



BOARD MEETING OF TRUSTEES MINUTES

Topic: 5-12-2022 Board Meeting

Time: 05:30 PM Pacific Time (US and Canada)

Place: LUSD - Room 8 Computer Lab

1.0 OPEN SESSION: 5:48PM

1.1 Roll Call BJ, JS, GS, CP Absent CB

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 4.14.2022

Motion to approve JS, 2nd GS, Motion approved
unanimous

3.0 PUBLIC COMMENT:

3.1 Comments are limited to three minutes per speaker and the total conversation about any topic shall be limited to 20 minutes per board regulation. NO COMMENTS

4.0 INFORMATIONAL ITEMS:

4.1 Superintendent/Principal Search JENNY BOWEN

4.2 PTO report & ASB report

4.3 Loleta Community Resource Center Report-
Marcelina Castillo Director

4.4 Eighth grade report/Graduation planning (Oral) 7-8-9 8TH
GRADE TRIP, 6 FLAGS, 9 STUDENTS AND 4 STAFF MEMBERS

4.5 2022-2023 School Calendar

4.6 LCAP Supplemental

5.0 ACTION ITEMS:

5.1 Second Reading and Possible approval of Board Policies and Administrative Regulations related to our Comprehensive School Safety Plan:

BP5141.4,AR5141.4,BP5144.1,AR5144.1,BP4158,AR4158,BP0410,BP5145.3,AR5145.3,BP5142.2,AR5142.2,BP5144,AR5144,BP5131.2.

GS - MOTION TO DELAY TO NEXT BOARD MEETING

BJ - 2ND

MOTION CARRIED TO DELAY UNTIL THE NEXT BOARD MEETING

UNANIMOUS

5.2 Possible approval of 5131.62 regarding smoking, vaping and e-cigarettes per compliance for TUPE grant.

MOTION TO APPROVE GS, 2ND JS MOTION CARRIED

UNANIMOUS

5.3 Possible approval of GASB-75 Contract

MOTION TO APPROVE JS, 2ND GS, MOTION CARRIED

UNANIMOUS

5.4 Discussion and possible approval regarding a July Board meeting

MOTION TO APPROVE JULY BOARD MEETING GS, 2ND

BJ MOTION CARRIED UNANIMOUS

5.5 Possible approval of CALShape Grant Resolution

TIM

TOONE

MOTION TO APPROVE JS, 2ND GS MOTION CARRIED

UNANIMOUS

5.6 Acceptance of Auditor's Report

MOTION TO APPROVE JS,

2ND GS MOTION CARRIED UNANIMOUS

5.7 Public Hearing for EASIE grant (Indian Education Formula Grant)

Public hearing was opened at 7:10 NO COMMENTS Hearing was closed at 7:12

5.8 Possible approval of Universal Preschool Kindergarten age of eligibility

MOTION TO APPROVE JS, 2ND BJ, MOTION CARRIED UNANIMOUS

5.9 Possible approval of ELO-P Grant MOTION TO APPROVE JS, 2ND GS
MOTION CARRIED UNANIMOUS

5.10 Possible approval of warrants MOTION TO APPROVE JS, 2ND GS
MOTION CARRIED UNANIMOUS

5.11 Possible approval of 3rd Interim budget report
/ NO SUMMER SCHOOL .. MOTION TO APPROVE JS, 2ND GS MOTION
CARRIED UNANIMOUS

6.0 CLOSED SESSION:

6.1 Board Resignation
MOTION TO APPROVE GS, 2ND BJ MOTION CARRIED UNANIMOUS

6.2 Personnel Resignation

MOTION TO APPROVE JS, 2ND GS MOTION CARRIED
UNANIMOUS

7.0 OPEN SESSION: (Actions made in closed session must be announced)
6.1 AND 6.2 BOTH WERE APPROVED AS NOTED

8.0 ANNOUNCEMENTS:
NONE

9.0 FUTURE AGENDA ITEMS: Next Meeting will be June 9,
2022 at 5:30 PM

10.0 ADJOURNMENT: 8:00PM

Charmin Bailey _____ Date _____

Christina Frazier _____ Date _____



Loleta
Union Elementary School District

**LOLETA UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING Minutes
Special Board Meeting**

Date:05-14-22

Time: 9:30 AM

Location: Loleta Elementary 700 Loleta Drive, Rm 8- In person

1.0 OPEN SESSION:

1.1. Roll Call **BJ, GS, CP**

2.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS

2.1 Comments are asked to be kept to three minutes with a conversation about a topic to not exceed 20 minutes. **NONE**

3.0 CLOSED SESSION 9:48AM

3.1 Interviews of Superintendent/Principal candidates

4.0 OPEN SESSION: 2:30PM

4.1 Report out any items taken during the closed session **Board approved the reference check of one or two of the successful candidates and appointed John and Brenda to negotiate the contract with the successful candidate.**

