellness. Stakeholders expressed a compelling parallel concern to academic performance - the mental health and wellbeing of students, staff, and families, especially in consideration of a sense of loss, disconnectedness, and isolation resulting from the pandemic. While the district's efforts to provide nutrition, mental health, and medical support to families since March of 2020 were acknowledged, it was heartily recognized by stakeholders that the social and emotional (and in some cases, medical) impact of the pandemic is still evident in students', families', and staff members' lives. LCAP Goal # 2 was established to ensure that the district continues to develop and "provide resources and services to promote student, family, and staff wellbeing." Specific actions in Goal #2 will provide services and resources related to mental health, physical and nutritional wellness, and Social-Emotional Learning for students, and related professional development for staff, supported by LCFF and grant-related funding.
- Community and family engagement. A majority of stakeholder feedback honed in on a sense of disconnectedness between school district activities and the community, in part due to pandemic-related distancing and restrictions, and a changing local

economy/demographic. Discussion reflected the need that some families have for multiple means and high frequency of communication about school activities and about their student's progress in school. In view of the future and fewer pandemic-related restrictions, Goal #3 was developed to "engage community members, resources, and families in school and student activities to promote awareness, partnership, and support." Related actions include multiple modes of communication to parents and the community about school activities, student progress, and availability of facilities to foster a sense of engagement and partnership within the community. Additionally, information will be made available in Spanish, as needed. Stakeholders also expressed a need to reach out to, and welcome back, families who have disenrolled their students from VUSD schools, but who still live within district boundaries, and a need to foster student/mentor partnerships that promote school attendance, academic learning, tutoring, SEL support, and community engagement. Some stakeholder input pointed to a need to inform and educate parents by offering "sessions" featuring supportive resources (parenting, "helping your child in school," discipline, etc.), with childcare and a meal provided through allocated funding.

Goals and Actions

Goal

Goal #	Description
1	Explore and monitor all students' academic progress and learning loss to foster an effective learning environment for all students, and implement intervention strategies to increase student achievement in math, reading, writing, and preparation for higher education or vocation.

An explanation of why the LEA has developed this goal.

Significant learning loss and a decrease in academic engagement, as well as the current absence of standardized student performance data necessitate concerted efforts to assess, monitor, and intervene in student progress, particularly in core, foundational subjects to foster an an effective learning environment wherein students master the basic skills needed for current academic success and into higher education or career. Local reading, writing, and math scores and work samples indicate academic deficiencies among the district's students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Before-/after-/in-school academic support, in-school interventions/assessments, and related student scores/levels	<p>2020-21 sampling of scores/levels:</p> <p>2020-21 Reflex Math data (average student gain of fluency with math facts during given period of days) mid-year:</p> <p>AME 5th Grade (21 students) - 151 facts in 41 days = 27% average fluency growth</p> <p>AME 3rd Grade (23</p>	<p>Reflex Math 2021-22 sampling of scores/levels:</p> <p>2021-22 Reflex Math data (average student gain of fluency with math facts during given period of days) mid-year:</p> <p>AME 5th Grade (46 students) - 144 facts in 39 days = 45% average fluency growth</p>			50% average fluency growth with math facts as measured by Reflex Math by January.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students) - 96 facts in 17 days = 18% average fluency growth</p> <ul style="list-style-type: none"> ----- ----- ----- ----- ----- <p>AMS RSP (12 students) - 59 facts in 24 days = 41% average fluency growth</p>	<p>AME 3rd Grade (22 students) - 151 facts in 40 days = 65% average fluency growth</p> <ul style="list-style-type: none"> ----- ----- ----- ----- ----- <p>AMS RSP (scores/levels not available)</p> <p>AMS 6th Grade (59 students) - 137 facts in 72 days = 44% average fluency growth</p> <p>AMS 7th Grade (7 students) - 129 facts in 45 days = 41% average fluency growth</p> <p>AMS 8th Grade (7 students) - 100 facts in 33 days = 40% average fluency growth</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> ----- ----- ----- ----- ---- <p>HFE 5th Grade (17 students) - 114 facts in 40 days = 35% average fluency growth</p> <p>HFE 3rd Grade (33 students) - 199 facts in 53 days = 63% average fluency growth</p>			
Power School scores/subsequent school performance data (reading/math)	<p>2019 Power School data (percentage of students out of 53 attendees who increased their scores by the end of Power School):</p> <p>2nd Grade - Star Reading: 92% Addition/Subtraction: 88% Multiplication: 89% Division: 100%</p> <p>3rd Grade - Star Reading: 71%</p>	Prior year Power School assessment data is not available at this time. Will be reviewed, and baseline established, in planning for the 2022-23 school year.			100% of students enrolled in Power School will increase their basic math/reading scores by at least 1 grade level. Those that do not demonstrate improvement will be identified for targeted intervention in the following school year. Students achieving in the 90-100% overall improvement range during Power School will have opportunity

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Addition/Subtraction: 100% Multiplication: 100% Division: 100% 4th Grade - Star Reading: 67% Go Math Skills: 71% Multiplication: 87% 5th Grade - Star Reading: 40% Go Math Skills: 100% Multiplication: 100%				to participate in extension activities during Power School.
Universal ELA/Math assessment	Data not yet available. Baseline to be determined after administration in Spring 2022.	Curriculum and Instruction team and other stakeholders are seeking to determine meaningful universal assessments.			Will be based on baseline established in Spring 2022.
Kindergarten Boot Camp screening/school readiness data (Fall of 2022)	Data not yet available. Baseline to be determined after implementation in Fall 2022.	To be considered for Fall 2022.			100% of incoming TK/K students screened and areas of need targeted prior to first day of school. Additional baseline data to be established after implementation in Fall 2022.
Percentage of non-promoted students	Percentage of non-promoted students at end of 2020-21 school year.	Non-promoted students at end of 21-22 school year = 0%			100% of students eligible for promotion, supported as needed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of non-graduating 8th graders	22% percent of the 8th grade class are considered non-graduating students as of May of the 2020-21 school year; enrollment and progress in the community school program in the 2021-22 school year (Data not yet available. Baseline to be determined at program start-up.)	Non-graduating 8th graders = 16%			100% of all 8th graders eligible for graduation, supported as needed. 100% of students enrolled in community school eligible for 8th grade graduation.
CAASPP scores	2019 CAASPP performance by student group as reported on the California School Dashboard: ELA - Socio-Economically Disadvantaged - 23 points below standard Students with Disabilities - 97.4 points below standard Hispanic - 16 points below standard White - 13.3 points above standard	Scores available after June 2022.			90% of all student groups at Meets or Exceeds Standards on CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math - Socio-Economically Disadvantaged - 36 points below standard Students with Disabilities - 105.2 points below standard Hispanic - 35.5 points below standard White - points above standard</p> <p>Baseline may be updated/adjusted after release of 2021 CAASPP scores.</p>				
ELPAC scores; reclassification numbers	<p>2018-19 Summative ELPAC scores as reported on the California School Dashboard (Initial ELPAC scores not reported on Dashboard): Well Developed (Level 4) - 45.7% Moderately Developed (Level 3) - 37.1% Somewhat Developed (Level 2) - 8.6% Beginning (Level 1) - 8.6%</p>	<p>2021-22 Summative ELPAC scores: Well Developed (Level 4) - 27% Moderately Developed (Level 3) - 69% Somewhat Developed (Level 2) - 4% Beginning (Level 1) - 0%</p> <p>Initial ELPAC scores available: Initial Fluent English Proficient - 20% (1 Newcomer) Intermediate Level - 60% (3 students)</p>			<p>All EL students' ELPAC scores in the 3-4 Level range, supported as needed. 90% making progress toward English language proficiency. R-FEP rate of 35%. 0% LTEL's.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2019-20 Dashboard summary: 35% making progress toward English language proficiency</p> <p>2020-21 reclassification rate: 15%</p> <p>2020-21 LTEL rate: 0%</p>	<p>Novice - 20% (1 Newcomer)</p> <p>2021-22 reclassification rate: 31%</p> <p>2021-22 LTEL rate: 8%</p> <p>2021-22 receiving Special Education support: 23%</p> <p>2021-22 opted out per parent request: 0.4%</p> <p>(2021-22 Dashboard data not available)</p>			
Highly-qualified and appropriately-assigned teachers	2020-21 status of 100% of teachers being appropriately-assigned and highly-qualified	2020-21 status of 100% of teachers being appropriately-assigned and highly-qualified			100% of teachers are appropriately-assigned and highly-qualified.
Student access to standards-based materials	2020-21 status of 100% of students having sufficient access to standards-aligned instructional materials	2020-21 status of 100% of students having sufficient access to standards-aligned instructional materials			100% of students have sufficient access to standards-aligned instructional materials.
School facilities	2019-20 Facility Inspections Reports rating of 95% or	2019-20 Facility Inspections Reports rating of 95% or			Facility Inspections Reports ratings of "Exemplary."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	greater ("Good" to "Exemplary")	greater ("Good" to "Exemplary")			
Academic and performance standards	2019-20 full implementation of state board-adopted academic content and performance standards (state-approved adopted curriculum and state-aligned student performance standards are used)	2019-20 full implementation of state board-adopted academic content and performance standards (state-approved adopted curriculum and state-aligned student performance standards are used)			100% fidelity of implementation of state board-adopted academic content and performance standards.
Broad course of study	Student schedules, programs, and school master schedules of grades 1-8 show students have access to a broad course of study in 2020-21	Student schedules, programs, and school master schedules of grades 1-8 show students have access to a broad course of study in 2020-21			Student schedules, programs, and school master schedules show students have access to a broad course of study grades 1-8.
Exceptional students' needs	2020-21 programs and services (RTI schedules; counseling/SEL groups; IEP's; ELD schedule; extended learning opportunities) reflect services and opportunities for approximately 90% of students with exceptional needs (extended learning opportunities).	2021-22 programs and services (RTI schedules; counseling/SEL groups; IEP's; ELD schedule; extended learning opportunities) reflect services and opportunities for approximately 90% of students with exceptional needs (extended learning opportunities).			Programs and services (RTI schedules; counseling/SEL groups; IEP's; ELD schedule; extended learning opportunities) reflect services and opportunities for 100% of students with exceptional needs.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	RTI and Instruction	Homework Club, Barton, Power School, K "Boot Camp." Speech & language services. Paraprofessionals for small group work. Broad course of study. Standards-aligned instruction. Highly-qualified teachers. Effective & safe learning environment.	\$225,000.00	No Yes
1.2	Universal ELA/Math assessment	3 times per year: universal diagnostics, data-collection, benchmarking, & progress-monitoring.	\$5,000.00	No Yes
1.3	Minimum competencies/expectations	Progress reports reviewed with parent in-person. Monthly conferences for students not performing.	\$0.00	No Yes
1.4	Extended learning	Extended learning opportunities. Electives; art; music; field trips; challenge-learning & up-to-date technology.	\$36,000.00	No
1.5	Opportunity Class	Teacher, paraeducators, direct, explicit instruction; Project-Based Learning; vocational education/exploration for 2nd semester 6th graders & 7th & 8th graders at Avery Middle School to prevent middle school drop-out.	\$40,000.00	Yes
1.6	Team meetings to determine interventions for underperforming graduates	Hold transitional SST meetings for 5th and 8th grade students not meeting minimum eligibility for promotion.	\$0.00	Yes
1.7	ELD	English Language Development & interventions for English Learners, early I.D./support for newcomers. Resources/professional development for teachers of EL's & for ELD staff.	\$158,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

1.1 MTSS book study was begun, and is helping create a common language/culture to address all students' needs as staff learns more about MTSS practices and strategies to improve student performance and school experience (e.g., resource-mapping, tiered instructional matrices, MTSS schedules, and Universal Design for Learning).

1.4 Reinstatement of extended learning, including electives (ceramics, art, drama, games, Spanish, animation) at Avery Middle School has provided an engaging option for students who are on track with their academics and performance.

1.7 With a new focus on English Learner literacy through live webinars with Spanish-English bilingual language acquisition experts, English Language Development and supports for English Learners and their families is equipping EL students and their families to embrace and support their own learning.

§ 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.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

1.1 In addition to RTI and Instruction implementation, an MTSS book study was begun with approximately 20 district stakeholders, under the guidance of Fred Cochran, Coordinator – Continuous Improvement and Support with San Joaquin County Office of Education. Discussions in the district's Curriculum and Instruction committee, Student Well-being Team, and other meeting groups now include MTSS components and related tenets to enhance services to students.

1.2 The district's Curriculum and Instruction committee is in discussion about determining and implementing universal assessments for ELA and Math. This has led to an increased focus on analyzing common ELA and Math data to determine interventions and to drive instruction.

1.3 Minimum competencies/expectations not yet formally addressed in monthly conferences for under-performing students. Will be addressed in MTSS-based discussions and planning.

1.4 Extended learning has included electives (ceramics, art, drama, games, Spanish, animation) at Avery Middle School. Student and staff technology is in the process of becoming standardized. Students are engaging and excelling in free-choice classes that meet their interests and aptitudes. Appropriate and current technology is provided to help students access educational resources, tutorials, extended learning opportunities, and testing modalities to facilitate and enhance their learning experience.

1.5 Opportunity Class at Avery Middle School has not been offered as staff and district MTSS leadership team look at other research-based strategies to address students' needs, such as resource-mapping, tiered instructional matrices, MTSS schedules, and Universal Design for Learning. The district is no longer looking at the "Opportunity Class," rather will focus more on mainstream MTSS strategies.

1.6 As a preemptive action to delayed promotion and graduation, Avery Middle School administration is reviewing student progress and grades and assigning involuntary study hall time to students whose performance is at risk of not meeting promotion/graduation standards. Some students are responsive to the supports provided through study hall and at the very least, make a connection with a teacher who can support and encourage them with their schoolwork.

1.7 English Language Development and supports for English Learners and their families is provided in integrated and designated times by teachers and support staff. This includes ELPAC testing and reporting, written translation services, in-person translation, and translation for parent/school meetings, as well as ELAC meetings conducted in Spanish. Additionally, as a collaborative effort with Calaveras First 5 administering a special grant, a monthly English Learner Family Literacy Project was begun in December, 2022: EL parents attend a monthly session facilitated by the district's Student and District Support Services Coordinator, and get online conference call real-time help from a language acquisition professional who engages and communicates with stakeholders in their native Spanish. EL parent comments reflect that the literacy program provided them with the confidence and tools to nurture their home language while helping their child develop English language skills. The Coordinator participates in live web-based ELD professional development to maintain and gain knowledge about developments, strategies, and practices with EL students.

36

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.

Year 1 Outcome for Reflex Math now includes 3rd and 5th grade data for Hazel Fischer School, and 6th-8th grade data for Avery Middle School. Avery Middle School RSP data not available.

The district is no longer looking at the "Opportunity Class," rather will focus more on mainstream MTSS strategies.

Initial ELPAC data and additional student score/status data was added to the Year 1 Outcome to provide further information about EL student performance.

Reflecting on associations made with the terminology and practice of retention, further strategies to support under-performing students will be addressed by modified instruction and accommodations, under the umbrella of MTSS.

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	Provide resources and services to promote student, family, and staff wellbeing.

An explanation of why the LEA has developed this goal.

Families and staff have experienced an era of social and emotional isolation and limitations due to the pandemic in 2020 and 2021. Many families and students have disengaged from the routines and activities that contribute to vitality of daily living, and as such, have neglected or lacked resources in either one or all of the following areas: self-care; personal health and hygiene; school attendance; academics, work; family responsibilities. Schools can be a hub of supports and resources for student and family wellness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scheduled professional development/training and agendas; implementation of practices in the school	2020-21 schedule of professional development/training agenda reflecting: SEL/mental health; core curriculum/instruction; progress-monitoring and intervention; student and family support. (see attached 2020-21 professional development days files)	Staff participated in Professional development that included SEL/mental health; curriculum; student and family support with follow-up discussions at school sites.			Professional development will include training in SEL/mental health; core curriculum/instruction; progress-monitoring and intervention; student and family support, communication, and engagement; vocational exploration (grades 6-8), with follow-up implementation at school sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Free and Reduced participation rate	2018: 50.1% of total student population participating 2019: 45.7% participating 2020: 43.8% participating	All students have access to free school meals.			95% participation in NSLP of those who qualify.
California Healthy Kids Staff survey data related to school climate and student wellbeing	2020-21 staff survey data - percent of "strongly agree" responses: <ul style="list-style-type: none"> Socio-emotional supports at school; school encourages students to understand how others think and feel - 46% Students are taught they can control their own behavior - 44% School helps students to resolve conflicts with one another - 50% 	2021-22 staff survey data (Table A7.2) - percent of "strongly agree" responses: <ul style="list-style-type: none"> Socio-emotional supports at school; school encourages students to understand how others think and feel - 37% Students are taught they can control their own behavior - 50% School helps students to resolve conflicts with one another - 44% 			41%100% response rate on staff survey indicating 95% or greater of staff responses in the "strongly agree" category for positive school climate and student wellbeing (socio-emotional supports; self-regulation; conflict resolution; empathy; mutual respect; professional development for staff).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • School encourages students to care about how others feel - 51% • Students care about one another - 24% • Students treat each other with respect - 18% • Need professional development on meeting socio-emotional and developmental needs of youth - 67% 	<ul style="list-style-type: none"> • School encourages students to care about how others feel - 50% <p>2021-22 staff survey data (Table A7.10) - percent of "strongly agree" responses:</p> <ul style="list-style-type: none"> • Students care about one another - 37% • Students treat each other with respect - 20% <p>2021-22 staff survey data (Table A10.1) - percent of "strongly agree" responses:</p> <ul style="list-style-type: none"> • Need professional development on meeting socio-emotional and developmental needs of youth - 70% 			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate	2018: 9.2% chronically absent 2019: 15.4% chronically absent	Reliable and authentic chronic absenteeism data is not available at this time due to more than usual absences related to the pandemic.			A reduced chronic absenteeism rate to 5%.
Suspension and expulsion rate and reasons	2018: 5.2% suspended 2019: 4% suspended	2020: 4.4% suspended			A reduced suspension/expulsion rate to 1%.
Referrals for counseling/behavior intervention	2019-20 referrals: AME - 31 with recurring sessions; 5 1-time sessions HFE - 25 with recurring sessions; 32 in Kindergarten Shining Stars; 2 1-time sessions	2020-21 referrals: AME - 19 with recurring sessions HFE - 16 with recurring sessions AMS - 32 with recurring sessions			100% of referrals receiving services for the duration of time needed, until evidence of improved skills/behavior.
California Healthy Kids Parent survey data related to school climate and student wellbeing	2019-20 survey data - percent of "strongly agree" responses:" <ul style="list-style-type: none"> School has adults that really care about students - 98% School is a safe place for 	Parent survey was not given county-wide in 21-22. This will be reviewed for the upcoming school year. The following 2021-2022 CHKS Student responses were collected regarding school climate and student wellbeing.			Greater than 50% response rate on parent survey with 99% or greater of parent responses in the "strongly agree" category for positive school climate and student wellbeing.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students - 97%</p> <ul style="list-style-type: none"> School treats all students with respect - 95% School encourages students to care about how others feel - 90% School helps students to resolve conflicts with one another - 80% 	<p>35% of 5th graders and 72% of 6th graders:</p> <p>Academic motivation 89% and 90%</p> <p>Caring adults in school 55% & 76%</p> <p>Meaningful participation 35% and 33%</p> <p>Been hit or pushed 41% and 26%</p> <p>Called bad names or target of mean jokes 64% and 43%</p> <p>Alcohol or drug use 32% and 33%</p> <p>Frequent sadness 14% and 24%</p> <p>Wellness 77% and 67%</p>			
Implementation of planned, universal professional development and practices in meeting socio-emotional and developmental needs of youth	<p>2019-21 staff development has been:</p> <ul style="list-style-type: none"> in-house experts (counselor/other specialists) talking to staff groups about best practices in 	<p>Staff participated in Professional development that included SEL/mental health; and student and family support with follow-up discussions at school sites. PASS (Pupil Attitudes to Self and School) survey will be administered to</p>			Implementation of universal professional development and practices in meeting socio-emotional and developmental needs of youth that reduces staff's perceived need for professional development to 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SEL and student support <ul style="list-style-type: none"> articles/websites/videos shared by in-house experts/other staff participation by site leaders in CCOE-sponsored SEL community of practice 	students in grades 2-8 prior to end of this school year.			
Middle school drop-out rate	2019-21: 1 middle school student considered as dropped-out	0% drop-out rate			0% middle school drop-out rate. "At-risk" students enrolled in Opportunity Class or served by other intervention.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental health and wellness	Improve mental health & wellness services & resources at each school through staff, student, parent surveys & student performance data. Provide support to chronically absent, suspended, & at-risk "drop-outs," & those with health/counseling, trauma-based needs.	\$0.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Wellness Center	Expand Wellness Center to Michelson School.	\$0.00	No Yes
2.3	Tele-med medical assistance	Expand tele-med free medical assistance model to families at each school.	\$0.00	No Yes
2.4	Social Emotional Learning	Reinstate Social Emotional Learning programs at each site.	\$5,000.00	No Yes
2.5	Professional development in mental health, SEL, interventions	Professional development for staff on mental health, SEL, trauma-informed strategies, & interventions at schools to improve academic & socio-emotional wellbeing/performance. Explore CCOE Community of Practice as possible venue for training.	\$5,000.00	No Yes
2.6	Contact with families for Free/Reduced Meals	Initiate contact with all families to offer signing-up for Free/Reduced Meals.	\$0.00	No Yes

Goal Analysis [2021-22]

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.