5.0 PUBLIC COMMENT:

5.1 Comments are asked to be kept to three minutes with a conversation about a topic to not exceed 20 minutes. **NONE**

6.0 FUTURE AGENDA ITEMS: Next meeting will be June 9, 2022 @ 5:30pm , Room 8 -In person.

7.0 ADJOURNMENT:2:35PM

Charmin Bailey _____

Christina Frazier _____

INTERDISTRICT ATTENDANCE AGREEMENT

Effective July 1, 2022~~1~~

This Multi-District Interdistrict Attendance Agreement (“Agreement”) is made and entered into by the school districts of Humboldt County listed in Attachment A to this Agreement, and is made pursuant to California Education Code section 46600 *et seq.* The parties agree to the terms of this Agreement through June 30, 2022~~3~~. This Agreement affects student enrollment upon district board approval of this Agreement and through the 2022~~3~~-2024~~3~~ school year.

I. RECITALS:

- A. California’s Education Code permits two or more school districts to enter into an agreement for a term not to exceed five (5) years to allow pupils to enroll in a school district that is not their district of residence through a process known as “interdistrict transfer.”
- B. California Education Code requires school districts to respond to a Parent’s request for an interdistrict transfer, if made in the current year, within thirty (30) calendar days of the request; and allows for Parents to appeal any denial of their request.
- C. California’s Education Code requires school districts to respond to “future year” requests for interdistrict transfers as soon as possible but no later than 14 calendar days after the commencement of instruction in the year for which the interdistrict transfer is sought.
- D. Humboldt County has a history of allowing pupils to attend school districts that are not the pupil’s district of residence where the capacity exists at the receiving district.
- E. This Agreement addresses the interdistrict transfer process for parent requests to transfer a pupil during the current year or to transfer a pupil in the future school year. Parents benefit from knowing if the student will attend their preferred district in the future school year. Districts benefit from knowing accurate student enrollment projections by early February for the upcoming school year, to determine if layoff notices are warranted in advance of the legally mandated March 15 deadline to issue ~~teacher~~ layoff notices. Districts need to analyze projected enrollment and school boards must consider taking action on ~~teacher~~ layoffs, usually at their February board meetings.
- F. This Agreement establishes deadlines for interdistrict transfers. ~~To the degree that this is a departure from historic processes,~~ The parties recognize that a county-wide information dissemination campaign will be critical to this Agreement’s success.

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- G. Each district will maintain board policies and regulations that address acceptance, rejection, revocations and enrollment priorities; and operate in conformance with those policies and regulations. Examples of enrollment priorities may include, but are not limited to, the following: sibling(s) attend, children of staff member, older sibling previously attended the school, and others.

~~H. The parties recognize that there are existing interdistrict transfer permits that have been approved for students. This Agreement will not change the terms of any previously approved permits.~~

II. **TERM OF AGREEMENT:**

This Agreement shall take effect for each party on July 1, 2024² or upon its execution of the Agreement, whichever comes later, and shall expire on June 30, 2025³. The parties understand that as to each party to the Agreement, the Agreement does not take effect unless that party's governing board approves the Agreement. This Agreement supersedes any past interdistrict agreements among the parties to this Agreement that are in conflict with this Agreement.

III. **DEFINITIONS:**

Active Military Parent: An "active military duty parent" means a parent with full-time military duty status in the active uniformed service of the United States, including members of the National Guard and the State ~~Military Reserve~~ Guard on active duty orders pursuant to Chapter 1209 (commencing with Section 12301) and Chapter 1211 (commencing with Section 12401) of Part II of Subtitle E of Title 10 of the United States Code.

Capacity: A district's determination of the space and resources it has available for students.

Capacity Determination (for purposes of establishing a wait-list): A capacity determination is made by the District of Proposed Enrollment no later than 15 days after the close of the Priority One enrollment window. Approval of an interdistrict transfer requires that the receiving District of Proposed Enrollment have capacity for the student.

Current year request: A request for interdistrict transfer received beginning 15 calendar days before the commencement of instruction in the school year for which interdistrict transfer is sought and anytime thereafter for that school year.

Denial: For purposes of appealing to the county board of education, a "denial" is a written rejection of a request, but also includes a school district's failure to provide written notification of the school district's decision within the timelines prescribed in this Agreement. A "denial" shall not include any of the following:

1. A request that has been deemed abandoned, meaning the Parent has not met required timelines.
2. An existing interdistrict transfer permit that has been revoked or rescinded

in accordance with the policy of the governing board of the school district.

3. A denial by the District of Proposed Enrollment when no permit has been first issued by the District of Residence.

District of Proposed Enrollment or “DPE”: A school district other than the school district in which the Parent of a pupil resides, but in which the Parent of the pupil nevertheless intends to enroll the pupil through an interdistrict transfer.

District of Residence or “DOR”: A school district in which the Parent of a pupil resides and in which the pupil would otherwise be required to enroll pursuant to the compulsory education requirements.

Enrollment Window: The period of time that interdistrict transfer requests for the upcoming year shall be considered by both the District of Residence and the District of Proposed Enrollment.

Future year request: A request for interdistrict transfer received up until 16 calendar days before the commencement of instruction in the school year for which interdistrict transfer is sought. A request received 15 calendar days before or thereafter is a “current year” request.

Hardship: Extreme difficulty or suffering.

Interdistrict transfer or “IDT”: Interdistrict transfer; the act of a student attending a school district that is not the student’s district of residence.

IDT Permit: The form which authorizes an individual interdistrict transfer, signed by the District of Residence, the District of Proposed Enrollment, and the Parent. The form is attached as Attachment B to this Agreement. Permits are good for one (1) school year. Parents must re-apply for each school year.

IDT Request: The formal process of a Parent seeking written permission from both the District of Residence and the District of Proposed Attendance for the child to attend a school district outside of his or her District of Residence. A District of Residence makes the initial determination as to whether an interdistrict transfer request shall be granted; the District of Proposed Enrollment then reviews the request and determines whether it will grant the request for the transfer to the District of Proposed Enrollment.

New Sibling Requests: Requests for a student to attend a District of Proposed Enrollment when the student’s sibling(s) will be enrolled at the District of Proposed Enrollment in the same year.

Parent: The natural or adoptive parent or guardian, the person having legal custody, or other educational rights holder.

Reasonable Enrollment Activities: Activities that a District of Residence may require a Parent to participate in to demonstrate the District of Residence’s ability to meet the student

and/or -Parent's needs. "Reasonable enrollment activities" include a discussion with District of Residence's school administration or their designees, attending an orientation meeting, a site visit, and/or review of informational literature.

Renewals: A renewal of a previously granted Interdistrict Transfer Permit. Renewals must be sought annually.

School-level transitions: Transitions from one grade span to another, based upon the District of Residence's transitions, e.g. elementary school to middle school, or middle school to high school.

Victim of an act of bullying: A "victim of an act of bullying" means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Education Code Section 234.1. The bullying must have been committed by any pupil in the school district of residence, and the parent of the pupil must have filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency.

IV. INTERDISTRICT TRANSFER REQUESTS:

Parents are advised that this Agreement establishes deadlines to apply for enrollment in a school district for the upcoming school year.

A. **Preferential Enrollment ("Priority One Open Enrollment Window"): Requests for an IDT for the Future School Year Received from December 1 through February 1**

1. The DOR will approve an IDT Request submitted by a Parent if it is received at the DOR between December 1st through February 1st 4:00 p.m. each year if Parents have complied with the process described herein. If February 1st falls on a weekend, the deadline will be the next school day after February 1st. IDT Requests for the future school year may not be submitted prior to December 1st.
2. The DOR will have 10 school days after the close of the enrollment window to approve the request and to forward the IDT Request to the DPE. The DOR may deny a Parent request for an IDT if the Parent does not participate in DOR Reasonable Enrollment Activities, absent good cause such as hardships due to medical conflicts, work schedule, child care, transportation, language barriers, etc. All other IDT Requests received within the Priority One Enrollment Window will be approved by the DOR, unless the Parent withdraws their IDT Request.
3. The DPE will have 15 school days after the close of the Priority One Open Enrollment Window (or 5 school days from receipt of the approved IDT Permit from the DOR, whichever is later) to approve or deny the IDT Request and to notify both the Parent and DOR of the

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DPE's decision.