2.2 Wellness Center is now serving students and families at both elementary schools.
 2.3 Tele-med services were not pursued as school nurse staffing was increased this year.
 2.4 PASS survey was implemented this school year.

2.5 Staff participated in professional development in regard to mental health. Some staff participated in the CCOE Community of Practice in regard to mental health, or the CSLA Inclusive Schools training to inform instruction and interaction in getting to know students and their unique needs.

2.6 All families now have opportunity to participate in free school meals.

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.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

2.1 Mental health and wellness resources were provided at each school via school counselor support, Wellness Center staffing at the elementary schools, professional development/presentations for staff and students. Wellness needs were assessed via surveys to staff, parents, and students. Support was provided to families and students with exceptional mental health/wellness needs. Staff was equipped with strategies to help and support students with mental health challenges. Support was provided to families and students with exceptional mental health/wellness needs.

2.2 Wellness Center was established at Michelson Elementary to serve students and families. Elementary students throughout the district are now getting access to on-demand support for self-regulation, crisis-intervention, and counseling support.

2.3 Tele-med are no longer being pursued.

2.4 Curriculum and Instruction committee and other district leadership is looking at options for effective life skills curricula/programs. PASS survey was implemented this school year in grades 3-8. Parents were provided opportunity to preview sample questions and determine if they would like their child to respond to the online survey. Most students participated in the survey. Responses will guide staff to see students' needs and to provide appropriate supports and interventions.

2.5 Staff participated in professional development in regard to mental health. Some staff participated in the CCOE Community of Practice in regard to mental health, or the CSLA Inclusive Schools training. Staff gained skills and awareness to implement in the areas of mental health and inclusive practices.

2.6 All families now have access to participate in free school meals. All students are freely participating in free meals without a stigma of "free and reduced" status.

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.

Reference to Social Emotional Learning (SEL) will be adjusted to accurately describe interventions and supports related to students developing peer/social skills, as well as managing/identifying their feelings.

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	Engage community members, resources, and families in school and student activities to promote awareness, partnership, and support.

An explanation of why the LEA has developed this goal.

Collaborative efforts between agencies, volunteers, parents, and other local resources strengthen the message that school is important for social, academic, and civic development. To accomplish this, the district's facilities, policies, and practices must be made known and be inviting of family and community support and engagement. Information and resources need to be available in primary language, or translated, for language groups represented in the school population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/community participation rate (sign-in sheets) in school site events such as Back-to-School Night, Open House.	2021-2022 school site family participation rate (2020-21 data not available - baseline will be added upon attendance tally at first event in 2021-22).	Baseline discontinued. (Parent participation was limited due to pandemic restrictions. 23 volunteers were approved for the 21-22 school year. As of April 2022, in-person parent participation has steadily increased as evidenced by sign-ins, attendance at meetings and events, and presence on campuses.) Baseline replaced with number of parent/community			90% family attendance rate in events such as Back-To-School Night, Open House.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		responses to school surveys, and number of volunteer applications.			
Number of parent/community responses to school surveys	2020-21 data not collected - baseline will be added upon data collection in 2021-22.	LCAP Survey: 7 responses VUSD Stakeholder Vision Survey: 44 responses			95% of community organizations, volunteers, parents respond affirmatively to requests for involvement from the school/parents groups.
Number of volunteer applications	Baseline not established until end of 2021-22 school year (see Year 1 Outcome).	23 volunteer applications			70 parent/community volunteer applications.
Number of parents participating in Parents Clubs, ELAC, Site Council, quarterly parent events	2021-22 attendance/sign-in rosters; 2020-21 attendance was sporadic due to distancing and Covid-related protocol. Parents clubs generally were involved and contributing in the schools to the extent allowable. ELAC attendance was at 7, 6, and 0 participants, respectively, at 3	Quarterly parent events were not offered due to pandemic restrictions. Parents Clubs were fully functioning and provided fundraising, special events, and recognitions, however with limited active members. Site Councils had minimal, if any parent attendance. ELAC and English Learner Family Literacy			School and district communications/announcements/invitations to parents and community members will be issued for each significant parent/community engagement venue (Parent Clubs, School Site Council, LCAP, ELAC, special events).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	meetings. Site Councils functioned minimally, in general, but demonstrated parity and initially involved parents and staff via conference call.	Program participation held steady with 6-8 participants at each monthly meeting.			
Parents' California Healthy Kids Survey data	<p>2019-20 consolidated survey data from all 3 schools represents about 40% of district parents responding, with a greater number responding from one elementary school than the other. Of the total number of surveys, only 26% indicated they participate in the Free and Reduced Lunch program.</p> <p>Survey indicators for parents feeling welcome as contributors and partners in their child's education ranked mostly in the 89%-98% "Strongly Agree" range. Lower ratings (~50% "Strongly Agree") were in the</p>	PCHKS Parent Survey was not offered this year. PASS instrument was administered to 3rd-8th graders for survey responses directly from students. See Metric above for parent survey responses.			<p>90% parent survey response rate, proportionately across the district, and representative of all demographics.</p> <p>Survey indicators ranking in the 90%-100% "Strongly Agree" range for parents feeling welcome as contributors and partners in their child's education and being involved/volunteering, engaging in decision-making, receiving information about their child, and attending parent organizations.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	area of actual involvement/ volunteerism, engaging in decision-making, receiving information about their child, and attendance in parent organizations.				
Parental participation in programs for students with exceptional needs	2020-21 baseline not established due to Covid-related limited parent access to campus and limited in-person participation	2021-22 new baselines: 100% parent participation in IEP's, SST's, and 504 Plans. 30% of EL parents participating in ELAC/Literacy meetings. 1 parent serving on Site Council or other parent board representing students needing extended learning opportunities/challenges.			School principal and staff promoting via written and phone invitation, and personal contact: 100% parent participation in IEP and SST meetings; 30% of EL parents participating in ELAC meetings; 1 parent serving on Site Council or other parent board representing students needing extended learning opportunities/challenges.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/community outreach	Reach out/communicate to community groups, family members, & individuals to participate in schools. Information/resources available/translated for language groups.	\$0.00	No
3.2	Communication to parents/community	Communicate about activities, facilities, & events available to public/families.	\$0.00	No
3.3	Suitable facilities	Ensure facilities are suitable for use by students/community.	\$0.00	No
3.4	Family/community partnerships	Encourage opportunities for families, community, to share/showcase their expertise.	\$0.00	No
3.5	Outreach to families doing alternative education	Reach out to district families that have left the schools for alternative education.	\$0.00	No
3.6	Mentor partnerships	Foster student/mentor partnerships that promote academic learning, student well-being, tutoring and community engagement.	\$0.00	No Yes
3.7	Parent education and engagement activities	Offer convenient parent education/engagement events with food & childcare provided.	\$1,500.00	No Yes
3.8	Changing student population	Reach out to a growing & changing demographic with information, resources, & activities that promote engagement.	\$0.00	No

Goal Analysis [2021-22]

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.

3.1 Parent/community outreach was evident in district-to-home communications, surveys, invitations. Desired Outcome for 2023-24 has been adjusted to a qualitative objective in that more direct/specific school and district communications/announcements/invitations to parents and community members will be issued for each significant parent/community engagement venue (Parent Clubs, School Site Council, LCAP, ELAC, special events). Additionally, the district is no longer using sign-in sheets as a quantitative measure of parent/community engagement. Data collection in baseline is discontinued. Measures of engagement will be quantitative, measured by number of volunteer applications and number of parent responses to surveys, and qualitative, evaluated by visible participation in school events, activities, and meetings. This adjustment relates to Actions 3.1 herein, as well as 3.2, 3.4, 3.6, and 3.7 listed below:

3.2 Communication to parents/community was optimized.

3.4 Family/community partnerships were limited most of the year due to pandemic-related restrictions.

3.6 Mentor partnerships were limited due to pandemic-related restrictions.

3.7 Parent education and engagement activities were available as pandemic-related restrictions allowed.

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.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

3.1 Parent/community outreach was evident in district-to-home communications, surveys, invitations (board meetings; school events; search for employees and board candidates). Outreach in translated messaging to English Learner families was made through invitations and effectiveness was evidenced in consistent response of 6-8 parents to ELAC meetings and participation in the English Learner Family Literacy Project.

3.2 Communication to parents/community was optimized and evident, with informational and invitational letters from the superintendent, Parent Square announcements and reminders, and surveys. Parent participation in board meetings and in survey responses was evident.

3.3 Suitable facilities included clean, safe, and in-order campuses as well as public and school use of the new track and field at Avery Middle School. Several school and public events were well-attended at the Avery track and field.

3.4 Family/community partnerships were limited most of the year due to pandemic-related restrictions. A resurgence of parent presence and engagement on school campuses began to be evident in early Spring of 2022.

3.5 Outreach to families doing alternative education was facilitated through support from the Independent Studies Coordinator. This helped keep alternative education families informed and as engaged as possible with activities, initiatives and meetings at the comprehensive school sites. Alternative school students participated in state testing as scheduled, proctored by the Independent Studies Coordinator.

3.6 Mentor partnerships were limited due to pandemic-related restrictions. Some mentoring/tutoring supports restarted around mid-year with retired educators again volunteering at the school sites.

3.7 Parent education and engagement activities included English Learner Family Literacy Program; informing parents of parent education opportunities offered in the area; and invitation to participate as stakeholders in LCAP development. EL parents provided positive written feedback via surveys and in commentaries about the EL Family Literacy Program.

3.8 Changing student population issues are addressed as they present themselves (e.g., services and resources for Foster Youth, Homeless, Newcomers, etc.), with invitations to families to participate in school activities and district initiatives. Intentional contact (targeted personal communication) with specific families sometimes helped produce results or increased participation in resources and supports for their children.

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.

Metric for parent participation rate will be collected using the number of volunteer applications, instead of sign-in sheets.

Metric for parent engagement will be collected based on the number of parent responses to surveys.

Modified 2023-2024 Desired Outcome for number of parents participating: school and district communications/announcements/invitations to parents and community members will be issued for each significant parent/community engagement venue (Parent Clubs, School Site Council, LCAP, ELAC, special events).

New baselines set for parental participation in programs for students with exceptional needs.

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	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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 the specific actions were in making progress toward the goal.

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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

55

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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 the specific actions were in making progress toward the goal.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
636,094	0

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
13.94%	0.00%	\$0.00	13.94%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The 2019 California School Dashboard shows that 43.8% of the district's students were from socio-economically disadvantaged families. Moreover, 17.6% of students from the low socio-economic subgroup were chronically absent. The suspension rate for homeless students was at 13%. Both chronic absenteeism and suspension rates show an increase among socio-economically disadvantaged and homeless students. Additionally, academic performance by the socio-economically disadvantaged subgroup for ELA is in the orange zone, at 23 points below standard, and for math, in the red zone, at 105.2 points below standard. Among the English Learner population, 35% of EL's are making progress towards English language proficiency.

To address the performance gap, it is recognized that low-income families, foster youth, homeless youth, and English Learners, often comprise a segment of the population that experiences academic and social challenges associated with trauma, economic hardship, and limited access to resources. Many of these families benefit from personal health and hygiene, nutritional, mental health and social-emotional resources and supports as well as practical life skills and guidance support from the schools. As such, families can receive information and guidance by calling or consulting the school counselor, school nurse (or automated medical support system), psychologist, principal, food services director, or other staff who in turn, also reach out to the known families in need. These services are extended to all students and families in the district to assist with basic needs and to help in navigating life challenges, many that are resultant of the pandemic and its

social and economic impacts that especially affected families who already had pre-existing limited resources or access to essential services and goods, and whose children are experiencing a learning gap.

VUSD's Goals, in consideration of the specific needs noted above, reflect a priority focus on the needs of foster youth, English Learners, and low-income students, and effective Actions to address the unique needs of these subgroups, while also benefitting all students in the district.

GOAL 1 - Academic Progress/Learning Loss Monitoring; Interventions; Vocational/Higher Education Preparation

Actions 1, 2, 3, 5, 6, 7

RTI:

Co-curricular supports, preventative actions, and interventions (e.g., Barton; Kindergarten Boot camp; Power School; Homework Club; Opportunity Class) are provided through staff, trained volunteers or grant-funded individuals to meet the needs of under-performing student subgroups, such as those represented in the low-income and English learner groups. Academic performance and participation are notably low among these subgroups. Students participating in the programs will receive interventions to fill in learning and performance gaps, preparing students to be more successful in their classes and in school as a whole. Paraeducators provide in-person and/or online support for students who are struggling with significant learning loss, including students of low-income families, and English learners whose classroom performance is absent or lacking.

Universal ELA/Math Assessment:

To monitor overall academic progress in ELA and math, a universal ELA/math assessment will be administered for data-collection and progress monitoring to help drive instruction and intervention for the lowest-performing students as well as higher-achieving students.

Minimum Competencies/Expectations:

Students who are identified via assessments as consistently not meeting grade level minimum competencies will be considered at-risk of retention or at-risk of not meeting graduation requirements, and will be considered for co-curricular and extra-curricular interventions/programs to receive instruction needed to bring them to grade level. To facilitate and improve communication to families, especially EL's and those in the socio-economically disadvantaged subgroup, minimum competencies and student progress/performance concerns will be communicated by teachers to parents at regular intervals throughout the school year.

Opportunity Class:

Avery Middle School students who have been identified with significant performance gaps will be assigned to the Opportunity Class, where there will be paraeducator support and a teacher providing direct, explicit instruction, Project-Based Learning, vocational education, and

career exploration, with incentives for performance for 2nd semester 6th graders and 7th & 8th graders, in order to identify specific learning needs and improve academic performance.

Delayed Promotion and Graduation:

5th graders not meeting standards, who are disproportionately foster youth, socio-economically disadvantaged students, and English Learners, will be retained in order to attain mastery of standards. 8th graders not meeting standards will enroll in a transitional community school program during the 1st trimester at Avery Middle School in order to meet basic grade level standards.

GOAL 2 - Resources/Services to Promote Student, Family, Staff Wellbeing

Actions 1, 2, 3, 4, 5, 6

Mental Health and Wellness:

District leadership will evaluate and improve mental health and wellness services and resources (counseling partnerships; medical support) primarily for socio-economically disadvantaged students and foster youth, a subgroup that often needs additional mental and physical health resources and support, at each school site through staff, student, parent surveys and student performance data (progress reports, report cards, SST's), and provide supports to families with students who are chronically absent, and/or who have been suspended, and those with other health/counseling, trauma-based needs, and whose performance gaps may be impacting their socio-emotional wellbeing.

Wellness Center:

At Hazel Fischer Elementary School, an MOU was drafted between the district and Sierra Child and Family Services, a local, non-profit agency which provides Foster Care, Adoption, Mental Health and Educational Services. SCFS has an office at the school site 4 days per week, and its efforts are coordinated through the district's mental health interventionist. This model will expand to the other elementary school site to make mental health services and resources through the Wellness Center more accessible to socio-economically disadvantaged students and families across the district.

Tele-med Medical Assistance:

The district will expand the tele-med free medical assistance model to be available mainly to families in the socio-economically-disadvantaged subgroup, and parents of English Learners, who often need facilitated health and medical care support and resources at each

school site so that those who have limited resources or access to medical services, including those who need language translation, can more conveniently get the support they need to address health concerns.

Social Emotional Learning:

School sites will reinstate Social Emotional Learning (Second Step; Safe Self; restorative practices) programs at each site so as to provide social skills and strategies for learning and for managing daily living, conflict, challenges, and adverse situations often needed among socio-economically disadvantaged children. Given that socio-economically disadvantaged children, as well as English Learners often miss out on social cuing, and/or training in coping skills and positive and productive mindsets, SEL will be a crucial component to be taught directly to students by trained staff. Students will have opportunity to hear, see, practice, and model SEL strategies that they learn, helping them to self-regulate better, to treat others with empathy and kindness, and to develop into responsible students and citizens.

Professional Development In Mental Health, SEL, Interventions:

Training will focus on professional development for certificated and classified staff on mental health, SEL, trauma-informed strategies, and appropriate interventions at the schools to improve academic and socio-emotional wellbeing and performance among socio-economically disadvantaged children. Staff training in universal program/strategies will provide a common language and scaffolded strategies as students progress through the grade levels in the district. District leadership will also explore the CCOE Community of Practice as a possible venue for professional development.

GOAL 3 - Engaging Community, Resources, Families in School/Student Activities to Promote Awareness, Partnership, Support Actions 6, 7

Mentor Partnerships:

Foster student/mentor partnerships, particularly among the socio-economically disadvantaged student group that lacks significant adult connection and support, to promote academic learning, tutoring, SEL support, and community engagement.

Parent Education and Engagement Activities:

School sites, in order to include, engage and inform particularly parents from the socio-economically disadvantaged subgroup, will host quarterly convenient parent education/engagement activities with food and childcare provided in order to meet basic needs of lower-income and English Learner families.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, EL's, and low-income students are being improved by considering the unique needs (social-emotional, academic, economic) of these groups particularly during a pandemic, and providing a level of support that is required to be delivered to unduplicated students, with opportunity for input from representative stakeholders. The new, increased role of a certificated Student & District Support Services staff provides specific support, assessment, communication/translation, and equipping of other staff to serve the EL population. Vallecito Union School District's contribution toward these actions for increased and improved services for unduplicated pupils exceeds the \$419,891 apportionment that is tied to the 8.94% required level of increased/improved services.