~~3.4.~~ Renewals and New Sibling Requests will be approved and will follow the same timelines listed within Priority One, above. A DOR may require a Parent to participate in Reasonable Enrollment Activities prior to granting a renewal when the student transfer involves a School Level Transition (defined above). ~~Districts will honor existing approved multiyear IDT permits.~~

B. Priority Two Enrollment Window – Requests for an IDT for the Future School Year Received After February 1 and for Requests Made In the Current School Year

IDT Requests received from a Parent for the current school year, and for the future year received after the February 1 enrollment window, will be processed and approved by a DOR under the following circumstances:

1. Parent did not reside in Humboldt County school districts' boundaries prior to Priority One deadline.
2. Parent moved from one district to another district subsequent to the Priority One deadline.
3. Parent has a reasonable argument and a compelling reason, including hardship, such as medical conflicts, work schedule, child care, transportation, language barriers, for why the Priority One deadline was not met, or why the circumstance did not warrant a request for an IDT at the time of the Priority One deadline.
- ~~3.4.~~ Parent has a reasonable explanation for not being able to participate in DOR Reasonable Enrollment Activity.

The DOR may require the Parent to participate in Reasonable Enrollment Activities as outlined in Subsection IV.A.2. (Priority One). If approved by the DOR, IDT Requests will be forwarded to the DPE for approval or denial.

C. Wait Listed Students for the Upcoming Year

If a DOR granted an IDT Request for the future year, that approval is valid until the commencement of the DPE's new school year. This is to allow time for school districts to determine if there is capacity for the student. Each DPE is limited to accepting the equivalent of two students per grade level from its wait-list, or 7% of the school's total enrollment from the waitlist, whichever is greater. The wait-list must be established at the time of the DPE's lottery or capacity determination.

V. STATUTORY PREFERENCES:

Notwithstanding the foregoing, regardless of when the following requests are made, these preferences exist outside of the timeframes set forth above.

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A. Victims of Bullying

If a school within the DOR has only one school offering the grade level of the victim of an act of bullying, and therefore there is no option for an intradistrict transfer, the victim of an act of bullying may apply for an interdistrict transfer and the DOR shall not prohibit the transfer if the DPE approves the application for transfer.

~~A DPE that elects to accept an interdistrict transfer of a student who is the victim of an act of bullying shall accept all pupils who apply to transfer under this statutory preference until the DPE is at maximum capacity. A DPE shall ensure that pupils admitted under this preference are selected through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a pupil should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Section 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status.~~

B. Children of Active Military Service Men and Women

Notwithstanding any other terms of this agreement, a DOR shall not prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if the DPE approves the application for transfer.

C. Effect of DPE Accepting Such Students

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A DPE that elects to accept an interdistrict transfer of a student who is the victim of an act of bullying or a child of active military service men ~~and/or~~ women shall accept all pupils who apply to transfer under these statutory preference until the DPE is at maximum capacity. A DPE shall ensure that pupils admitted under this preference are selected through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a pupil should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Section 220 of the Education Code, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status.

VI. APPEALS:

Parents have a right to appeal to the Humboldt County Office of Education ("HCOE") when a school district denies an IDT Request. HCOE shall process these appeals in accordance with California Education Code section 46601, the terms of this Agreement, and HCOE's Board Policies and Regulations. Parents are entitled to notice of their right to appeal to HCOE. Failure to appeal within the required time is good cause for denial of an appeal.

Students who are under consideration for expulsion, or who have been expelled pursuant to

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California Education Code sections 48915 and 48918, may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending, or during the term of the expulsion.

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Appeals must be filed by the Parent within thirty (30) days of a denial of a request. See “definitions” above for the definition of a denial.