Specifically, these services will be increased:

- RTI: Before-/after/in-school program/services support (Homework Club; Barton; Power School; SIPPS; Kindergarten Boot Camp; intervention programs)
- ELD: Standards-based support; intervention; resources; staffing; related professional development
- Universal ELA/Math assessment and progress-monitoring
- Minimum competencies conferencing/communication
- Extended learning opportunities (electives; art/music; field trips; challenge-learning activities)
- Opportunity Class (Project-based Learning; vocational exploration)
- Delayed promotion/graduation (community school option)
- Mental health & wellness (counseling; medical support; absenteeism; Wellness Centers; tele-med services)
- SEL instruction/curriculum & professional development for staff
- Free & Reduced Meal outreach
- Parent/community outreach (volunteerism; involvement; informing; inviting; classes/events with food/childcare)
- Outreach to families doing alternative education (communication; informing; inviting)
- Mentor partnerships - (tutoring; SEL support)
- Monitor and adapt to changing student/family demographics

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.

N/A

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	0	2 staff:335 students
Staff-to-student ratio of certificated staff providing direct services to students	0	7 staff:335 students

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$475,500.00				\$475,500.00	\$464,000.00	\$11,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	RTI and Instruction	Strategic & Intensive students Students with Disabilities English Learners Foster Youth Low Income	\$225,000.00				\$225,000.00
1	1.2	Universal ELA/Math assessment	All English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.3	Minimum competencies/expectations	All English Learners Foster Youth Low Income					\$0.00
1	1.4	Extended learning	All	\$36,000.00				\$36,000.00
1	1.5	Opportunity Class	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
1	1.6	Team meetings to determine interventions for underperforming graduates	English Learners Foster Youth Low Income					\$0.00
1	1.7	ELD	English Learners English Learners	\$158,000.00				\$158,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Mental health and wellness	All English Learners Foster Youth Low Income					\$0.00
2	2.2	Wellness Center	Students with mental health/self-regulation challenges English Learners Foster Youth Low Income					\$0.00
2	2.3	Tele-med medical assistance	All English Learners Foster Youth Low Income					\$0.00
2	2.4	Social Emotional Learning	All English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.5	Professional development in mental health, SEL, interventions	All English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.6	Contact with families for Free/Reduced Meals	All English Learners Foster Youth Low Income					\$0.00
3	3.1	Parent/community outreach	All					\$0.00
3	3.2	Communication to parents/community	All					\$0.00
3	3.3	Suitable facilities	All					\$0.00
3	3.4	Family/community partnerships	All					\$0.00
3	3.5	Outreach to families doing alternative education	District students enrolled in alternative education programs Students with Disabilities					\$0.00
3	3.6	Mentor partnerships	All English Learners Foster Youth					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.7	Parent education and engagement activities	All English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
3	3.8	Changing student population	All					\$0.00

2022-23 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
4,562,756	636,094	13.94%	0.00%	13.94%	\$439,500.00	0.00%	9.63 %	Total:	\$439,500.00

LEA-wide Total:	\$399,500.00
Limited Total:	\$0.00
Schoolwide Total:	\$40,000.00

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	1.1	RTI and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,000.00	
1	1.2	Universal ELA/Math assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.3	Minimum competencies/expectations	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.5	Opportunity Class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Avery Middle School 6-8	\$40,000.00	
1	1.6	Team meetings to determine interventions for underperforming graduates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 5-8		
1	1.7	ELD	Yes	LEA-wide	English Learners	All Schools	\$158,000.00	

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 (%)
2	2.1	Mental health and wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Wellness Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Tele-med medical assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.5	Professional development in mental health, SEL, interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.6	Contact with families for Free/Reduced Meals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Mentor partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	Parent education and engagement activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$475,500.00	\$506,170.00

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	RTI and Instruction	Yes	\$225,000.00	195,000
1	1.2	Universal ELA/Math assessment	Yes	\$5,000.00	
1	1.3	Minimum competencies/expectations	Yes	\$0.00	
1	1.4	Extended learning	No	\$36,000.00	30,000
1	1.5	Opportunity Class	Yes	\$40,000.00	
1	1.6	Delayed promotion and graduation	Yes	\$0.00	
1	1.7	ELD	Yes	\$158,000.00	156,427
2	2.1	Mental health and wellness	Yes	\$0.00	107,743
2	2.2	Wellness Center	Yes	\$0.00	
2	2.3	Tele-med medical assistance	Yes	\$0.00	

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)
2	2.4	Social Emotional Learning	Yes	\$5,000.00	5,000
2	2.5	Professional development in mental health, SEL, interventions	Yes	\$5,000.00	
2	2.6	Contact with families for Free/Reduced Meals	Yes	\$0.00	
3	3.1	Parent/community outreach	No	\$0.00	12,000
3	3.2	Communication to parents/community	No	\$0.00	
3	3.3	Suitable facilities	No	\$0.00	
3	3.4	Family/community partnerships	No	\$0.00	
3	3.5	Outreach to families doing alternative education	No	\$0.00	
3	3.6	Mentor partnerships	Yes	\$0.00	
3	3.7	Parent education and engagement activities	Yes	\$1,500.00	
3	3.8	Changing student population	No	\$0.00	

2021-22 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)
	\$0.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

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	RTI and Instruction	Yes				
1	1.2	Universal ELA/Math assessment	Yes				
1	1.3	Minimum competencies/expectations	Yes				
1	1.5	Opportunity Class	Yes				
1	1.6	Delayed promotion and graduation	Yes				
1	1.7	ELD	Yes				
2	2.1	Mental health and wellness	Yes				
2	2.2	Wellness Center	Yes				
2	2.3	Tele-med medical assistance	Yes				
2	2.4	Social Emotional Learning	Yes				
2	2.5	Professional development in mental health, SEL, interventions	Yes				

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)
2	2.6	Contact with families for Free/Reduced Meals	Yes				
3	3.6	Mentor partnerships	Yes				
3	3.7	Parent education and engagement activities	Yes				

2021-22 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)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.



- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
 - 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.
 - Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- ∞
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 + 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
January 2022

COSTS OF ISSUANCE

**\$11,000,000
VALLECITO UNION SCHOOL DISTRICT
(CALAVERAS COUNTY, CALIFORNIA)
GENERAL OBLIGATION BONDS, ELECTION OF 2018, SERIES A**

	Type of Expense	Estimates of Costs of Issuance	Actual Costs of Issuance
a)	Underwriter's Discount	\$ 55,000.00	\$ 55,000.00
b)	Credit Enhancement	N/A	0.00
c)	Bond Counsel and Disbursements	45,000.00	45,000.00
d)	Disclosure Counsel and Disbursements	25,000.00	25,000.00
e)	Municipal Advisor and Disbursements	68,500.00	66,088.02
f)	Rating Agency	19,000.00	19,500.00
g)	Other Expenses*	7,557.00	6,315.00
	TOTAL	\$220,057.00	\$216,903.02

***Other Expenses consist of the following:**

AVIA Communications (Printing costs of Official Statement)	\$ 1,140.00
U.S. Bank Trust Company, National Association (Paying Agent and Costs Administrator/Escrow Bank fees)	2,200.00
Dale Scott & Company (Reimbursement for California Municipal Statistics, Inc. assessed valuation tables for Official Statement)	975.00
Causey Demgen & Moore P.C. (Verification Agent fee)	2,000.00

Repair Management
BY NAVISTAR

INTERSTATE TRUCK CENTER

2110 S SINCLAIR AVE. - STOCKTON, CA 95215

Phone: (1) 209-9445821 - Fax: (1) 209-9440708

Estimate Number: 3649241 - RO Number: 58166

Service Writer: Fernando Aguilar - Date: 5/6/2022 5:41 PM (C)



Currency: USD

Unit No: 9

Vallecito Union School

VIN: 4DRBJADR63A950538
Model: RE SCHOOL BUS
Engine: INTL DT530 ST 275HP/2200 GOV
Make: International
Delivered: 10/18/2002
In Service: 19 Years 7 Months
Mileage: 198914 Eng Hrs: 9961

Recall/AFC: No

Contact Name: Vallecito school
Position: service-primary
Phone: (209) 795-8500
E-Mail: stkservice@itctrucks.com
PO Number:

Operation Section A	Labor Cost	Parts Cost	Core Charge	Total Cost
Customer states that unit has oil leak and blowing smoke. CHECK & ADVISE	\$350.00	\$0.00	\$0.00	\$350.00
Remove belly pan, oil pan, & inspect engine bearings.	\$1,750.00	\$0.00	\$0.00	\$1,750.00
Remove & inspect after-treatment on unit.	\$525.00	\$0.00	\$0.00	\$525.00

Complaint:	Customer states that unit has oil leak and blowing smoke. CHECK & ADVISE
Cause:	Pushed unit into shop, & inspected unit for an oil leak. Found when engine is running oil is leaking from the driver's side. During inspection found oil pouring out of exhaust connection turbo. Removed exhaust pipe from turbo & found clamp was loose; pipe is also damaged & will need to be replaced. Removed inlet boot from turbo for inspection. Verified turbo has failed & oil was pumped through the exhaust & after-treatment. Will need to inspect engine intake & see if oil was pumped through the engine, & also cut open oil filter & verify if there is metal from the turbo. Task completed.
Correction:	Diagnostics Task **** As of now will need to remove belly pan, oil pan & inspect engine bearings on unit. Will also need to remove & inspect after-treatment as well.

Operation Section B	Labor Cost	Parts Cost	Core Charge	Total Cost
PUSH DISABLED VEHICLE INTO SHOP. (IF DRIVE LINE REMOVED INSTALL NEW STRAP KITS)	\$175.00	\$0.00	\$0.00	\$175.00

Complaint:	Not Available
Cause:	Not Available
Correction:	Not Available

Operation Section C	Labor Cost	Parts Cost	Core Charge	Total Cost
Clean radiator on unit.	\$175.00	\$0.00	\$0.00	\$175.00

Complaint:	Radiator needs to be steamed cleaned due to oil being spray on it
Cause:	Not Available
Correction:	Not Available

Operation Section D	Labor Cost	Parts Cost	Core Charge	Total Cost
Clean intake piping on unit.	\$175.00	\$0.00	\$0.00	\$175.00

Complaint:	Intake piping needs to be cleaned due to metal being passed through system.
Cause:	Not Available
Correction:	Not Available

Operation Section E	Labor Cost	Parts Cost	Core Charge	Total Cost
Steam clean engine compartments on unit.	\$175.00	\$0.00	\$0.00	\$175.00

Complaint:	Engine compartment needs to be cleaned due to oil spray all over
Cause:	Not Available
Correction:	Not Available

Operation Section F	Labor Cost	Parts Cost	Core Charge	Total Cost
---------------------	------------	------------	-------------	------------

DPF and DOC need to be replaced due to turbo failing and passing oil and metal through it. Customer will need to provide parts due to them being after market DPF and DOC.	\$525.00	\$0.00	\$0.00	\$525.00
--	----------	--------	--------	----------

Complaint:	DPF and DOC need to be replaced due to turbo failing and passing oil and metal through it. Customer will need to provide parts due to them being after market DPF and DOC.
Cause:	Not Available
Correction:	Not Available

Operation Section G	Labor Cost	Parts Cost	Core Charge	Total Cost
CAC needs to be cleaned for having oil inside of it. Remove and replace CAC for cleaning	\$175.00	\$0.00	\$0.00	\$175.00

Complaint:	CAC needs to be cleaned for having oil inside of it. Remove and replace CAC for cleaning
Cause:	Not Available
Correction:	Not Available

Operation Section H	Labor Cost	Parts Cost	Core Charge	Total Cost
Remove & replace engine on unit. (2) INSULATOR SNUBBER (2) INSULATOR, ENGINE FRONT MOUNT (1) FILTER-LUBE OIL (8) ENG OIL (10) ELC (1) BELT, 8 PK 1941 (1) PIPE EXHAUST (1) QUICK LATCH DESIGN V-INSERT CL (1) CLAMP 3.5IN HD PRE-FORM STAI (1) AIR FILTER, ELEMENT (1) FILTER-FUEL (1) GASKET (1) CLAMP OIL FILLER MTG (1) ENGINE, TRIMD DT530 REMAN 00-03 (1) MISC PARTS	\$9,100.00	\$19,350.49	\$3,000.00	\$31,450.49

Complaint:	Remove & replace engine on unit.
Cause:	Found oil leak was caused by a failed turbo that pumped engine oil through the exhaust and intake pipes and sent metal through the engine past the oil filter and damaged the engine internally The engine needs to be replaced due to the metal in the oil from the turbo failure.
Correction:	Not Available

Operation (Un-Sectioned)	Labor Cost	Parts Cost	Core Charge	Total Cost
EZ TECH FEE	\$0.00	\$0.00	\$0.00	\$77.50
Copps Plan - Misc. parts if needed	\$0.00	\$0.00	\$0.00	\$250.00
Freight / Shipping Fee - FOR MISC PARTS	\$0.00	\$0.00	\$0.00	\$300.00

Notes: [5/6/2022 5:41 PM] - Dealer: Customer states that unit has oil leak and blowing smoke. CHECK & ADVISE

Summary	
Parts:	\$19,350.49
Core:	\$3,000.00
Labor:	\$13,125.00
Other Items:	\$627.50
Shop:	\$500.00
Tax:	\$2,056.54
Haz. Waste:	\$125.00
TOTAL:	\$38,784.53

This estimate is subject to teardown and inspection and is valid for 30 days from date above. I, the undersigned, authorize you to perform the repairs and furnish the necessary materials. I understand any costs verbally quoted are an estimate only and not binding. Your employees may operate vehicle for inspecting, testing and delivery at my risk. You will not be responsible for loss or damage to vehicle or articles left in it. AUTHORIZED BY: _____
DATE: ____/____/____

VALLECITO UNION SCHOOL DISTRICT
JOB DESCRIPTION

JOB TITLE: Custodian

WORK YEAR: Twelve (12) Months

SALARY: Classified Salary Schedule

RESPONSIBLE TO: Principal / Mgr. Maint. & Operations

GENERAL DESCRIPTION:

Under the direction of an assigned supervisor, perform routine day or evening custodial duties at various District sites during an assigned shift to maintain buildings, office space and adjacent grounds areas in a clean, orderly and secure condition; supervise site custodians.

TYPICAL DUTIES:

1. Conduct an on-going assessment of the site custodial and maintenance needs and report them to the Principal and Manager, Maintenance and Operations
2. Observe ways of effectively conserving energy and report to the Principal and Manager, Maintenance and Operations in this regard.
3. Work cooperatively with the Manager, Maintenance and Operations to affect the most efficient custodial plan for the school.
4. Perform routine custodial duties at various District sites during a day or evening assigned shift to maintain buildings, office space and adjacent grounds areas in a clean, orderly and secure condition.
5. Clean classrooms, offices, cafeterias and other facilities of an assigned site; sweep, scrub and mop floors; vacuum rugs and carpets in classrooms, offices and other work areas; strip, wax and refinish floors; shampoo and spot clean carpets.
6. Dust and polish furniture, light fixtures and woodwork; ~~clean chalkboards, trays and erasers~~; empty and clean waste receptacles and pencil sharpeners; clean and adjust shades or blinds.
7. Clean, scrub and disinfect student and staff restrooms; wash windows and interior and exterior walls; polish metal work, clean sinks, mirrors and other bathroom fixtures; restock paper supplies and soap as necessary; clean drinking fountains.
8. Pick up paper, trash and debris around school grounds and in buildings; sweep and clean walkways and entrances; water lawns and shrubs as assigned by the position.
9. Move and arrange furniture and equipment; set up facilities for special events and meetings; respond to the custodial needs of District staff as assigned; drive a vehicle to pick up supplies as assigned.
10. Make minor, non-technical repairs as needed such as replacing light bulbs and lighting tubes, unplugging toilets and sinks; perform minor touch-up painting as assigned; identify and report maintenance problems.
11. Operate and maintain a variety of custodial equipment including a floor stripper, buffer, vacuum cleaner and small power and hand tools; replace belts and bags on vacuum cleaners as necessary.
12. Conduct snow removal operations including: Shovel walkways, operate snow blower, apply ice-melt, operate ~~sand truck / snow plow truck~~ **alternate equipment / vehicles as needed to remove snow and ice.**
13. Assure security of facilities during assigned hours; lock gates, doors and windows; monitor facilities for vandalism and safety and fire hazards and report to appropriate personnel; respond to emergency calls during and after hours as assigned.
14. Participate in thorough cleaning and restoration of school plant or District facilities as assigned.
15. Inspect fire extinguishers in accordance with established procedures.
16. Attend custodial staff meetings as directed.
17. Perform related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Basic groundskeeping techniques; basic inventory principles; hazardous materials encountered at the work site.

Basic methods, materials, tools and equipment used in custodial work.

Safety practices as they relate to custodial responsibilities; hazardous materials encountered during work.

Methods of cleaning and preserving floors, walls and fixtures.

Proper methods of storing equipment, materials and supplies.

Operation and maintenance of custodial equipment and power and hand tools.

Proper lifting techniques.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Ability to:

Perform routine custodial activities at an assigned school sites or facilities to maintain buildings and adjacent grounds areas in a clean, orderly and secure condition.
Learn requirements of maintaining District buildings in a safe, clean and orderly condition.
Use various cleaning materials, equipment and methods with skill and efficiency.
Learn appropriate safety precautions and procedures.
Learn proper lifting techniques.
Inspect and assure the security of facilities during assigned shift.
Operate and maintain tools and equipment in clean working order.
Perform minor non-technical repairs.
Observe and report need for maintenance and repair.
Understand and follow oral and written directions.
Ability to plan work, work independently, and complete scheduled work in a timely manner.
Maintain routine records related to work performed.
Communicate effectively with others.
Establish and maintain cooperative and effective working relationships with others and be adaptable and flexible to perform work within changing priorities and interruptions.
Speak, read and write English at a level required for satisfactory job performance.
Perform heavy physical labor.
Maintain consistent, punctual and regular attendance.
Walk or stand for extended periods of time.
Move hands and fingers to operate a variety of hand and power tools.
Reach overhead, above the shoulders and horizontally.
Bend at the waist, kneel or crouch.
Use proper lifting methods.
Climb ladders.
See to perform custodial work.

Experience:

One (1) year experience as a VUSD custodian; or
Two (2) years experience as a school custodian other than VUSD; or
Three (3) years experience as a general custodian.

Education:

Graduation from high school or equivalent.

Licenses and Other Requirements:

Valid California Class C Drivers' License
Pass a pre-employment physical (scheduled by VUSD)
Ability to lift/carry between 1 – 100 pounds

WORKING CONDITIONS

Environment:

Indoor and outdoor environment.
May be required to drive as needed.
Regular exposure to fumes, dust and odors.
Seasonal heat and cold or adverse weather conditions.

Hazards:

Cleaning chemicals.
Working around and with machinery with moving parts.
Potential for contact with body fluids.

“An Equal Opportunity Employer”

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Revised: 6/22/11, 10/28/14, 4/22/15, 8/12/15; Revised/Approved: 6/30/18: Revised/Approved: 6/8/22

**VALLECITO UNION SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE:	Computer Instructor/Technician	RESPONSIBLE TO:	Principal/Manager of Technology
SALARY:	Classified Salary Schedule	WORK YEAR:	186 Work Days

GENERAL DESCRIPTION

Under the supervision of the site Principal and Director of Technology the Computer Instructor provides a wide range of technology support for the school site; specifically providing support and instruction to students, staff and faculty on various software applications, multi media, database resources, computer / electronic device usage and integration. Troubleshooting workstations, electronic devices, smart boards, wireless networks, printers, software, general networking and other related problems. Maintains electronic devices; performs hardware and software installations and configurations.

TYPICAL DUTIES

1. Develop; collaborate with teachers and present lessons as aligned with Common Core Standards. Follow through by observing and/or recording performance and progress.
2. **Participate in schoolwide Response to Intervention (RTI) programs and schedules that support the District's Multi-Tiered System of Support (MTSS) framework.**
3. Instruct students and/or staff on the proper usage of: various applications, correct terms, and usage of multimedia equipment, software and all electronic devices. Encourage students to be creative and innovative.
4. Provide guidance to Administration, faculty and staff on various software, applications, and equipment usage.
5. Maintain record of yearly curriculum.
6. Maintain disciplined behavior around all technology related equipment.
7. Coordinate and schedule the use of computer time on an equitable basis for all classes.
8. Assists with remediation/enrichment to students when necessary.
9. Supervises and /or participates in technology related activities.
10. Be on call to provide assistance to staff resolving computer/electronic device/software related problems throughout the school day.
11. Document all repairs, equipment maintenance, etc. of all electronic devices and keep records of all work performed.
12. Assure proper care and security of the computer lab / media center; assure that all electronic devices and other materials are available for student and/or staff use.
13. Coordinate hardware maintenance and repair activities and perform routine electronic device maintenance; install software and upgrades; troubleshoot electronic devices, applications and install peripherals.
14. Image and update Apps and operating systems.
15. Maintain database of student ID numbers, email addresses.
16. Assist in maintaining the computer lab / media center in a clean and orderly condition; store, maintain and document inventory of programs, training aids, electronic devices and related materials; order needed supplies and materials.
17. Install, configure, and maintain applications, networks, databases, and other systems.
18. Reinstall/repair damaged or deleted software.
19. Order and keep on hand inventory of replacement ink for site printers and consumables, order various equipment as needed for site.
20. Assist in developing and implementing school technology plans.
21. ~~Input 504 and IEP accommodations/modifications for state testing.~~
22. Perform related duties as assigned.

QUALIFICATIONS:

Knowledge of:

- Operation of electronic devices, related equipment, network systems and software/applications
- Needs and behaviors of children
- Operation of standard office machines, i.e. copier
- School rules and regulations
- District policies and procedures
- Requirements of maintaining a computer lab / media center in a safe, clean and orderly condition.
- Basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.

- Record-keeping techniques.
- Safe practices in work related activities.

Ability to:

- Ability to communicate effectively orally and in writing, and work easily with staff and students when under stress of multiple tasks or frequent interruption
- Provide instructional assistance to students in assigned subject areas.
- Operate a variety of electronic devices, software systems and related equipment.
- Understand networked systems and related software.
- Frequent mental alertness, attention to detail, and accuracy required in repairing and identifying cause of problems with computer and other technology.
- Ability to work independently, plan and prioritize work to handle multiple tasks and requests
- Understand and follow oral and written directions.
- Must be able to read/write/speak English and possess basic mathematical skills.
- Interpersonal skills using tact, patience and courtesy.
- Type 45 words per minute after correction.
- Maintain consistent, punctual and regular attendance.
- Move hands and fingers to operate a computer keyboard.
- Hear and speak to exchange information.
- See to read a variety of materials.
- Kneel, crouch and bend at the waist to reach a variety of materials.
- Reach above the head, horizontally and above the shoulders to reach a variety of materials.

Definition:

Electronic Devices: may include but is not limited to tablets, computers, media equipment, cameras, video cameras, production studio equipment, smart boards, etc.

Experience:

- Previous work experience with children either as a volunteer or in a paid position
- One-year (1) year of computer experience, preferred

Work Conditions:

ENVIRONMENT:

Indoor technology lab / media center environment; classroom

Physical Demands:

Dexterity of hands and fingers to operate a computer keyboard and related equipment.

Sitting or standing for extended periods of time.

Kneeling, crouching or bending at the waist.

Work is performed throughout the campus and classroom setting.

Lifting, carrying, pushing or pulling computer equipment.

May frequently lift 1 – 15 lbs., occasionally 16-25 lbs.

Required Qualifications:

- Graduation from high school or equivalent
- Pass the NCLB Proficiency Test or completion of two years college (48 semester units) credit

License and Other Requirements:

Possession of a valid and appropriate California Driver's License

Vallecito Union School District is an Equal Opportunity Employer. The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

“An Equal Opportunity Employer”

Revised / Approved: 6/22/11, Revised February 2012 (copy to Renee - CSEA), Revised 5/20/13 with Renee Andona, Lori Murphy, Brandy Thompson and Cheryl Boyd, CSEA approved 7/15/15, Board Approved: 8/12/15; Revised 6/30/18: Revised / Approved: 6/8/22

VALLECITO UNION SCHOOL DISTRICT
JOB DESCRIPTION

JOB TITLE: Library-Media Specialist
SALARY: Classified Salary Schedule

RESPONSIBLE TO: Principal
WORK YEAR: 191 Work Days

GENERAL DESCRIPTION:

Under the direction of the school Administrator, coordinate, implement and oversee the clerical operation and maintenance of a school library, using an automated library management system to process and maintain books and instructional media materials and perform related work as required.

TYPICAL DUTIES:

1. Assist students or teachers in locating and selecting books and using reference materials; maintain library media center
2. Order library books and supplies within the allocated budget.
3. Schedule the use of the Library-Media Center by classes and groups.
4. Organize and supervise the circulation of Library-Media materials.
5. Plans, organizes, promotes and conducts youth programming, including Makerspace programs which support STEAM (science, technology, engineering, art and math) initiatives.
6. Develops and implements new and emerging technology, services and projects for the Makerspace.
7. Assists patrons with the use of Makerspace equipment.
8. Prepare and maintain the library media budget; monitor and record expenditures.
9. Publicize the services and resources of the Library-Media Center.
10. Process new books by entering data into an automated library management system, file catalog cards in manual systems, label books according to designated reading levels, issue overdue notices.
11. ~~Disperse audio-visual equipment to classrooms and keep such in working order.~~
12. Create and update bulletin board and/or other seasonal theme displays to emphasize new books and book jackets relative to current curriculum and calendar.
13. **Participate in schoolwide Response to Intervention (RTI) programs and schedules that support the District's Multi-Tiered System of Support (MTSS) framework.**
14. ~~Inventory all books and media materials, video and audio-visual equipment annually; assess the need to repair such; and keep accurate records.~~ remove obsolete books, material and equipment from the inventory.
15. Establish routines and procedures for selecting, requisitioning, processing, organizing and circulating books, materials and equipment.
16. Create and maintain an atmosphere conducive to learning and effective library use. Read stories to students, as requested by teachers.
17. Trains and supervises student and adult volunteers who issue, shelve, label, and repair books and otherwise assist in operating the library, primarily on an automated library management system.
18. Maintains library in a neat and orderly condition.
19. Operate a variety of office and library equipment including a computer and assigned software.
20. Attend and participate in assigned meetings, conferences and committees.
21. Plan, schedule and facilitate school to school connection opportunities within the District such as Read Across America Week and Collaborative Makerspace projects.
22. Perform related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Basic functions, operations and maintenance of a school library.
Basic principles of the Dewey Decimal System.
Automated and manual instructional materials and related audio-visual equipment.
Organization, practices and procedures of library media services.
Library technical processes related to the acquisition, cataloging, classification and circulation of library materials.
Oral and written communication skills.
Interpersonal skills using tact, patience and courtesy.
Inventory methods and practices.
Principles of training and providing work direction.
Record-keeping and report preparation techniques.

Ability to:

Coordinate, implement and oversee the use of automated and manual instructional materials and related audio-visual equipment.
Organize, provide and maintain library media services, materials and equipment to meet the instructional and informational needs of students and faculty.
Coordinate, implement and conduct instruction services for students in the effective use of information resources.
Operate, adjust, service and circulate audio-visual equipment and media materials.
Learn policies and objectives of assigned program and activities.
Learn District organization, operations, policies and objectives.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.
Maintain current knowledge of technological advances in the field.
Prioritize and schedule work.
Maintain records and prepare reports.
Operate standard office equipment including a computer and assigned software.
Maintain consistent, punctual and regular attendance.
Move hands and fingers to operate a computer keyboard.
Hear and speak to exchange information.
See to read a variety of materials.
Kneel, crouch and bend at the waist to reach a variety of materials.
Reach above the head, horizontally and above the shoulders to reach a variety of materials.

Required Qualifications:

High school diploma or equivalent; one year in paid or voluntary library work preferred.
Pass the NCLB Proficiency Test or completion of at least 48 units at an institution of higher education

Licenses and Other Requirements:

Possession of a valid and appropriate California Driver's License

WORK CONDITIONS:

School library environment, frequently within a confined area. Sits at a desk for a substantial portion of assigned time, with intermittent standing, walking, stooping, squatting and reaching to shelve and remove books and other library materials. May involve frequent lifting of 1 – 15 lbs; occasionally up to 16 – 54 lbs.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.), and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

“An Equal Opportunity Employer”

Board approved: 1/10/89, Revised / Approved: 6/22/11; Revised 10/28/14; CSEA approved 7/15/15;
Board approved: 8/12/15; Revised/Approved: 6/30/18; Board approved 6/8/22

**VALLECITO UNION SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE:	Paraeducator	RESPONSIBLE TO:	Site Principal
SALARY:	Classified Salary Schedule	WORK YEAR:	181 Work Days

GENERAL DESCRIPTION:

Under the direction of the site administrator or certificated staff member, perform the necessary duties to assist in the planning and implementation of a program for the regular/special needs of children in classrooms; reinforce instruction to individual or small groups of students in a classroom or other learning environment.

TYPICAL DUTIES:

1. Assists in planning and implementing suitable learning experiences for students.
2. Helps students develop positive interpersonal relationships with peers and adults; assists students with building self esteem by providing proper examples, emotional support, a friendly attitude and general guidance.
3. **Participate in schoolwide Response to Intervention (RTI) programs and schedules that support the District's Multi-Tiered System of Support (MTSS) framework.**
4. Provide individual assistance to students as directed; explain errors and answer questions; assist students with a variety of instructional games and activities.
5. Tutor individual or small groups of students, reinforcing instruction as directed by the teacher; monitor and oversee student drills, practices, remedial exercises and assignments in various subjects.
6. Assist with monitoring behavior of students in the classroom and during outdoor activities including emergency drills according to approved procedures; report progress regarding student performance and behavior as required.
7. Supervises and/or participates in playground activities.
8. Assists in preparing, monitoring, and cleaning up program facilities.
9. Operates a variety of office and classroom equipment necessary to program operation; includes a computer and copy machine.
10. Performs various clerical tasks as assigned.
11. Attends required staff meetings and Inservice meetings.
12. Functions as an appropriate role model for children.
13. Perform a variety of clerical duties such as preparing instructional materials, duplicating and distributing materials and maintaining various records and files; organize materials to assist student learning.
14. May assist students with personal needs, i.e. feeding, toileting, and ambulation.
15. May participate in I.E.P. meetings as directed.
16. Provides necessary physical care and emotional support.
17. Displays calmness and control while dealing with behavioral problems and restraining "tantrum behavior."
18. Perform related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Child growth and development principles
Basic subjects taught in District schools, including mathematics, grammar, spelling, language and reading.
Behavioral management.
Basic child guidance principles and practices.
Safe practices in classroom and playground activities.
Basic instructional methods and techniques.
Correct English usage, grammar, spelling, handwriting, punctuation and vocabulary.
Classroom procedures and appropriate student conduct.
Health care procedures. Training provided for specialized health care needs which do not require a Special Education Health Aide.
CPR/First Aid Certification. Training provided as needed.
Operation of standard office and classroom equipment.
Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.
Basic record-keeping techniques.
School rules and regulations.
District policy and regulations.

Ability to:

Work effectively with students and respond to parents as needed.
Respect the confidentiality of school-related incidents and information.
Establish and maintain cooperative and effective working relationships with others.
Maintain accurate routine records.
Understand the needs of children and to effectively relate to those needs in learning and/or recreational situations.
Assist with instruction and related activities in a classroom or assigned learning environment.
Reinforce instruction to individual or small groups of students and children as directed by the teacher.
Learn and apply appropriate methods, procedures and limitations in the assigned instructional environment.
Understand and follow oral and written directions. Communicate effectively both orally and in writing.
Monitor, observe and report student behavior and progress according to approved policies and procedures.
Learn, explain and apply applicable rules, regulations, policies and procedures.
Organize instructional materials.
Operate standard office and classroom equipment.
Maintain a clean, safe and orderly classroom learning environment.
Perform clerical duties related to classroom activities.
Perform work with many interruptions.
Maintain consistent, punctual and regular attendance.
Move hands and fingers to operate standard office and classroom equipment.
Sit or stand for extended periods of time.
Bend at the waist, kneel or crouch to assist students.
See to read a variety of materials and monitor student activities.
Hear and speak to exchange information.
Reach overhead, above the shoulders and horizontally. Frequently lifting 1 – 25 lbs.

REQUIRED QUALIFICATIONS:

High School diploma or equivalent; additional training/experience in child development and/or special education is desirable.
Pass the NCLB Proficiency Test or completion of at least two years college (48 semester units) credit.

LICENSE AND OTHER REQUIREMENTS:

Possession of a valid and appropriate California Driver's License

WORKING CONDITIONS:

Environment:

Classroom and playground environment, constant interruptions, may include slippery surfaces. May frequently lift 1 – 25 lbs; occasionally heavier lifting.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

“An Equal Opportunity Employer”

Revised / Approved: June 22, 2011
Revised: October 28, 2014
Revised / Approved: August 12, 2015
Revised: June 30, 2018
Revised / Approved: June 8, 2022

VALLECITO UNION SCHOOL DISTRICT
JOB DESCRIPTION

JOB TITLE:	Paraeducator – Special Ed	RESPONSIBLE TO: Site Principal
SALARY:	Classified Salary Schedule	WORK YEAR: 181 Work Days

JOB DESCRIPTION:

Under the supervision of the site administrator and the direction of a specific certificated staff member, a special circumstance aide performs the necessary duties to assist in the planning and implementation of a program for a specific special needs' child. The need for an aide is specified on the IEP and reviewed every three months. If a student leaves the program or is unable to attend class, the aide will either be reassigned or laid off.

TYPICAL DUTIES:

1. Assists with the planning, implementation and evaluation of the individual student's program as mandated by the student's IEP.
2. Assists in the preparation and maintenance of instructional materials.
3. Helps student develop positive interpersonal relationships with peers and adults.
4. Assists in the observation and recording of student development and progress.
5. Assists student with feeding and ambulation needs.
6. Assists in preparing, monitoring and cleaning up program facilities.
7. Operates equipment necessary to program operation.
8. Attends required Staff Meetings and inservice training.
9. Assists in the supervision of student at assigned tasks in and out of the classroom during normal duty hours.
10. Assists in communicating student and parent needs to appropriate support service.
11. May participate in extra curricular activities as directed.
12. Participates in I.E.P.T. meetings as necessary.
13. Assists in communicating student and parent needs to appropriate support service personnel in school and community.
14. **Participate in schoolwide Response to Intervention (RTI) programs and schedules that support the District's Multi-Tiered System of Support (MTSS) framework.**
15. Provides non-routine specialized health care needs; i.e., toileting, administration of epi pen (bee sting) and monitorization of reaction and anaphylactic reaction procedure, hyper or hypoglycerine care for a diabetic (i.e., administration of juice or sugar substitute), assisting when a student has a seizure. Training will be provided as needed.
15. Provide specialized health care procedures including catheterization, suctioning, tube feeding and injections. Training will be provided as needed.
16. Assists in implementation of behavioral plans.
17. Assists in mainstreaming student by accompanying student into general education classrooms as necessary.
18. Communicates with general education and special education teachers regarding appropriate modifications of curriculum or learning objectives.
19. Supervises and/or participates in playground activities.
20. Perform related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Child growth and development principles
Academic instruction/behavioral management.
Health care procedures. Training provided for specialized health care needs.
CPR/First Aide Certification. Training provided as needed.
General office and classroom equipment; includes a computer and copy machine.
Basic child guidance principles and practices.
Safe practices in classroom and playground activities.
Basic instructional methods and techniques.
Correct English usage, grammar, spelling, handwriting, punctuation and vocabulary.
Classroom procedures and appropriate student conduct.
Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.
Basic record-keeping techniques.
School rules and regulations.
District policy and regulations.

Ability to:

Work effectively with disabled students and respond to parents as needed.
Respect the confidentiality of school-related incidents and information.
Establish and maintain cooperative and effective working relationships with others.
Maintain accurate routine records and perform clerical tasks (ie. attendance reports, and data keeping)
Understand the needs of children and to effectively relate to those needs in learning and/or recreational situations.
Understand and carry out oral and written instructions. Communicate effectively both orally and in writing.
Assist with instruction and related activities in a classroom or assigned learning environment.
Reinforce instruction to individual or small groups of students and children as directed by the teacher.
Learn and apply appropriate methods, procedures and limitations in the assigned instructional environment.
Monitor, observe and report student behavior and progress according to approved policies and procedures.
Learn, explain and apply applicable rules, regulations, policies and procedures.
Organize instructional materials.
Operate standard office and classroom equipment.
Maintain a clean, safe and orderly classroom learning environment.
Perform clerical duties related to classroom activities.
Perform work with many interruptions.
Maintain consistent, punctual and regular attendance.
Move hands and fingers to operate standard office and classroom equipment.
Sit or stand for extended periods of time.
Bend at the waist, kneel or crouch to assist students.
See to read a variety of materials and monitor student activities.
Hear and speak to exchange information.
Reach overhead, above the shoulders and horizontally.
Other physical demands may occur while restraining aggressive behavior to include jumping, running, throwing, awkward positions, etc.

REQUIRED QUALIFICATIONS:

- High School diploma or equivalent; additional training/experience in child development and/or special education is desirable.
- Pass the NCLB Proficiency Test or completion of at least 48 units at an institution of higher education

LICENSE AND OTHER REQUIREMENTS:

Possession of a valid and appropriate California Driver's License

WORKING CONDITIONS:

Exposure to bodily fluids, constant interruptions, aggressive behavior by students, may include slippery surfaces. May frequently lift 1 – 15 lbs; occasionally up to 65 lbs.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned

“Equal Opportunity Employer”

Board Approved: June 22, 2011

Revised: 10/28/14, CSEA approved 7/15/15, Board approved: 8/12/15

Revised 6/30/18; Revised / Approved: June 8, 2022

Policy 4030: Nondiscrimination In Employment

Status: ADOPTED

Original Adopted Date: 05/01/2016 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

CSBA NOTE: The following Board policy and accompanying administrative regulation are mandated pursuant to Government Code 11138 and 2 CCR 11023. The California Fair Employment and Housing Act (FEHA) (Government Code 12900-12996) prohibits districts and district employees from harassing or discriminating against employees and job applicants on the basis of actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran veteran or military status, sex, sexual orientation, gender, gender identity, or gender expression. Pursuant to Government Code 12940, these protections apply to employees, job applicants, persons who serve in an unpaid internship or other limited-duration program to gain unpaid work experience, volunteers, and independent contractors.