Provisional Enrollment in DPE Pending Appeal: The parties agree that no DPE will grant provisional enrollment of a pupil pending an appeal before Humboldt County Office of Education (“HCOE”), except that a DPE may provisionally enroll a student who has been attending a DPE school in the immediate past and who has been historically continuously enrolled. For example, a Parent moves from District A in April to District B, but wants her child to continue attending District A for continuity. A pupil shall be eligible for provisional attendance only upon providing reasonable evidence that a final decision for a request for interdistrict transfer is pending either with the DOR, the DPE, or HCOE. Where provisional enrollment is granted under these limited circumstances, and for a period not to exceed two school months, the governing board of a DPE may provisionally admit to the schools of the school district a pupil who resides in another school district, pending a decision of the governing boards of the two school districts, or by HCOE upon appeal, regarding the interdistrict attendance. The period of provisional attendance begins on the first day of the pupil's attendance in the school. If a decision by the school districts or HCOE has not been rendered by the conclusion of two school months, and the school districts or HCOE are still operating within the prescribed timelines, the pupil shall not be allowed to continue attendance at the DPE. If the pupil is subject to compulsory full-time education pursuant to California Education Code Section 48200, he or she shall enroll in the DOR or in another educational program.

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Provisional attendance shall not guarantee that a school district or HCOE will approve a request for interdistrict transfer.

VII. REVOCATIONS:

Neither a DOR nor ~~DOA~~ a district that has accepted a student on an interdistrict transfer may revoke an IDT for a student after June 30 following the completion of grade 10, or for pupils in grades 11 or 12. Any other IDT Permit may be revoked pursuant to the policies and regulations of either the ~~a district that has accepted a student on an interdistrict transfer DOA~~ or DOR, or as set forth on the IDT Permit itself, as permitted by law. If a school district revokes an IDT Permit, it will promptly provide written notice of the revocation to the other district.

VIII. CHANGES IN LAW:

If any law modifies or conflicts with a provision of this Agreement, the new law shall prevail as if written into the Agreement. A change in law, or a finding that one portion of this Agreement is not legally compliant, shall not invalidate the other terms of the Agreement.

IX. COMMUNICATIONS AND PUBLIC AWARENESS

In order to maximize awareness of the inter-district transfer process the Humboldt County Office of Education (HCOE), in partnership with participating districts, will coordinate a public awareness campaign that will include print, radio, and social media advertisements. In addition, school districts, charter schools, early childhood providers, and other relevant public/private agencies will receive copies of media print materials to post on their websites and/or share with families. The public awareness campaign will begin in November of each year and run through the end of the priority one window.

ATTACHMENT A: LIST OF PARTIES

ATTACHMENT B: IDT REQUEST FORM

For Each Party:

_____ School District

Signature of Superintendent and Date:

Board approval:

Date: _____

Commented [DLM2]: Do you want to have HBOE Board President sign since this Agreement does state that HBOE shall process in accord with the terms of this Agreement, thereby HBOE is making a commitment and perhaps ought to be a signatory?

ATTACHMENT B

Inter-District Transfer Request Forms – English and Spanish
For the School Year 2022-2023

ANNUAL INTERDISTRICT ATTENDANCE TRANSFER AGREEMENT for SCHOOL DISTRICTS IN HUMBOLDT COUNTY for school year 2023-2024

Date Request Received
by DOR

Part A

Parent/Guardian: Complete applicable steps on page 1 and 2 shaded in gray and then submit it to your **District of Residence (DOR)**. If approved, it will be forwarded to the **District of Proposed Enrollment (DPE)**. **Only new requests for the future school year submitted between December 1 and February 1 are assured of approval by the DOR, subject to reasonable enrollment activities.** (See the DOR district office for exceptions and for information on reasonable enrollment activities). If both districts approve, and you agree to any additional terms and conditions required by the district(s), you may enroll your student in the DPE.

District of Residence _____ District of Proposed Enrollment _____

Foster Youth <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Homeless/McKinney-Vento Youth <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
If Yes or Unknown to either of the above please contact the district of residence Foster/Homeless liaison or the Humboldt County Office of Education Foster & Homeless Youth Education Services office at 707-445-7187 before proceeding with application.	

COMPLETE ALL SECTIONS	STEP 1: To be completed by parent/guardian (PLEASE PRINT)		<input type="checkbox"/> New Application	<input type="checkbox"/> Renewal
			<input type="checkbox"/> Sibling(s) at school? Sibling Grade(s): _____	<input type="checkbox"/> No change in address
			Sibling Name(s): _____	<input type="checkbox"/> Address change
	Have you applied for a transfer to any other district for this same school year? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, list all:			Student Grade in 2023-2024:
	Student Name (Last, First)			Birth Date
	Current or Last School of Attendance			
	Student Address			City, Zip Code
	Parent / Guardian Name			
Primary Phone		Other Phone	Email address	

STEP 2: To be completed by parent/guardian for NEW applications only	
Reason for Request: <input type="checkbox"/> Childcare <input type="checkbox"/> Parent Employment <input type="checkbox"/> Other (Explain below)	
If reason is parent employment or childcare, provide name, address, and phone number of childcare or work below. Any additional information you wish to provide may be included below (use additional pages as needed):	
If reason is "Other", please explain as thoroughly and clearly as possible. Include all relevant details.	
What special services has the student received? (Check all that apply) <input type="checkbox"/> Gifted (GATE) <input type="checkbox"/> Section 504 <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learner <input type="checkbox"/> None	
If the student is receiving Special Education services, what is their current placement (Please attach IEP) <input type="checkbox"/> Special Day (SDC) <input type="checkbox"/> Resource (RSP) <input type="checkbox"/> Speech Services <input type="checkbox"/> Pending Assessment	
Is the student currently pending disciplinary action or under an expulsion order? <input type="checkbox"/> Yes <input type="checkbox"/> No	

I have read the terms and conditions and understand the regulations and policies governing interdistrict attendance permits and hereby submit my application. I also understand that approval or denial of this application and revocation of the Permit is subject to the terms of this Permit and the policies and/or regulations of the individual districts. I understand that this information may be verified and that inaccurate or false information may subject my request to denial or revocation. I certify under penalty of perjury that the information provided above is true and correct to the best of my knowledge and belief. I also understand and agree to the above terms.

Parent/Guardian Signature _____ Date _____

Student Name _____

PART B: Terms and Conditions:

The following terms and conditions apply to this Permit if it is approved by both districts:

1. Students will be required to re-apply for interdistrict attendance for any subsequent school year, except a DOR or DPE shall not rescind existing transfer permits for pupils after June 30 following the completion of grade 10, or for pupils in grade 11 or 12.
2. As permitted by law, the Permit may be revoked by either district pursuant to its policies and regulations and any applicable terms and conditions in Part C and/or D. Grounds for revocation of the Permit include, but may not be limited to, the failure of a pupil to attain satisfactory academic progress, follow established rules of conduct, or maintain regular attendance, as determined by the district of proposed enrollment.
3. Neither district will be responsible for pupil transportation unless required by law.
4. The DPE will be responsible for special education services and related costs.
5. Approval of this Permit does not guarantee athletic eligibility.

PART C: Action of District of Residence (to be completed by DOR):

Decision: ☐ Approved ☐ Denied for the school year 2023-2024

Comments:

Authorizing Signature: _____

Title: _____

District: _____

Date of action by DOR

PART D: Action of District of Proposed Enrollment (to be completed by DPE):

Decision: ☐ Approved ☐ Denied ☐ Denied, but on waitlist for the school year 2023-2024

Comments:

Authorizing Signature: _____

Title: _____

District: _____

Date of action by DPE

If one or both districts deny the permit you may contact the Humboldt County Office of Education at 707-445-7171 if you wish information on the appeal process or go online at <https://www.hcoe.org/inter-district/>. **(An interdistrict attendance appeal request must be filed with the Humboldt County Board of Education within thirty (30) calendar days of notification that the request was denied, or failure of a school district to provide written notification within the required timeframe.)**

The parent/guardian and each district shall be provided with and retain a copy of this form.

INTERDISTRICT ATTENDANCE AGREEMENT

Effective July 1, 2022

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Active Military Parent: An "active military duty parent" means a parent with full-time military duty status in the active uniformed service of the United States, including members of the National Guard and the State Guard on active duty orders pursuant to Chapter 1209 (commencing with Section 12301) and Chapter 1211 (commencing with Section 12401) of Part II of Subtitle E of Title 10 of the United States Code.