The same or similar protections are available to employees and job applicants under various provisions of federal law, including Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d-7), Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17), Title IX of the Education Amendments of 1972 (20 USC 1681-1688), the Americans with Disabilities Act (42 USC 12101-12213), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Genetic Information Nondiscrimination Act (42 USC 2000ff-2000ff-11).

For policy addressing sexual harassment of and by employees, see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment.

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

CSBA NOTE: 2 CCR 11027.1, as added by Register 2018, No. 20, provides a definition of "national origin" for the purpose of implementing state nondiscrimination laws.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

CSBA NOTE: 2 CCR 11028, prohibits inquiry into an employee's immigration status or discrimination on the basis of such status, unless the district provides clear and convincing evidence that it is required to do so in order to comply with federal immigration law. Districts should consult legal counsel as necessary.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that [it is necessary the district is required to do so in order](#) to comply with federal immigration law. (2 CCR 11028)

CSBA NOTE: The following items illustrate unlawful discriminatory practices as specified in Government Code 12940. Labor Code 1197.5 prohibits the payment of different wage rates to employees for similar work based on sex, race, or ethnicity and prohibits the use of prior salary history by itself to justify any disparity in compensation under the bona fide factor exception.

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. [Discrimination in Hiring](#), compensation, terms, conditions, and other privileges of employment
2. Taking of [an](#)-adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the [individual's employee's](#) work performance or creating an intimidating, hostile, or offensive work environment

CSBA NOTE: Item #4 below [addresses the lists some, but not all](#), specific practices prohibited under Government Code 12940 or 2 CCR 11006-11086 in relation to certain protected categories. For example, because "sex" as defined in Government Code 12926 includes pregnancy, childbirth, breastfeeding, or related medical conditions, any of these conditions may be the basis for an employee's sex discrimination claim. As the specific prohibitions are too numerous to list in policy, it is recommended that district legal counsel be consulted when questions arise as to any specific claim.

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
 - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
 - c. [Requirement for a Requiring](#) medical or psychological examination of a job applicant or [making](#) an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
 - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

CSBA NOTE: Retaliation against complainants or other participants in the grievance procedures is prohibited by Government Code 12940 and 34 CFR 110.34. In addition to the general prohibition against retaliation, Government Code 12940 provides that an employee who requests accommodation

for a physical or mental disability or religious belief is protected from retaliation as specified below. CSBA recommends that this protection be extended to all protected characteristics, as provided below.

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, [reports an incident](#), testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

CSBA NOTE: Pursuant to Government Code 12964.5, the district is prohibited from requiring an employee, in exchange for a raise or bonus or as a condition of employment or continued employment, to sign a nondisparagement agreement or similar document that would deny the employee the right to disclose information about unlawful acts in the workplace or requiring an employee to release the right to file a claim or civil action against the district.

[Pursuant to Government Code 12964.5, as amended by SB 331 \(Ch. 638, Statutes of 2021\), the above prohibition applies not only to claims or complaints of sexual harassment or sexual assault, but to those involving harassment or discrimination based on any protected characteristic and to other unlawful employment practices under FEHA.](#)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign [any document that a releases of the employee's claim or right to file a claim against the district or to disclose a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful employment practices acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful.](#) (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

CSBA NOTE: Pursuant to 2 CCR 11019, in certain instances, an employee's (especially a supervisor's) knowledge or notice of prohibited conduct of another employee or individual may subject the district to liability. Therefore, it is recommended that the district require its employees with knowledge of harassment or discrimination to report the incident to the appropriate district authorities. In addition, Government Code 12940, [as amended by SB 1300](#), provides that a district may be responsible for harassment of employees by nonemployees [where when](#) the district knows or should have known of the conduct and failed to take immediate and corrective action, taking into consideration the extent of the district's control and other legal responsibility that the district may have with respect to the conduct of those nonemployees. Also see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment.

See the accompanying administrative regulation for requirements related to the identification of the employee who will be responsible for compliance with [the](#) nondiscrimination laws.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. [The district shall protect any employee who reports such incidents from retaliation.](#)

CSBA NOTE: Government Code 12940 and 2 CCR 11023 require districts to take all reasonable steps to prevent prohibited discrimination and harassment, including, but not limited to, dissemination of the

district's policy on the prevention of harassment, discrimination, and retaliation. In addition, Government Code 12950 requires districts to post, in prominent and accessible locations on district premises, posters developed by the California Department of Fair Employment and Housing (DFEH), which are available on DFEH's web site. For further information on prevention strategies, see the accompanying administrative regulation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other [related-prohibited](#) conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

[CSBA NOTE: Government Code 12946, as amended by SB 807 \(Ch. 278, Statutes of 2021\), makes it an unlawful employment practice for a district to fail to maintain certain records and files for employees, applicants, and terminated employees, as provided in the following paragraph.](#)

[The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Department of Fair Employment and Housing, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. \(Government Code 12946\)](#)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 11006-11086	Discrimination in employment
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11024	Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11027-11028	National origin and ancestry discrimination
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Civ. Code 51.7	Freedom from violence or intimidation
Ed. Code 200-262.4	Educational equity; prohibition of discrimination on the basis of sex

Gov. Code 11135	Unlawful discrimination
Gov. Code 11138	Rules and regulations
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 12940-12952	Unlawful employment practices
Gov. Code 12960-12976	Unlawful employment practices; complaints
Pen. Code 422.56	Definitions, hate crimes
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 621-634	Age Discrimination in Employment Act
29 USC 794	Rehabilitation Act of 1973, Section 504
34 CFR 100.6	Compliance information
34 CFR 104.7	Designation of responsible employee for Section 504
34 CFR 104.8	Notice
34 CFR 106.8	Designation of responsible employee and adoption of grievance procedures
34 CFR 106.9	Dissemination of policy
34 CFR 110.1-110.39	Nondiscrimination on the basis of age
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964, as amended
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
42 USC 2000ff-2000ff-11	Genetic Information Nondiscrimination Act of 2008
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age discrimination in federally assisted programs
Management Resources	Description
CA Dept of Fair Employment and Housing Publication	Transgender Rights in the Workplace
CA Dept of Fair Employment and Housing Publication	California Law Prohibits Workplace Discrimination and Harassment
CA Dept of Fair Employment and Housing Publication	Workplace Harassment Guide for California Employers
CA Dept of Fair Employment and Housing Publication	Your Rights and Obligations as a Pregnant Employee
Court Decision	Shephard v. Loyola Marymount, (2002) 102 Cal.Appl 4th 837
Court Decision	Thomson v. North American Stainless LP, (2011) 131 S.Ct. 863

U.S. DOE Office for Civil Rights
Publication
U.S. Equal Employment Opportunity
Comm Publication
U.S. Equal Employment Opportunity
Comm Publication
Website
Website
Website

Notice of Non-Discrimination, August 2010
Enforcement Guidance: Vicarious Employer Liability for
Unlawful Harassment by Supervisors, June 1999
EEOC Compliance Manual
California Department of Fair Employment and Housing
U.S. Department of Education, Office for Civil Rights
U.S. Equal Employment Opportunity Commission

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0470	COVID-19 Mitigation Plan
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
3312	Contracts
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3580	District Records
3580	District Records
3600	Consultants
4000	Concepts And Roles
4032	Reasonable Accommodation
4033	Lactation Accommodation

4111	Recruitment And Selection
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112.4	Health Examinations
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4112.6	Personnel Files
4112.8	Employment Of Relatives
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4113.5	Working Remotely
4114	Transfers
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.41	Employees With Infectious Disease
4131	Staff Development
4144	Complaints
4144	Complaints
4151	Employee Compensation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4211	Recruitment And Selection
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212.4	Health Examinations
4212.41	Employee Drug Testing

4212.41	Employee Drug Testing
4212.6	Personnel Files
4212.8	Employment Of Relatives
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4213.5	Working Remotely
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.41	Employees With Infectious Disease
4231	Staff Development
4244	Complaints
4244	Complaints
4251	Employee Compensation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4311	Recruitment And Selection
4311.2	Legal Status Requirement
4311.2	Legal Status Requirement
4312.4	Health Examinations
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.6	Personnel Files
4312.8	Employment Of Relatives
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications

4313.5	Working Remotely
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.41	Employees With Infectious Disease
4331	Staff Development
4344	Complaints
4344	Complaints
4351	Employee Compensation
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4361.5	Military Leave
4361.8	Family Care And Medical Leave
9000	Role Of The Board
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9321	Closed Session

Exhibit 4112.9-E(1): Employee Notifications

Status:
ADOPTED

Original Adopted Date: 05/01/2016 | Last Revised Date: 03/01/2022 | Last Reviewed Date: 03/01/2022

Note: The following exhibit lists notices which the law requires be provided to employees. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements.

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees			
At the beginning of school year or upon employment	Education Code 231.5; Government Code 12950	AR 4119.11 4219.11 4319.11	The district's policy on sexual harassment, legal remedies, complaints
Annually, and 72 hours before pesticide application	Education Code 17612	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information on pesticides
Prior to implementing year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round program
Prior to implementing alternative schedule	Education Code 46162	BP 6112	Public hearing on alternative schedule in secondary grades
Annually	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan
Annually	Education Code 49414	AR 5141.21	Request for volunteers to be trained to administer epinephrine auto-injectors
At least once per year	Education Code 49414.3	AR 5141.21	Request for volunteers to be trained to administer opioid antagonist
To all employees	Government Code 1126	BP 4136 4236 4336	Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal
To all employees	Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210	BP 4020 BP 4159 4259 4359	District's drug- and alcohol-free workplace; actions to be taken if violated; available employee assistance programs

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
If the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually, or more frequently if there is new information	Health and Safety Code 120875, 120880	BP 4119.43 4219.43 4319.43	AIDS and hepatitis B, including methods to prevent exposure
To new employees upon hire and other employees upon request, in districts with 25 or more employees	Labor Code 230.1	AR 4161.2 4261.2 4361.2	Rights pursuant to Labor Code 230-230.1 pertaining to leaves and accommodations for victims of crime or abuse
With each paycheck	Labor Code 246	AR 4161.1 AR 4261.1 4361.1	Amount of sick leave available
Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period, the exclusive representative, and the employer of subcontracted employees as applicable	Labor Code 6409.6	AR 4157 4257 4357	Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against discrimination and retaliation; district's disinfection and safety plan
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when principal believes needs the information for the protection of self or others when working with student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses	Welfare and Institutions Code 827	AR 4158 4258 4358	Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff
To all employees and job applicants	2 CCR 11023; 34 CFR 104.8, 106.9	BP 0410 AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees	8 CCR 3203	AR 4157 4257 4357	The right and procedure to access the injury and illness prevention program
To all employees working with homeless families	42 USC 11432	AR 6173	Duties of district liaison for homeless students

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To all employees	34 CFR 106.8	AR 4119.11 4219.11 4319.11	Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights
Annually	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; inspections, response actions, post-response actions planned or in progress

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees			
To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire	Education Code 22455.5	AR 4121	Criteria for membership in retirement system; right to elect membership at any time
Upon employment of a retired certificated individual	Education Code 22461	AR 4117.14 4317.14	Postretirement earnings limitation or employment restriction; monthly report of compensation
To certificated employees	Education Code 35171	AR 4115 BP 4315	District regulations related to performance evaluations
30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated	Education Code 44663	AR 4115	Copy of employee's evaluation
To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee	Education Code 44664	AR 4115	Notice and description of the unsatisfactory performance
By May 30, if district issues reemployment notices to certificated employees	Education Code 44842	AR 4112.1	Request that the employee notify district of intent to remain in service next year
To probationary and temporary certificated employees upon employment, and every July thereafter	Education Code 44916	AR 4112.1 AR 4121	Employment status and salary

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/ dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second-year probationary employee	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
Before the end of the school year to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year
<u>During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated</u>	<u>Education Code 44955.5</u>	<u>BP 4117.3</u>	<u>Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Board</u>

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
<u>To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion</u>	<u>Education Code 48201</u>	<u>AR 4158</u> <u>4258</u> <u>4358</u>	<u>Student has committed specified act that constitutes ground for suspension or expulsion</u>
To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject

III. To Classified Employees

When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, right to hearing, timeline for requesting hearing
<u>By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15</u>	<u>Education Code 45117</u>	<u>AR 4217.3</u>	<u>Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination</u>
<u>During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to classified employees who are laid off due to lack of work or lack of funds</u>	<u>Education Code 45117</u>	<u>AR 4217.3</u>	<u>District Statement of Reduction in Force to affected employees in accordance with a schedule of notice and hearing adopted by the Board</u>
<u>At least 60 days prior to the effective date of layoff, or by April 29 for if the employee's position must be eliminated due to the expiration of a specially funded program that expires at end of school year</u>	Education Code 45117	AR 4217.3	Notice of layoff <u>date</u> , <u>displacement</u> and reemployment rights

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. To Classified Employees (continued)			
Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42 4212.42 4312.42	Post-accident information, procedures, and instructions

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
------------------------	-------------------------------------	---	---------

IV. To Administrative/Supervisory Personnel

To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121 BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative or supervisory employee transferred to teaching position	Education Code 44896	AR 4313.2	Statement of the reasons for the reassignment
By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances			
In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies
Prior to placing derogatory information in personnel file	Education Code 44031	AR 4112.6 4212.6 4312.6	Notice of derogatory information, opportunity to review and comment
To employees who volunteer to administer epinephrine auto-injector	Education Code 49414	AR 5141.21	Defense and indemnification from civil liability by the district
To district police officer, within 30 days of decision to impose discipline	Government Code 3304	AR 3515.3	Decision to impose discipline, including the date that discipline will be imposed
To employee returning from military leave of absence, within 30 days of return	Government Code 20997	AR 4161.5 4261.5 4361.5	Right to receive PERS service credit for military service; application form
24 hours before Board meets in closed session to hear complaints or charges against employee	Government Code 54957	BB 9321	Employee's right to have complaints/charges heard in open session
When taking disciplinary action against employee for disclosure of confidential information	Government Code 54963	BP 4119.23 4219.23 4319.23	Law prohibiting disclosure of confidential information obtained in closed session
When document identifying employee who is victim of domestic violence is disclosed	Labor Code 230	AR 4158 4258 4358	Accommodations and leave for victims of domestic violence
Within one working day of work-related injury or victimization of crime	Labor Code 3553, 5401	AR 4157.1 4257.1 4357.1	Potential eligibility for workers' compensation benefits, claim form
When adverse employment action is based on DOJ criminal history information or subsequent arrest notification	Penal Code 11105, 11105.2	AR 4112.5 4212.5 4312.5	Copy of DOJ notification
To any employee with exposure to blood or other potentially infectious materials, upon initial employment and at least annually thereafter	8 CCR 3204	AR 4119.42 4219.42 4319.42	The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances (continued)			
To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation	8 CCR 5191	AR 3514.1	Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material
To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area	8 CCR 5194	AR 3514.1	Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights
To employee eligible for military leave	38 USC 4334	AR 4161.5 4261.5 4361.5	Notice of rights, benefits, and obligations under military leave
Within five days of employee's request for FMLA leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave	29 CFR 825.300; 2 CCR 11049, 11091	AR 4161.8 4261.8 4361.8	Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice
Whenever notice of eligibility for FMLA is provided to employee	29 CFR 825.300	AR 4161.8 4261.8 4361.8	Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling, limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination: pregnancy, childbirth and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status, alleged misconduct
8 CCR 3204	Employees exposed to bloodborne pathogens standard
8 CCR 5191	Chemical hygiene plan

8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records, specifically - breach of security
Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members
Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code 37616	Notice of public hearing on year-round schedule
Ed. Code 44031	Personnel file contents, inspection
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices, certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures, districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified, administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges, classified employees
Ed. Code 45117	Notice of layoff, classified employees
Ed. Code 45169	Employee salary data, classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave

Ed. Code 46162	Notice of public hearing on block schedule
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher, student who has engaged in acts re: grounds suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 230	Accommodations and leave for victims of domestic violence
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications re: workers' compensation benefits
Lab. Code 5401	Workers' compensation, claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act, notification requirement
Pen. Code 11166.5	Employment, statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
Welfare and Institutions Code 827	Limited exception to juvenile court record
Federal	Description
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 104.8	Nondiscrimination
34 CFR 106.9	Dissemination of policy

34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act, notice requirement
40 CFR 763.84	Asbestos inspections, response actions and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing, notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment

4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.14	Postretirement Employment
4117.3	Personnel Reduction
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.43	Universal Precautions
4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157.1	Work-Related Injuries
4158	Employee Security (BP and AR)
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers

4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257.1	Work-Related Injuries
4258	Employee Security (BP and AR)
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions
4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits

4354	Health And Welfare Benefits
4357.1	Work-Related Injuries
4358	Employee Security (BP and AR)
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.5	Military Leave
4361.8	Family Care And Medical Leave
6117	Year-Round Schedules
6173	Education for Homeless Children (BP/AR/E(1)/E(1))
9310	Board Policies
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9321	Closed Session

Exhibit 4212.9-E(1): Employee Notifications

Status:
ADOPTED

Original Adopted Date: 05/01/2016 | Last Revised Date: 03/01/2022 | Last Reviewed Date: 03/01/2022

Note: The following exhibit lists notices which the law requires be provided to employees. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements.