Capacity: A district's determination of the space and resources it has available for students.

Capacity Determination (for purposes of establishing a waitlist): A capacity determination is made by the District of Proposed Enrollment no later than 15 days after the close of the Priority One enrollment window. Approval of an interdistrict transfer requires that the receiving District of Proposed Enrollment have capacity for the student.

Current year request: A request for interdistrict transfer received beginning 15 calendar days before the commencement of instruction in the school year for which interdistrict transfer is sought and anytime thereafter for that school year.

Denial: For purposes of appealing to the county board of education, a "denial" is a written rejection of a request, but also includes a school district's failure to provide written notification of the school district's decision within the timelines prescribed in this Agreement. A "denial" shall not include any of the following:

1. A request that has been deemed abandoned, meaning the Parent has not met required timelines.
2. An existing interdistrict transfer permit that has been revoked or rescinded in accordance with the policy of the governing board of the school district.
3. A denial by the District of Proposed Enrollment when no permit has been first issued by the District of Residence.

District of Proposed Enrollment or “DPE”: A school district other than the school district in which the Parent of a pupil resides, but in which the Parent of the pupil nevertheless intends to enroll the pupil through an interdistrict transfer.

District of Residence or “DOR”: A school district in which the Parent of a pupil resides and in which the pupil would otherwise be required to enroll pursuant to the compulsory education requirements.

Enrollment Window: The period of time that interdistrict transfer requests for the upcoming year shall be considered by both the District of Residence and the District of Proposed Enrollment.

Future year request: A request for interdistrict transfer received up until 16 calendar days before the commencement of instruction in the school year for which interdistrict transfer is sought. A request received 15 calendar days before or thereafter is a “current year” request.

Hardship: Extreme difficulty or suffering.

Interdistrict transfer or “IDT”: Interdistrict transfer; the act of a student attending a school district that is not the student’s district of residence.

IDT Permit: The form which authorizes an individual interdistrict transfer, signed by the District of Residence, the District of Proposed Enrollment, and the Parent. The form is attached as Attachment B to this Agreement. Permits are good for one (1) school year. Parents must re-apply for each school year.

IDT Request: The formal process of a Parent seeking written permission from both the District of Residence and the District of Proposed Attendance for the child to attend a school district outside of his or her District of Residence. A District of Residence makes the initial determination as to whether an interdistrict transfer request shall be granted; the District of Proposed Enrollment then reviews the request and determines whether it will grant the request for the transfer to the District of Proposed Enrollment.

New Sibling Requests: Requests for a student to attend a District of Proposed Enrollment when the student’s sibling(s) will be enrolled at the District of Proposed Enrollment in the same year.

Parent: The natural or adoptive parent or guardian, the person having legal custody, or other educational rights holder.

Reasonable Enrollment Activities: Activities that a District of Residence may require a Parent to participate in to demonstrate the District of Residence’s ability to meet the student and/or Parent’s needs. “Reasonable enrollment activities” include a discussion with District of Residence’s school administration or their designees, attending an orientation meeting, a site visit, and/or review of informational literature.

Renewals: A renewal of a previously granted Interdistrict Transfer Permit. Renewals must be sought annually.

School-level transitions: Transitions from one grade span to another, based upon the District of Residence's transitions, e.g. elementary school to middle school, or middle school to high school.

Victim of an act of bullying: A "victim of an act of bullying" means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Education Code Section 234.1. The bullying must have been committed by any pupil in the school district of residence, and the parent of the pupil must have filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency.

IV. INTERDISTRICT TRANSFER REQUESTS:

Parents are advised that this Agreement establishes deadlines to apply for enrollment in a school district for the upcoming school year.