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees			
At the beginning of school year or upon employment	Education Code 231.5; Government Code 12950	AR 4119.11 4219.11 4319.11	The district's policy on sexual harassment, legal remedies, complaints
Annually, and 72 hours before pesticide application	Education Code 17612	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information on pesticides
Prior to implementing year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round program
Prior to implementing alternative schedule	Education Code 46162	BP 6112	Public hearing on alternative schedule in secondary grades
Annually	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan
Annually	Education Code 49414	AR 5141.21	Request for volunteers to be trained to administer epinephrine auto-injectors
At least once per year	Education Code 49414.3	AR 5141.21	Request for volunteers to be trained to administer opioid antagonist
To all employees	Government Code 1126	BP 4136 4236 4336	Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal
To all employees	Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210	BP 4020 BP 4159 4259 4359	District's drug- and alcohol-free workplace; actions to be taken if violated; available employee assistance programs

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
If the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually, or more frequently if there is new information	Health and Safety Code 120875, 120880	BP 4119.43 4219.43 4319.43	AIDS and hepatitis B, including methods to prevent exposure
To new employees upon hire and other employees upon request, in districts with 25 or more employees	Labor Code 230.1	AR 4161.2 4261.2 4361.2	Rights pursuant to Labor Code 230-230.1 pertaining to leaves and accommodations for victims of crime or abuse
With each paycheck	Labor Code 246	AR 4161.1 AR 4261.1 4361.1	Amount of sick leave available
Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period, the exclusive representative, and the employer of subcontracted employees as applicable	Labor Code 6409.6	AR 4157 4257 4357	Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against discrimination and retaliation; district's disinfection and safety plan
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when principal believes needs the information for the protection of self or others when working with student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses	Welfare and Institutions Code 827	AR 4158 4258 4358	Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff
To all employees and job applicants	2 CCR 11023; 34 CFR 104.8, 106.9	BP 0410 AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees	8 CCR 3203	AR 4157 4257 4357	The right and procedure to access the injury and illness prevention program
To all employees working with homeless families	42 USC 11432	AR 6173	Duties of district liaison for homeless students

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To all employees	34 CFR 106.8	AR 4119.11 4219.11 4319.11	Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights
Annually	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; inspections, response actions, post-response actions planned or in progress
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees			
To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire	Education Code 22455.5	AR 4121	Criteria for membership in retirement system; right to elect membership at any time
Upon employment of a retired certificated individual	Education Code 22461	AR 4117.14 4317.14	Postretirement earnings limitation or employment restriction; monthly report of compensation
To certificated employees	Education Code 35171	AR 4115 BP 4315	District regulations related to performance evaluations
30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated	Education Code 44663	AR 4115	Copy of employee's evaluation
To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee	Education Code 44664	AR 4115	Notice and description of the unsatisfactory performance
By May 30, if district issues reemployment notices to certificated employees	Education Code 44842	AR 4112.1	Request that the employee notify district of intent to remain in service next year
To probationary and temporary certificated employees upon employment, and every July thereafter	Education Code 44916	AR 4112.1 AR 4121	Employment status and salary

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/ dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second-year probationary employee	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
Before the end of the school year to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year
<u>During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated</u>	<u>Education Code 44955.5</u>	<u>BP 4117.3</u>	<u>Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Board</u>

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion

<u>To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion</u>	<u>Education Code 48201</u>	<u>AR 4158</u> <u>4258</u> <u>4358</u>	<u>Student has committed specified act that constitutes ground for suspension or expulsion</u>
---	-----------------------------	--	--

To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
--	-------------	---------------------	--

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
---------------------	-------------------------------	---	---------

III. To Classified Employees

When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, right to hearing, timeline for requesting hearing
--	----------------------	---------	--

<u>By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15</u>	<u>Education Code 45117</u>	<u>AR 4217.3</u>	<u>Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination</u>
---	-----------------------------	------------------	---

<u>During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to classified employees who are laid off due to lack of work or lack of funds</u>	<u>Education Code 45117</u>	<u>AR 4217.3</u>	<u>District Statement of Reduction in Force to affected employees in accordance with a schedule of notice and hearing adopted by the Board</u>
---	-----------------------------	------------------	--

<u>At least 60 days prior to the effective date of layoff, or by April 29 for if the employee's position must be eliminated due to the expiration of a specially funded program that expires at end of school year</u>	Education Code 45117	AR 4217.3	Notice of layoff <u>date</u> , <u>displacement</u> and reemployment rights
--	----------------------	-----------	--

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. To Classified Employees (continued)			
Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42 4212.42 4312.42	Post-accident information, procedures, and instructions

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. To Administrative/Supervisory Personnel			
To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121 BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative or supervisory employee transferred to teaching position	Education Code 44896	AR 4313.2	Statement of the reasons for the reassignment
By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances			
In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies
Prior to placing derogatory information in personnel file	Education Code 44031	AR 4112.6 4212.6 4312.6	Notice of derogatory information, opportunity to review and comment
To employees who volunteer to administer epinephrine auto-injector	Education Code 49414	AR 5141.21	Defense and indemnification from civil liability by the district
To district police officer, within 30 days of decision to impose discipline	Government Code 3304	AR 3515.3	Decision to impose discipline, including the date that discipline will be imposed
To employee returning from military leave of absence, within 30 days of return	Government Code 20997	AR 4161.5 4261.5 4361.5	Right to receive PERS service credit for military service; application form
24 hours before Board meets in closed session to hear complaints or charges against employee	Government Code 54957	BB 9321	Employee's right to have complaints/charges heard in open session
When taking disciplinary action against employee for disclosure of confidential information	Government Code 54963	BP 4119.23 4219.23 4319.23	Law prohibiting disclosure of confidential information obtained in closed session
When document identifying employee who is victim of domestic violence is disclosed	Labor Code 230	AR 4158 4258 4358	Accommodations and leave for victims of domestic violence
Within one working day of work-related injury or victimization of crime	Labor Code 3553, 5401	AR 4157.1 4257.1 4357.1	Potential eligibility for workers' compensation benefits, claim form
When adverse employment action is based on DOJ criminal history information or subsequent arrest notification	Penal Code 11105, 11105.2	AR 4112.5 4212.5 4312.5	Copy of DOJ notification
To any employee with exposure to blood or other potentially infectious materials, upon initial employment and at least annually thereafter	8 CCR 3204	AR 4119.42 4219.42 4319.42	The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances (continued)			
To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation	8 CCR 5191	AR 3514.1	Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material
To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area	8 CCR 5194	AR 3514.1	Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights
To employee eligible for military leave	38 USC 4334	AR 4161.5 4261.5 4361.5	Notice of rights, benefits, and obligations under military leave
Within five days of employee's request for FMLA leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave	29 CFR 825.300; 2 CCR 11049, 11091	AR 4161.8 4261.8 4361.8	Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice
Whenever notice of eligibility for FMLA is provided to employee	29 CFR 825.300	AR 4161.8 4261.8 4361.8	Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling, limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination: pregnancy, childbirth and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status, alleged misconduct
8 CCR 3204	Employees exposed to bloodborne pathogens standard
8 CCR 5191	Chemical hygiene plan

8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records, specifically - breach of security
Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members
Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code 37616	Notice of public hearing on year-round schedule
Ed. Code 44031	Personnel file contents, inspection
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices, certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures, districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified, administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges, classified employees
Ed. Code 45117	Notice of layoff, classified employees
Ed. Code 45169	Employee salary data, classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave

Ed. Code 46162	Notice of public hearing on block schedule
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher, student who has engaged in acts re: grounds suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 230	Accommodations and leave for victims of domestic violence
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications re: workers' compensation benefits
Lab. Code 5401	Workers' compensation, claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act, notification requirement
Pen. Code 11166.5	Employment, statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
Welfare and Institutions Code 827	Limited exception to juvenile court record
Federal	Description
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 104.8	Nondiscrimination
34 CFR 106.9	Dissemination of policy

34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act, notice requirement
40 CFR 763.84	Asbestos inspections, response actions and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment

4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.14	Postretirement Employment
4117.3	Personnel Reduction
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.43	Universal Precautions
4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157.1	Work-Related Injuries
4158	Employee Security (BP and AR)
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers

4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257.1	Work-Related Injuries
4258	Employee Security (BP and AR)
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions
4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits

4354	Health And Welfare Benefits
4357.1	Work-Related Injuries
4358	Employee Security (BP and AR)
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.5	Military Leave
4361.8	Family Care And Medical Leave
6117	Year-Round Schedules
6173	Education for Homeless Children (BP/AR/E(1)/E(1))
9310	Board Policies
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9321	Closed Session

Exhibit 4312.9-E(1): Employee Notifications

Status:
ADOPTED

Original Adopted Date: 05/01/2016 | Last Revised Date: 03/01/2022 | Last Reviewed Date: 03/01/2022

Note: The following exhibit lists notices which the law requires be provided to employees. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements.

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees			
At the beginning of school year or upon employment	Education Code 231.5; Government Code 12950	AR 4119.11 4219.11 4319.11	The district's policy on sexual harassment, legal remedies, complaints
Annually, and 72 hours before pesticide application	Education Code 17612	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information on pesticides
Prior to implementing year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round program
Prior to implementing alternative schedule	Education Code 46162	BP 6112	Public hearing on alternative schedule in secondary grades
Annually	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan
Annually	Education Code 49414	AR 5141.21	Request for volunteers to be trained to administer epinephrine auto-injectors
At least once per year	Education Code 49414.3	AR 5141.21	Request for volunteers to be trained to administer opioid antagonist
To all employees	Government Code 1126	BP 4136 4236 4336	Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal
To all employees	Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210	BP 4020 BP 4159 4259 4359	District's drug- and alcohol- free workplace; actions to be taken if violated; available employee assistance programs

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
If the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually, or more frequently if there is new information	Health and Safety Code 120875, 120880	BP 4119.43 4219.43 4319.43	AIDS and hepatitis B, including methods to prevent exposure
To new employees upon hire and other employees upon request, in districts with 25 or more employees	Labor Code 230.1	AR 4161.2 4261.2 4361.2	Rights pursuant to Labor Code 230-230.1 pertaining to leaves and accommodations for victims of crime or abuse
With each paycheck	Labor Code 246	AR 4161.1 AR 4261.1 4361.1	Amount of sick leave available
Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period, the exclusive representative, and the employer of subcontracted employees as applicable	Labor Code 6409.6	AR 4157 4257 4357	Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against discrimination and retaliation; district's disinfection and safety plan
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when principal believes needs the information for the protection of self or others when working with student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses	Welfare and Institutions Code 827	AR 4158 4258 4358	Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff
To all employees and job applicants	2 CCR 11023; 34 CFR 104.8, 106.9	BP 0410 AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees	8 CCR 3203	AR 4157 4257 4357	The right and procedure to access the injury and illness prevention program
To all employees working with homeless families	42 USC 11432	AR 6173	Duties of district liaison for homeless students

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To all employees	34 CFR 106.8	AR 4119.11 4219.11 4319.11	Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights
Annually	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; inspections, response actions, post-response actions planned or in progress

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees			
To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire	Education Code 22455.5	AR 4121	Criteria for membership in retirement system; right to elect membership at any time
Upon employment of a retired certificated individual	Education Code 22461	AR 4117.14 4317.14	Postretirement earnings limitation or employment restriction; monthly report of compensation
To certificated employees	Education Code 35171	AR 4115 BP 4315	District regulations related to performance evaluations
30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated	Education Code 44663	AR 4115	Copy of employee's evaluation
To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee	Education Code 44664	AR 4115	Notice and description of the unsatisfactory performance
By May 30, if district issues reemployment notices to certificated employees	Education Code 44842	AR 4112.1	Request that the employee notify district of intent to remain in service next year
To probationary and temporary certificated employees upon employment, and every July thereafter	Education Code 44916	AR 4112.1 AR 4121	Employment status and salary

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/ dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second-year probationary employee	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
Before the end of the school year to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year
<u>During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated</u>	<u>Education Code 44955.5</u>	<u>BP 4117.3</u>	<u>Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Board</u>

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion

To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion

Education Code 48201 AR 4158
4258
4358

Student has committed specified act that constitutes ground for suspension or expulsion

To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending

5 CCR 80303

AR 4117.7
4317.7

Contents of state regulation re: report to Commission on Teacher Credentialing

**When/Whom
to Notify**

**Education or
Other Legal
Code**

**Board Policy/
Administrative
Regulation #**

Subject

III. To Classified Employees

When classified employee is subject to disciplinary action for cause, in nonmerit district

Education Code
45113

AR 4218

Notice of charges, right to hearing, timeline for requesting hearing

By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15

Education Code 45117 AR 4217.3

Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination

During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to classified employees who are laid off due to lack of work or lack of funds

Education Code 45117 AR 4217.3

District Statement of Reduction in Force to affected employees in accordance with a schedule of notice and hearing adopted by the Board

At least 60 days prior to the effective date of layoff, or by April 29 for if the employee's position must be eliminated due to the expiration of a specially funded program that expires at end of school year

Education Code
45117

AR 4217.3

Notice of layoff date, displacement and reemployment rights

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. To Classified Employees (continued)			
Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42 4212.42 4312.42	Post-accident information, procedures, and instructions

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. To Administrative/Supervisory Personnel			
To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121 BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative or supervisory employee transferred to teaching position	Education Code 44896	AR 4313.2	Statement of the reasons for the reassignment
By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances			
In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies
Prior to placing derogatory information in personnel file	Education Code 44031	AR 4112.6 4212.6 4312.6	Notice of derogatory information, opportunity to review and comment
To employees who volunteer to administer epinephrine auto-injector	Education Code 49414	AR 5141.21	Defense and indemnification from civil liability by the district
To district police officer, within 30 days of decision to impose discipline	Government Code 3304	AR 3515.3	Decision to impose discipline, including the date that discipline will be imposed
To employee returning from military leave of absence, within 30 days of return	Government Code 20997	AR 4161.5 4261.5 4361.5	Right to receive PERS service credit for military service; application form
24 hours before Board meets in closed session to hear complaints or charges against employee	Government Code 54957	BB 9321	Employee's right to have complaints/charges heard in open session
When taking disciplinary action against employee for disclosure of confidential information	Government Code 54963	BP 4119.23 4219.23 4319.23	Law prohibiting disclosure of confidential information obtained in closed session
When document identifying employee who is victim of domestic violence is disclosed	Labor Code 230	AR 4158 4258 4358	Accommodations and leave for victims of domestic violence
Within one working day of work-related injury or victimization of crime	Labor Code 3553, 5401	AR 4157.1 4257.1 4357.1	Potential eligibility for workers' compensation benefits, claim form
When adverse employment action is based on DOJ criminal history information or subsequent arrest notification	Penal Code 11105, 11105.2	AR 4112.5 4212.5 4312.5	Copy of DOJ notification
To any employee with exposure to blood or other potentially infectious materials, upon initial employment and at least annually thereafter	8 CCR 3204	AR 4119.42 4219.42 4319.42	The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances (continued)			
To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation	8 CCR 5191	AR 3514.1	Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material
To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area	8 CCR 5194	AR 3514.1	Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights
To employee eligible for military leave	38 USC 4334	AR 4161.5 4261.5 4361.5	Notice of rights, benefits, and obligations under military leave
Within five days of employee's request for FMLA leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave	29 CFR 825.300; 2 CCR 11049, 11091	AR 4161.8 4261.8 4361.8	Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice
Whenever notice of eligibility for FMLA is provided to employee	29 CFR 825.300	AR 4161.8 4261.8 4361.8	Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling, limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination: pregnancy, childbirth and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status, alleged misconduct
8 CCR 3204	Employees exposed to bloodborne pathogens standard
8 CCR 5191	Chemical hygiene plan

8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records, specifically - breach of security
Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members
Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code 37616	Notice of public hearing on year-round schedule
Ed. Code 44031	Personnel file contents, inspection
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices, certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures, districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified, administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges, classified employees
Ed. Code 45117	Notice of layoff, classified employees
Ed. Code 45169	Employee salary data, classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave

Ed. Code 46162	Notice of public hearing on block schedule
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher, student who has engaged in acts re: grounds suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 230	Accommodations and leave for victims of domestic violence
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications re: workers' compensation benefits
Lab. Code 5401	Workers' compensation, claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act, notification requirement
Pen. Code 11166.5	Employment, statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
Welfare and Institutions Code 827	Limited exception to juvenile court record
Federal	Description
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 104.8	Nondiscrimination
34 CFR 106.9	Dissemination of policy

34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act, notice requirement
40 CFR 763.84	Asbestos inspections, response actions and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment

4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.14	Postretirement Employment
4117.3	Personnel Reduction
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.43	Universal Precautions
4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157.1	Work-Related Injuries
4158	Employee Security (BP and AR)
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers

4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257.1	Work-Related Injuries
4258	Employee Security (BP and AR)
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions
4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits

4354	Health And Welfare Benefits
4357.1	Work-Related Injuries
4358	Employee Security (BP and AR)
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.5	Military Leave
4361.8	Family Care And Medical Leave
6117	Year-Round Schedules
6173	Education for Homeless Children (BP/AR/E(1)/E(1))
9310	Board Policies
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9321	Closed Session

Policy 4141.6: Concerted Action/Work Stoppage

Status: ADOPTED

Original Adopted Date: 12/01/1989 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

CSBA NOTE: The following optional policy may be revised to reflect district practice.

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that ~~does not prevents~~ disruption to school operations ~~or and minimizes~~ impact on student achievement.

The Board recognizes that advance planning is necessary to ensure that, in the event of a work stoppage, strike, or other concerted employee activity, students continue to receive the educational services to which they are entitled ~~in the event of a work slowdown, sickout, strike, or other concerted activity by employees~~. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

CSBA NOTE: The Governing Board may extend the school year, if necessary, to make up for days lost during a work stoppage. However, any extension of the school year that may impact represented employees' work year may be subject to bargaining with the employee organizations.

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, other district employees in the nonstriking unit, parents/guardians, students, law enforcement, the media, and others as appropriate.

CSBA NOTE: Because the legality of strikes and strike conduct is dependent on the specific circumstances, reflected in the see accompanying administrative regulation, the district should consult legal counsel before threatening or instituting discipline against an employee who has engaged in such activities. Also see BP/AR 4119.25/4219.25/4319.25 - Political Activities for information about permissible and prohibited political activities of employees and employee organizations.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

CSBA NOTE: Government Code 3140-3142, (the Public Employee Health Protection Act), as added by AB 237 (Ch. 740, Statutes of 2021), prohibits California public employers, including school districts and county offices of education, from discontinuing or threatening to discontinue employer contributions for health care or other medical coverage for employees who, during an authorized strike, fall below the minimum work hours required to qualify for employee health care coverage. An employer that violates this law may be required to restore any premiums, contributions, or out-of-pocket expenses

[paid by an employee as a result of the employer's violation.](#)

[However, the district shall not discontinue or threaten to discontinue employer contributions for health care or other medical coverage for any employee or their enrolled dependents for the duration of the employee's participation in an authorized strike, as defined in Government Code 3141 and specified in the accompanying administrative regulation.](#)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35204

Ed. Code 35205

Ed. Code 37200-37202

Gov. Code 3548.3548.8

[Ins. Code 10116](#)

Description

Contract with attorney in private practice

Contract for legal services

School calendar

Impasse Procedures

[Employee continuation of insurance coverage](#)

Federal**Description**

[29 USC 1161-1169—Continuation coverage and additional standards for group health plan](#)

Gov. Code 3540-3549.3

Educational Employment Relations Act

Gov. Code 3543.5-3543.6

Unfair labor practices

Gov. Code 3548.3548.8

Impasse procedures

Management Resources**Description**

Public Employment Relations Board Decision

Fresno Unified School District, 1982, PERB Dec. No. 208, 6 PERC 13110

Public Employment Relations Board Decision

Konocti Unified School District, 1982, PERB Dec. No. 217, 6 PERC 13152

Website

California Public Employment Relations Board

Website

State Mediation and Conciliation Service (SMCS)

Website

CSBA

Cross References**Code****Description**

0400

Comprehensive Plans

0450

Comprehensive Safety Plan

0450

Comprehensive Safety Plan

1100

Communication With The Public

1112

Media Relations

1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3512	Equipment
3512-E(1)	Equipment
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
4113	Assignment
4113	Assignment
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4161.1	Personal Illness/Injury Leave
4161.2	Personal Leaves
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4261.1	Personal Illness/Injury Leave
4261.2	Personal Leaves
4354	Health And Welfare Benefits

4354	Health And Welfare Benefits
4361.1	Personal Illness/Injury Leave
4361.2	Personal Leaves
6111	School Calendar
6144	Controversial Issues
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9000	Role Of The Board
9320	Meetings And Notices

Policy 4241.6: Concerted Action/Work Stoppage

Status: ADOPTED

Original Adopted Date: 12/01/1989 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

CSBA NOTE: The following optional policy may be revised to reflect district practice.

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that ~~does not prevents~~ disruption to school operations ~~or and minimizes~~ impact on student achievement.

The Board recognizes that advance planning is necessary to ensure that, in the event of a work stoppage, strike, or other concerted employee activity, students continue to receive the educational services to which they are entitled ~~in the event of a work slowdown, sickout, strike, or other concerted activity by employees~~. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

CSBA NOTE: The Governing Board may extend the school year, if necessary, to make up for days lost during a work stoppage. However, any extension of the school year that may impact represented employees' work year may be subject to bargaining with the employee organizations.

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, other district employees in the nonstriking unit, parents/guardians, students, law enforcement, the media, and others as appropriate.

CSBA NOTE: Because the legality of strikes and strike conduct is dependent on the specific circumstances, reflected in the see accompanying administrative regulation, the district should consult legal counsel before threatening or instituting discipline against an employee who has engaged in such activities. Also see BP/AR 4119.25/4219.25/4319.25 - Political Activities for information about permissible and prohibited political activities of employees and employee organizations.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

CSBA NOTE: Government Code 3140-3142, (the Public Employee Health Protection Act), as added by AB 237 (Ch. 740, Statutes of 2021), prohibits California public employers, including school districts and county offices of education, from discontinuing or threatening to discontinue employer contributions for health care or other medical coverage for employees who, during an authorized strike, fall below the minimum work hours required to qualify for employee health care coverage. An employer that violates this law may be required to restore any premiums, contributions, or out-of-pocket expenses

[paid by an employee as a result of the employer's violation.](#)

[However, the district shall not discontinue or threaten to discontinue employer contributions for health care or other medical coverage for any employee or their enrolled dependents for the duration of the employee's participation in an authorized strike, as defined in Government Code 3141 and specified in the accompanying administrative regulation.](#)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35204

Description

Contract with attorney in private practice

Ed. Code 35205

Contract for legal services

Ed. Code 37200-37202

School calendar

Gov. Code 3548.3548.8

Impasse Procedures

[Ins. Code 10116](#)

[Employee continuation of insurance coverage](#)

Federal**Description**

[29 USC 1161-1169 — Continuation coverage and additional standards for group health plan](#)

Gov. Code 3540-3549.3

Educational Employment Relations Act

Gov. Code 3543.5-3543.6

Unfair labor practices

Gov. Code 3548.3548.8

Impasse procedures

Management Resources**Description**

Public Employment Relations Board Decision

Fresno Unified School District, 1982, PERB Dec. No. 208, 6 PERC 13110

Public Employment Relations Board Decision

Konocti Unified School District, 1982, PERB Dec. No. 217, 6 PERC 13152

Website

California Public Employment Relations Board

Website

State Mediation and Conciliation Service (SMCS)

Website

CSBA

Cross References**Code****Description**

0400

Comprehensive Plans

0450

Comprehensive Safety Plan

0450

Comprehensive Safety Plan

1100

Communication With The Public

1112

Media Relations

1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3512	Equipment
3512-E(1)	Equipment
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
4113	Assignment
4113	Assignment
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4161.1	Personal Illness/Injury Leave
4161.2	Personal Leaves
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4261.1	Personal Illness/Injury Leave
4261.2	Personal Leaves
4354	Health And Welfare Benefits

4354	Health And Welfare Benefits
4361.1	Personal Illness/Injury Leave
4361.2	Personal Leaves
6111	School Calendar
6144	Controversial Issues
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9000	Role Of The Board
9320	Meetings And Notices

Regulation 4141.6: Concerted Action/Work Stoppage

Status: ADOPTED

Original Adopted Date: 12/01/1989 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

CSBA NOTE: The following optional regulation may be revised to reflect district practice.

The legality of public employee work stoppages in California is not specifically addressed in statutes and depends on the type of work stoppage, what provoked it and other circumstances. Generally, the Public Employment Relations Board ([PERB](#)) has exclusive jurisdiction to determine if a strike is protected or unprotected under the Educational Employment Relations Act (Government Code 3540-3549.3). Districts may request that PERB seek an injunction to stop a strike or to limit certain strike behavior.

Maintenance of District Operations

During any work stoppage, strike, or other concerted employee activity, the Superintendent or designee shall take measures to minimize disruption to district operations and student learning. At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

~~CSBA NOTE: The district may extend the school year, if necessary, to make-up for days lost during a work stoppage.~~

Strike Plan

The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/guardians.

The strike plan shall address, at a minimum, the following elements:

1. Roles and responsibilities during a work stoppage, including roles of the Board, Superintendent, district-level staff, legal counsel, principals, certificated or classified staff when they are not participating in the strike, substitutes and other employees
2. Criteria for keeping schools open during a work stoppage, including potential costs, availability of qualified substitutes or other staffing, and the ability to maintain the quality of the educational program and other-essential services and the ability to ensure the safety of students and staff
3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate
4. Internal communications among district staff and the Board during a work stoppage
5. Plans for obtaining and paying for the services of and communicating with temporary or substitute employees

6. Status of district-paid benefits, including health care, insurance, vacation and sick leave benefits
7. Communications with parents/guardians, the media, business partners, public officials and other community members that identify key messages, strategies and district spokespersons
8. Equipment and supply needs
9. Desirability and feasibility of conducting extracurricular activities during a work stoppage including an analysis of the number of events and activities that would be affected, the availability of staffing, the degree of student and/or community participation and the ability to provide adequate security at events
10. Contingency plans for transportation
11. Contingency plans for the provision of food services
12. Identification of outside resources who may be called upon to help with school operations
13. Coordination with law enforcement and other agencies
14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members
15. Provisions for safe, effective board meetings
16. Cost estimates for the various strategies to be implemented during a work stoppage
17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization
18. Continuation of negotiations during a work stoppage
19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

CSBA NOTE: In situations where strikes by employees are protected by the EERA, not all strike behavior is legal and employees who engage in unprotected activity may be subject to disciplinary action. Under most circumstances, peaceful picketing in areas considered public forums, distributing handbills or leaflets to employees or the public and letter writing are protected by the U.S. Constitution and California Constitution. However, picketers have no right to violate criminal laws or engage in misconduct which "may reasonably tend to coerce or intimidate [nonstriking] employees in the exercise of their rights" (*Fresno Unified School District*).

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain in his/her possessions any

district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

CSBA NOTE: PERB has found certain employees' [strike](#) activities related to students to be unprotected under the EERA, including sending notes about a labor dispute to parents/[guardians](#) through the students as well as addressing students during duty time by stopping a school bus to encourage students to support a strike (*Konocti Unified School District*).

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

CSBA NOTE: The district should consult legal counsel regarding its obligations to continue to pay benefits during a work stoppage and revise the following section accordingly. The district may be required to continue certain benefits depending on the number of days employees are absent from work or to offer employees an opportunity to pay for their own coverage.

[Government Code 3140-3142, \(the Public Employee Health Protection Act\), as added by AB 237 \(Ch. 740, Statutes of 2021\), prohibits California public employers, including school districts and county offices of education, from discontinuing employer contributions for health care or medical coverage for employees who, during an authorized strike, fall below the minimum work hours required to qualify for coverage. An employer that violates this law may be required to restore any premiums, contributions, or out-of-pocket expenses paid by an employee as a result of the employer's violation.](#)

Any employee withholding services may be subject to the loss of payroll deduction privileges.

[The district may not pay contributions to health care benefits if employees fail to work the minimum number of hours per month as specified in the collective bargaining agreement, Board policy or administrative regulation. However, the district shall offer employees the option of paying their own coverage under COBRA. \(29 USC 1161-1169\)](#)

[If the district determines that it will withhold its contributions to employees' life and disability insurance, employees shall be offered an opportunity to retain these coverages by paying the contributions themselves. \(Insurance Code 10116\)](#)

[Throughout the duration of any enrolled employee's participation in an authorized strike, the district shall not fail or refuse to maintain and pay for the employee's continued health care or other medical coverage or the coverage of their enrolled dependents, nor shall the district fail to collect and remit the employee's contributions to any such coverage. The district shall maintain the coverage at the same level and under the same conditions that the coverage would have been provided if the employee had continued to work in the employee's position for the duration of the strike. Health care or other medical coverage for this](#)

[purpose includes coverage for medical, dental, vision, behavioral health, disability, accidental death and dismemberment, life, and supplemental health insurance benefits. \(Government Code 3141-3142\)](#)
[“Authorized strike” means a strike sanctioned by the central labor council or the membership of an employee organization that represents the striking employees, or one that is engaged in by unrepresented employees. \(Government Code 3141\)](#)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, [the employee](#) shall be entitled to continued payment as long as [the employee](#) remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35204	Contract with attorney in private practice
Ed. Code 35205	Contract for legal services
Ed. Code 37200-37202	School calendar
Gov. Code 3140-3142	Public Employee Health Protection Act
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 3543.5-3543.6	Unfair labor practices
Gov. Code 3548.3548.8	Impasse procedures
Ins. Code 10116	Employee continuation of insurance coverage
29 USC 1161-1169	Continuation coverage and additional standards for a group health plan

Management Resources	Description
Public Employment Relations Board Decision	Fresno Unified School District, 1982, PERB Dec. No. 208, 6 PERC 13110
Public Employment Relations Board Decision	Konocti Unified School District, 1982, PERB Dec. No. 217, 6 PERC 13152
Website	California Public Employment Relations Board
Website	State Mediation and Conciliation Service (SMCS)
Website	CSBA

Cross References

Code	Description
-------------	--------------------

0400	Comprehensive Plans
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1100	Communication With The Public
1112	Media Relations
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3512	Equipment
3512-E(1)	Equipment
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
4113	Assignment
4113	Assignment
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4161.1	Personal Illness/Injury Leave
4161.2	Personal Leaves
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations

4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4261.1	Personal Illness/Injury Leave
4261.2	Personal Leaves
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4361.1	Personal Illness/Injury Leave
4361.2	Personal Leaves
6111	School Calendar
6144	Controversial Issues
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9000	Role Of The Board
9320	Meetings And Notices

Regulation 4241.6: Concerted Action/Work Stoppage

Status: ADOPTED

Original Adopted Date: 12/01/1989 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

CSBA NOTE: The following optional regulation may be revised to reflect district practice.

The legality of public employee work stoppages in California is not specifically addressed in statutes and depends on the type of work stoppage, what provoked it and other circumstances. Generally, the Public Employment Relations Board ([PERB](#)) has exclusive jurisdiction to determine if a strike is protected or unprotected under the Educational Employment Relations Act (Government Code 3540-3549.3). Districts may request that PERB seek an injunction to stop a strike or to limit certain strike behavior.

Maintenance of District Operations

During any work stoppage, strike, or other concerted employee activity, the Superintendent or designee shall take measures to minimize disruption to district operations and student learning. At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

CSBA NOTE: The district may extend the school year, if necessary, to make up for days lost during a work stoppage.

Strike Plan

The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/guardians.

The strike plan shall address, at a minimum, the following elements:

1. Roles and responsibilities during a work stoppage, including roles of the Board, Superintendent, district-level staff, legal counsel, principals, certificated or classified staff when they are not participating in the strike, substitutes and other employees
2. Criteria for keeping schools open during a work stoppage, including potential costs, availability of qualified substitutes or other staffing, and the ability to maintain the quality of the educational program and other essential services and the ability to ensure the safety of students and staff
3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate
4. Internal communications among district staff and the Board during a work stoppage
5. Plans for obtaining and paying for the services of and communicating with temporary or substitute employees
6. Status of district-paid benefits, including health care, insurance, vacation and sick leave benefits

7. Communications with parents/guardians, the media, business partners, public officials and other community members that identify key messages, strategies and district spokespersons
8. Equipment and supply needs
9. Desirability and feasibility of conducting extracurricular activities during a work stoppage including an analysis of the number of events and activities that would be affected, the availability of staffing, the degree of student and/or community participation and the ability to provide adequate security at events
10. Contingency plans for transportation
11. Contingency plans for the provision of food services
12. Identification of outside resources who may be called upon to help with school operations
13. Coordination with law enforcement and other agencies
14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members
15. Provisions for safe, effective board meetings
16. Cost estimates for the various strategies to be implemented during a work stoppage
17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization
18. Continuation of negotiations during a work stoppage
19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

CSBA NOTE: In situations where strikes by employees are protected by the EERA, not all strike behavior is legal and employees who engage in unprotected activity may be subject to disciplinary action. Under most circumstances, peaceful picketing in areas considered public forums, distributing handbills or leaflets to employees or the public and letter writing are protected by the U.S. Constitution and California Constitution. However, picketers have no right to violate criminal laws or engage in misconduct which "may reasonably tend to coerce or intimidate [nonstriking] employees in the exercise of their rights" (*Fresno Unified School District*).

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain in his/her possessions any district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

CSBA NOTE: PERB has found certain employees' strike activities related to students to be unprotected under the EERA, including sending notes about a labor dispute to parents/guardians through the students as well as addressing students during duty time by stopping a school bus to encourage students to support a strike (*Konocti Unified School District*).

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

CSBA NOTE: The district should consult legal counsel regarding its obligations to continue to pay benefits during a work stoppage and revise the following section accordingly. The district may be required to continue certain benefits depending on the number of days employees are absent from work or to offer employees an opportunity to pay for their own coverage.

Government Code 3140-3142, (the Public Employee Health Protection Act), as added by AB 237 (Ch. 740, Statutes of 2021), prohibits California public employers, including school districts and county offices of education, from discontinuing employer contributions for health care or medical coverage for employees who, during an authorized strike, fall below the minimum work hours required to qualify for coverage. An employer that violates this law may be required to restore any premiums, contributions, or out-of-pocket expenses paid by an employee as a result of the employer's violation.

Any employee withholding services may be subject to the loss of payroll deduction privileges.

~~The district may not pay contributions to health care benefits if employees fail to work the minimum number of hours per month as specified in the collective bargaining agreement, Board policy or administrative regulation. However, the district shall offer employees the option of paying their own coverage under COBRA. (29 USC 1161-1169)~~

~~If the district determines that it will withhold its contributions to employees' life and disability insurance, employees shall be offered an opportunity to retain these coverages by paying the contributions themselves. (Insurance Code 10116)~~

Throughout the duration of any enrolled employee's participation in an authorized strike, the district shall not fail or refuse to maintain and pay for the employee's continued health care or other medical coverage or the coverage of their enrolled dependents, nor shall the district fail to collect and remit the employee's contributions to any such coverage. The district shall maintain the coverage at the same level and under the same conditions that the coverage would have been provided if the employee had continued to work in the employee's position for the duration of the strike. Health care or other medical coverage for this purpose includes coverage for medical, dental, vision, behavioral health, disability, accidental death and dismemberment, life, and supplemental health insurance benefits. (Government Code 3141-3142) "Authorized strike" means a strike sanctioned by the central labor council or the membership of an employee organization that represents the striking employees, or one that is engaged in by

[unrepresented employees. \(Government Code 3141\)](#)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, [the employee](#) shall be entitled to continued payment as long as [the employee](#) remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35204

Ed. Code 35205

Ed. Code 37200-37202

[Gov. Code 3140-3142](#)

Gov. Code 3540-3549.3

Gov. Code 3543.5-3543.6

Gov. Code 3548.3548.8

[Ins. Code 10116](#)

[29 USC 1161-1169](#)

Description

Contract with attorney in private practice

Contract for legal services

School calendar

[Public Employee Health Protection Act](#)

Educational Employment Relations Act

Unfair labor practices

Impasse procedures

[Employee continuation of insurance coverage](#)

[Continuation coverage and additional standards for a group health plan](#)

Management Resources

Public Employment Relations Board
Decision

Public Employment Relations Board
Decision

Website

Website

Website

Description

Fresno Unified School District, 1982, PERB Dec. No. 208, 6
PERC 13110

Konocti Unified School District, 1982, PERB Dec. No. 217, 6
PERC 13152

California Public Employment Relations Board

State Mediation and Conciliation Service (SMCS)

CSBA

Cross References**Code**

0400

0450

Description

Comprehensive Plans

Comprehensive Safety Plan

0450	Comprehensive Safety Plan
1100	Communication With The Public
1112	Media Relations
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3512	Equipment
3512-E(1)	Equipment
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
4113	Assignment
4113	Assignment
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4161.1	Personal Illness/Injury Leave
4161.2	Personal Leaves
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits

4261.1	Personal Illness/Injury Leave
4261.2	Personal Leaves
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4361.1	Personal Illness/Injury Leave
4361.2	Personal Leaves
6111	School Calendar
6144	Controversial Issues
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9000	Role Of The Board
9320	Meetings And Notices

Policy 5111: Admission

Status: ADOPTED

Original Adopted Date: 04/01/2015 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

CSBA NOTE: Pursuant to Education Code 48200, all children ages 6-18 years are subject to compulsory full-time education, unless specifically exempted. See BP/AR 5112.1 - Exemptions from Attendance for further information about such exemptions.

Pursuant to Education Code 234.7, ~~as added by AB 699 (Ch. 493, Statutes of 2017)~~, districts are mandated to adopt policy, equivalent to a model policy developed by the California Attorney General, which prohibits the solicitation or collection of information regarding the immigration or citizenship status of students and their families, unless otherwise required by law. See the Office of the Attorney General's publication "[Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues](#)," available on its web site. These requirements are addressed in the following policy and BP/AR 5111.1 - District Residency.

In *Plyler v. Doe*, the U.S. Supreme Court ruled that, under the Fourteenth Amendment to the U.S. Constitution, students cannot be denied a free public education on the basis of their citizenship or immigration status, including their status as undocumented children. As discussed in a Dear Colleague Letter and fact sheet, "Information on the Rights of All Children to Enroll in School," jointly issued by the U.S. Department of Justice's Civil Rights Division and U.S. Department of Education's Office for Civil Rights, it may be a violation of federal law for districts to adopt a policy or procedure that prohibits or discourages children from enrolling in school because they or their parents/guardians are not United States citizens or are undocumented. For further discussion of these issues, see CSBA's Legal Guidance [on "Providing All Children Equal Access to Education, Regardless of Immigration Status."](#) ~~Also see~~ CSBA's ~~legal guidance also includes a~~ sample board resolution "[Providing All Children Equal Access to Education, Regardless of Immigration Status](#)," available on its web site, that may be used to inform students, parents/guardians, and the community of students' rights under current law to attend a district school regardless of their citizenship or immigration status.

The Governing Board encourages the enrollment and appropriate placement of all [school-aged](#) children [who are eligible for enrollment](#) in school. The Superintendent or designee shall inform parents/guardians of children seeking admission to a district school [at any grade level](#) about admission requirements and shall assist them with enrollment procedures.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. The district should align the application windows for various attendance options in a manner that will allow the district to meet legal requirements pertaining to admissions priorities. See BP/AR 5116.1 - Intradistrict Open Enrollment and AR 5117 - Interdistrict Attendance, ~~and BP/AR 5118 - Open Enrollment Act Transfers~~ for application windows applicable to those options.

The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

CSBA NOTE: Education Code 49452.9 requires that district enrollment forms include an informational item about affordable health care options and available enrollment assistance. Pursuant to Education Code 49452.9, the district could accomplish this by developing its own informational item or using a flier developed by the California Department of Education.

The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)

Verification of Admission Eligibility

CSBA NOTE: Admission requirements include age criteria for [grades Transitional Kindergarten-1](#); see the accompanying administrative regulation [and BP 6170.1 - Transitional Kindergarten](#). Other admission requirements are addressed in AR 5111.1 - District Residency, BP/AR 5141.31 - Immunizations, and AR 5141.32 - Health Screening for School Entry.

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, [residency within the district](#), immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

CSBA NOTE: Although ~~a districts~~ may require proof ~~of that a student's~~ [residency is](#) within the district (e.g., utility or phone bill, property tax payment receipt, rental property lease agreement, etc.), [inquiring into the citizenship or immigration status of students and their families is they are](#) prohibited, pursuant to Education Code 234.7, ~~as added by AB 699 (Ch. 493, Statutes of 2017), from inquiring into the citizenship or immigration status of students and their families~~. Consequently, consistent with the Attorney General's model policy [developed pursuant to Education Code 234.7](#), districts may not request a student's or parent/guardian's green card, visa, passport, voter registration, or other documentation that indicates citizenship status, ~~and could discourage undocumented children from enrolling in school, except when collection of such information is required to comply with state or federal reporting requirements for special programs, such as language instruction programs for English Learners. Even for those limited purposes, the information should not be collected during the admission process to avoid discouraging immigrant children from enrolling in school, in violation of law.~~ Also see BP/AR 5111.1 - District Residency.

In addition, pursuant to Education Code 49076.7, a district is prohibited from soliciting or collecting social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. One such exception is the collection of the last four digits of the social security number for the purpose of establishing eligibility for a federal benefit program. Also see BP/AR 5125 - Student Records.

The district shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student [or the student's/his/her](#) family members. (Education Code 234.7, 49076.7)

CSBA NOTE: The following paragraph reflects the Attorney General's model policy developed pursuant to Education Code 234.7. Information regarding national origin (e.g., place of birth, date of entry into the United States, and date the student first attended school in the United States) may be collected only when required to comply with state or federal reporting requirements for special programs, such as language instruction programs for English learners, but should not be collected during the admission process to avoid deterring initial school enrollment of immigrant students.

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or [the student's](#)his/her parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

CSBA NOTE: The following paragraph is for use by districts that maintain grades K-1. In addition to the methods specified in Education Code 48002 for documenting a child's age for admittance to kindergarten or first grade, as listed in the accompanying administrative regulation, the Governing Board is authorized to prescribe alternative means for proof of a child's age. The following paragraph may be revised to reflect any such alternative means approved by the Board. The following paragraph also reflects the Attorney General's model policy, [developed pursuant to Education Code 234.7](#), requiring that such alternative means be available to all persons regardless of immigration status, citizenship status, or national origin.

School registration information shall list all possible means of documenting a child's age for [entry into](#) grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

CSBA NOTE: State and federal law require the immediate enrollment of homeless youth (Education Code 48850, 48852.7; 42 USC 11432), foster youth (Education Code 48853.5), and former juvenile court school students (Education Code 48645.5) regardless of their ability to provide the school with records normally required for enrollment; see BP/AR 6173 - Education for Homeless Children, AR 6173.1 - Education for Foster Youth, and AR 6173.3 - Education for Juvenile Court School Students. In addition, Education Code 49701 requires the district to facilitate the enrollment of children of military families and to ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements; see BP/AR 6173.2 - Education of Children of Military Families.

The Superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or [his/her an](#) inability to produce previous academic, medical, or other records normally required for enrollment. (Education Code 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
17 CCR 6000-6075	School attendance immunization requirements
5 CCR 200	Promotion from kindergarten to first grade
5 CCR 201	Admission to high school

Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 46300	Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten
Ed. Code 46600	Agreements for admission of students desiring interdistrict attendance
Ed. Code 48000	Minimum age of admission (kindergarten)
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48010	Minimum age of admission (first grade)
Ed. Code 48011	Admission from kindergarten or other school; minimum age
Ed. Code 48050-48053	Nonresidents
Ed. Code 48200	Children between ages of 6 and 18 years (compulsory full-time education)
Ed. Code 48350-48361	Open Enrollment Act
Ed. Code 48645.5	Enrollment of former juvenile court school students
Ed. Code 48850-48859	Educational placement of homeless and foster youth
Ed. Code 49076	Access to records by persons without written consent or under judicial order
Ed. Code 49076.7	Student records; data privacy; social security numbers
Ed. Code 49408	Information for use in emergencies
Ed. Code 49452.9	Health care coverage options and enrollment assistance
Ed. Code 49700-49703	Education of children of military families
Civil Code 51	Unruh Civil Rights Act
Code of Civil Procedure 1002.7	Provision in enrollment agreement waiving legal right, remedy, forum, proceeding or procedure; criminal sexual assault or sexual battery
H&S Code 120325-120380	Educational and child care facility immunization requirements
H&S Code 121475-121520	Tuberculosis tests for students
Federal	Description
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
5 USC 552a	Note: Refusal to disclose social security numberRecords maintained on individuals
Management Resources	Description
CA Office of the Attorney General Publication	Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018
Court Decision	Plyler v. Doe, 457 U.S. 202 (1982)

CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
U.S. DOJ & DOE Civil Rights Joint Publication	Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014
U.S. DOJ & DOE Civil Rights Joint Publication	Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8, 2014
U.S. DOJ & DOE Civil Rights Joint Publication	Dear Colleague Letter: School Enrollment Procedures, May 8, 2014
Website	California Department of Education (https://www.cde.ca.gov/), Health Care Coverage and Enrollment Assistance
Website	California Office of the Attorney General
Website	U.S. Department of Justice
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
5111.1	District Residency
5111.1	District Residency
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations

5141.31	Immunizations
5141.32	Health Screening For School Entry
5142.1	Identification And Reporting Of Missing Children
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parental Notifications
5145.6-E(1)	Parental Notifications
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6170.1	Transitional Kindergarten
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth (BP and AR)
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students

Regulation 5111: Admission

Status: ADOPTED

Original Adopted Date: 11/01/2011 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

CSBA NOTE: The following optional administrative regulation is for use by districts offering [grades transitional kindergarten \(TK\)-1](#).

Age of Admittance to [Transitional Kindergarten](#), Kindergarten and First Grade

At the beginning of each school year, the Superintendent or designee shall enroll any eligible child whose [will have his/her](#) fifth or sixth birthday [is](#) on or before September 1 of that year into kindergarten or first grade, as applicable. (Education Code 48000, 48010)

[CSBA NOTE: Education Code 48000, as amended by AB 130 \(Ch.44, Statutes of 2021\), revises the timespans for TK admittance requirements to be phased in from the 2022-23 school year to the 2025-26 school year. See BP 6170.1 - Transitional Kindergarten for eligibility and admission into TK.](#)

[Any child who will have his/her fifth birthday from September 2 through December 2 of the school year shall be offered a transitional kindergarten \(TK\) program Admission into transitional kindergarten shall be in accordance with law and as specified in Board PolicyBP 6170.1 - Transitional Kindergarten. \(Education Code 48000\)](#)

CSBA NOTE: The following paragraph is optional. Education Code 48000 authorizes the district, [at its discretion on a case-by-case basis, to allow enrollment admit children into kindergarten during the school year into kindergarten during the school year on a case-by-case basis, under the conditions described below. According to the "Transitional Kindergarten FAQs" issued by the California Department of Education \(CDE\), enrollment into TK during the school year is also permitted on a case-by-case basis and under the same conditions. CDE information on "Kindergarten in California," available on its web site, cautions that any district utilizing this option must ensure that the child has turned age five or else may jeopardize its apportionments as auditors may impose fiscal sanctions. The According to the California Department of Education's CDE "Kindergarten in California," also cautions that the some districts may risk being challenged by parents/guardians if it bases early admission on test results, maturity of the child, or preschool records to be consistent with the early admission policy and to avoid challenge by parents/guardians whose children were denied early admission.](#) The district might consider establishing a process for parents/guardians [who choose](#) to challenge denial of early entry.

On a case-by-case basis, [and with the approval of the child's parent/guardian](#), a child who will turn five years old in a given school year may be enrolled in kindergarten ~~or TK~~ at any time during that school year [with the approval of the child's parent/guardian](#), provided that: (Education Code 48000)

1. The Governing Board determines that admittance is in the best interest of the child.
2. The parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee shall make a recommendation to the Board regarding whether a child should be granted early entry to kindergarten, [as appropriate](#). In doing so, the Superintendent or designee shall consider various factors including the availability of classroom space and any negotiated maximum class size.

Documentation of Age/Grade

Prior to the admission of a child to kindergarten or first grade, the parent/guardian shall present proof of the child's age. (Education Code 48002)

CSBA NOTE: Education Code 48002 specifies that the method of proof of age may include any appropriate means prescribed by the Governing Board. The following items reflect examples in Education Code 48002 and may be revised to reflect district practice.

Although Education Code 48002 includes a passport as a possible means for determining a child's age, the California Attorney General's model policy developed pursuant to Education Code 234.7, [as added by AB 699 \(Ch. 493, Statutes of 2017\)](#), states that districts should not require documentation that may indicate a student's national origin or immigration status, such as a passport, to the exclusion of other permissible documentation. [In addition, a district may not bar or discourage a child from enrolling in school because the child lacks a birth certificate or passport, or has one from a foreign country.](#) See the Office of the Attorney General's publication "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues."

Evidence of the child's age may include: (Education Code 48002)

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
2. A duly attested baptism certificate
3. A passport
4. When none of the above documents is obtainable, an affidavit of the parent/guardian
5. Other means prescribed by the Board

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
17 CCR 6000-6075	School attendance immunization requirements
5 CCR 200	Promotion from kindergarten to first grade
5 CCR 201	Admission to high school
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 46300	Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

Ed. Code 46600	Agreements for admission of students desiring interdistrict attendance
Ed. Code 48000	Minimum age of admission (kindergarten)
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48010	Minimum age of admission (first grade)
Ed. Code 48011	Admission from kindergarten or other school; minimum age
Ed. Code 48050-48053	Nonresidents
Ed. Code 48200	Children between ages of 6 and 18 years (compulsory full-time education)
Ed. Code 48350-48361	Open Enrollment Act
Ed. Code 48645.5	Enrollment of former juvenile court school students
Ed. Code 48850-48859	Educational placement of homeless and foster youth
Ed. Code 49076	Access to records by persons without written consent or under judicial order
Ed. Code 49076.7	Student records; data privacy; social security numbers
Ed. Code 49408	Information for use in emergencies
Ed. Code 49452.9	Health care coverage options and enrollment assistance
Ed. Code 49700-49703	Education of children of military families
Civil Code 51	Unruh Civil Rights Act
Code of Civil Procedure 1002.7	Provision in enrollment agreement waiving legal rights, remedy, forum, proceeding or procedure; criminal sexual assault or sexual battery
H&S Code 120325-120380	Educational and child care facility immunization requirements
H&S Code 121475-121520	Tuberculosis tests for students
Federal	Description
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
5 USC 552a	Note - Refusal to disclose social security number Records maintained on individuals
Management Resources	Description
CA Office of the Attorney General Publication	Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018
Court Decision	Plyler v. Doe, 457 U.S. 202 (1982)
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

U.S. DOJ & DOE Civil Rights Joint Publication	Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014
U.S. DOJ & DOE Civil Rights Joint Publication	Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8, 2014
U.S. DOJ & DOE Civil Rights Joint Publication	Dear Colleague Letter: School Enrollment Procedures, May 8, 2014
Website	California Department of Education (https://www.cde.ca.gov/), Health Care Coverage and Enrollment Assistance
Website	California Office of the Attorney General
Website	U.S. Department of Justice
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
5111.1	District Residency
5111.1	District Residency
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry

5142.1	Identification And Reporting Of Missing Children
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parental Notifications
5145.6-E(1)	Parental Notifications
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6170.1	Transitional Kindergarten
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education for Foster Youth (BP and AR)
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students

Regulation 5113: Absences And Excuses

Status: ADOPTED

Original Adopted Date: 11/01/2011 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

Excused Absences

CSBA NOTE: Items #1-1~~54~~⁵⁴ below reflect absences that are authorized by law to be considered as excused absences for purposes of enforcing the compulsory state attendance laws. Pursuant to Education Code 48205, absences specified in [items #1-110, although excused for purposes of enforcing compulsory state attendance laws](#), are considered absences in computing average daily attendance and do not generate state apportionment payments.

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

[CSBA NOTE: Pursuant to Education Code 48205, as amended by SB 14 \(Ch. 672, Statutes of 2021\), an absence due to a student's illness includes an absence for the benefit of the student's mental or behavioral health.](#)

1. Personal illness, [including absence for the benefit of the student's mental or behavioral health](#) (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic [service or](#) appointment (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family (Education Code 48205)

Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. Jury duty in the manner provided for by law (Education Code 48205)

CSBA NOTE: Pursuant to Education Code 48205, absence due to the illness or medical appointment of a student's child is counted as an excused absence, ~~As amended by AB 2289 (Ch. 942, Statutes of 2018), Education Code 48205 prohibits and~~ the district [is prohibited](#) from requiring a physician's note for such absences. See the section "Method of Verification" below.

6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester

- e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
 9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

10. Attendance at [the student's](#) a naturalization ceremony to become a United States citizen (Education Code 48205)

CSBA NOTE: Education Code 48205, as amended by AB 516 (Ch. 281, Statutes of 2021), includes an absence for the purpose of participating in a cultural ceremony or event as an excused absence.

11. [Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people](#) (Education Code 48205)

CSBA NOTE: Item #121 below should be included only if the Governing Board has adopted a resolution permitting absences for religious instruction or exercises. See the accompanying Board policy. If these absences are allowed, Education Code 46014 mandates that the Board adopt regulations governing students' attendance at religious exercises or instruction and the reporting of such absences. These regulations should include all of [item #121](#) below and may be expanded to reflect district practice.

12. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014)

CSBA NOTE: Education Code 46014 provides that absence for participation in religious instruction or exercises will not be considered an absence for state apportionment purposes if the student attends school for at least the minimum school day and is not absent for this purpose on more than four days per school month. Pursuant to Education Code 46112, 46113, 46117, and 46141, unless otherwise provided by law, the minimum school day is generally 180 minutes for kindergarten, 230 minutes for grades 1-3, and 240 minutes for grades 4-12. For further information, see AR 6112 - School Day.

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

13. Work in the entertainment or allied industry (Education Code 48225.5)

~~Such absence shall be excused provided that the Work for a~~ student [who](#) holds a work permit authorizing ~~such work in the entertainment or allied industries and is absent~~ for a period of not more than five consecutive days. [For this purpose, student absence shall be excused for a maximum of and up to five absences per school year.](#) (Education Code 48225.5)

14. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

~~CSBA NOTE: As amended by AB 2289, Education Code 48205 clarifies that, in addition to the excused absences described in Education Code 48205 and 48225.5, students may be excused for other reasons at the discretion of school administrators.~~

15. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

~~CSBA NOTE: AB 2289 amended Education Code 48205 to revise the definition of "immediate family" as provided in the following paragraph.~~

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

Method of Verification

CSBA NOTE: Education Code 48205, ~~as amended by AB 2289~~, prohibits the district from requiring a physician's note for absences due to the illness or medical appointment of the student's child. However, the district is authorized to require verification of other absences. The following section should be revised to reflect district-adopted methods of verification and to specify employee(s) assigned to verify absences.

5 CCR 420-421 provide guidelines for verifying absences due to illness; quarantine; medical, dental, or eye appointments; or attendance at a funeral service of a member of a student's immediate family. 5 CCR 421 authorizes a student's absence to be verified by a school or public health nurse, attendance supervisor, physician, principal, teacher, or any other qualified district employee assigned to make such verification. Pursuant to Education Code 48205, as amended by SB 14, state regulations related to illness verification will be updated as necessary to account for a student's absence for the benefit of the student's mental or behavioral health.

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

- a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in [item #2](#) above.
 4. Physician's verification.

CSBA NOTE: The following optional paragraph provides a means of verifying an excuse for confidential medical services without inquiring into the nature of the medical services.

- a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

CSBA NOTE: The following optional paragraph provides that, after absences for illness on multiple occasions, the student may be required to bring a note from a physician to verify the illness. If a student does not have access to medical services in order to obtain such verification, the district may assist the student in obtaining the medical consultation if it is required.

- b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

CSBA NOTE: The requirement in [item #1](#) below is for use by districts whose board has adopted a resolution permitting an excused absence for religious instruction or exercises. See the accompanying Board policy and [item #121](#) in the section "Excused Absences" above.

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

CSBA NOTE: The requirement in [item #2](#) applies to all districts. Districts that maintain only elementary grades should delete the reference to students in grades 7-12.

2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 306	Explanation of absence
5 CCR 420-421	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance (county superintendent)
Ed. Code 37201	School month
Ed. Code 37223	Weekend classes
Ed. Code 41601	Reports of average daily attendance
Ed. Code 42238-42250.1	Apportionments
Ed. Code 46000	Records (attendance)
Ed. Code 46010-460154	Absences
Ed. Code 461100-4612019	Attendance in kindergarten and elementary schools
Ed. Code 46110-46119	Attendance in kindergarten and elementary schools
Ed. Code 46140-461487	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18 (compulsory full-time attendance)
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent
Ed. Code 48320-48324	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48980	Parent/ Guardian notifications
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 49701	Provisions of the interstate compact on educational opportunities for military children
Elec. Code 12302	Student participation on precinct boards
Fam. Code 6920-693029	Consent by minor for medical treatment

~~Veh. Code 13202.7~~

~~Driving privileges; minors; suspension or delay for habitual truancy~~

W&I Code 11253.5

Compulsory school attendance

W&I Code 601-601.54

Habitually truant minors

Management Resources

Description

Attorney General Opinion

66 Ops.Cal.Atty.Gen. 244 (1983)

Attorney General Opinion

87 Ops.Cal.Atty.Gen. 168 (2004)

Court Decision

American Academy of Pediatrics et al v. Lungren et al (1997)
16 Cal.4th 307

CSBA Publication

Improving Student Achievement by Addressing Chronic
Absence, Policy Brief, December 2010

Website

CSBA

Website

California Department of Education
(<https://www.cde.ca.gov>)

Cross References

Code

Description

0450

Comprehensive Safety Plan

0450

Comprehensive Safety Plan

0470

COVID-19 Mitigation Plan

3516

Emergencies And Disaster Preparedness Plan

3516

Emergencies And Disaster Preparedness Plan

4119.41

Employees With Infectious Disease

4219.41

Employees With Infectious Disease

4319.41

Employees With Infectious Disease

5000

Concepts And Roles

5020

Parent Rights And Responsibilities

5020

Parent Rights And Responsibilities

5112.1

Exemptions From Attendance

5112.1

Exemptions From Attendance

5112.2

Exclusions From Attendance

5112.5

Open/Closed Campus

5113.1

Chronic Absence And Truancy

5113.1

Chronic Absence And Truancy

5113.11

Attendance Supervision

5113.12

District School Attendance Review Board

5113.12	District School Attendance Review Board
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5131	Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.33	Head Lice
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parental Notifications
5145.6-E(1)	Parental Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6020	Parent Involvement
6020	Parent Involvement
6111	School Calendar
6112	School Day (BP and AR)
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6183	Home And Hospital Instruction
6184	Continuation Education