A. Preferential Enrollment ("Priority One Open Enrollment Window"): Requests for an IDT for the Future School Year Received from December 1 through February 1

1. The DOR will approve an IDT Request submitted by a Parent if it is received at the DOR between December 1st through February 1st by 4:00 p.m. each year if Parents have complied with the process described herein. If February 1st falls on a weekend, the deadline will be the next school day after February 1st. IDT Requests for the future school year may not be submitted prior to December 1st.
2. The DOR will have 10 school days after the close of the enrollment window to approve the request and to forward the IDT Request to the DPE. The DOR may deny a Parent request for an IDT if the Parent does not participate in DOR Reasonable Enrollment Activities, absent good cause such as hardships due to medical conflicts, work schedule, child care, transportation, language barriers, etc. All other IDT Requests received within the Priority One Enrollment Window will be approved by the DOR, unless the Parent withdraws their IDT Request.
3. The DPE will have 15 school days after the close of the Priority One Open Enrollment Window (or 5 school days from receipt of the approved IDT Permit from the DOR, whichever is later) to approve or deny the IDT Request and to notify both the Parent and DOR of the DPE's decision.
4. Renewals and New Sibling Requests will be approved and will follow the same timelines listed within Priority One, above. A

DOR may require a Parent to participate in Reasonable Enrollment Activities prior to granting a renewal when the student transfer involves a School Level Transition (defined above).

B. Priority Two Enrollment Window – Requests for an IDT for the Future School Year Received After February 1 and for Requests Made In the Current School Year

IDT Requests received from a Parent for the current school year, and for the future year received after the February 1 enrollment window, will be processed and approved by a DOR under the following circumstances:

1. Parent did not reside in Humboldt County school districts' boundaries prior to Priority One deadline.
2. Parent moved from one district to another district subsequent to the Priority One deadline.
3. Parent has a reasonable argument and a compelling reason, including hardship, such as medical conflicts, work schedule, child care, transportation, language barriers, for why the Priority One deadline was not met, or why the circumstance did not warrant a request for an IDT at the time of the Priority One deadline.
4. Parent has a reasonable explanation for not being able to participate in DOR Reasonable Enrollment Activity.

The DOR may require the Parent to participate in Reasonable Enrollment Activities as outlined in Subsection IV.A.2. (Priority One). If approved by the DOR, IDT Requests will be forwarded to the DPE for approval or denial.

C. Wait Listed Students for the Upcoming Year

If a DOR granted an IDT Request for the future year, that approval is valid until the commencement of the DPE's new school year. This is to allow time for school districts to determine if there is capacity for the student. Each DPE is limited to accepting the equivalent of two students per grade level from its waitlist, or 7% of the school's total enrollment from the waitlist, whichever is greater. The waitlist must be established at the time of the DPE's lottery or capacity determination.

V. STATUTORY PREFERENCES:

Notwithstanding the foregoing, regardless of when the following requests are made, these preferences exist outside of the timeframes set forth above.

A. Victims of Bullying

If a school within the DOR has only one school offering the grade level of the victim of an act of bullying, and therefore there is no option for an intradistrict transfer, the victim of an act of bullying may apply for an interdistrict transfer and the DOR shall not prohibit the transfer if the DPE approves the application for transfer.

B. Children of Active Military Service Men and Women

Notwithstanding any other terms of this agreement, a DOR shall not prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if the DPE approves the application for transfer.

C. Effect of DPE Accepting Such Students

A DPE that elects to accept an interdistrict transfer of a student who is the victim of an act of bullying or a child of active military service men or women shall accept all pupils who apply to transfer under these statutory preference until the DPE is at maximum capacity. A DPE shall ensure that pupils admitted under this preference are selected through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a pupil should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Section 220 of the Education Code, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status.

VI. APPEALS:

Parents have a right to appeal to the Humboldt County Office of Education (“HCOE”) when a school district denies an IDT Request. HCOE shall process these appeals in accordance with California Education Code section 46601, the terms of this Agreement, and HCOE’s Board Policies and Regulations. Parents are entitled to notice of their right to appeal to HCOE. Failure to appeal within the required time is good cause for denial of an appeal.

Students who are under consideration for expulsion, or who have been expelled pursuant to California Education Code sections 48915 and 48918, may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending, or during the term of the expulsion.

Appeals must be filed by the Parent within thirty (30) days of a denial of a request. See “definitions” above for the definition of a denial.

Provisional Enrollment in DPE Pending Appeal: The parties agree that no DPE will grant provisional enrollment of a pupil pending an appeal before Humboldt County Office of Education (“HCOE”), except that a DPE may provisionally enroll a student who has been attending a DPE school in the immediate past and who has been historically continuously enrolled. For example, a Parent moves from District A in April to District B, but wants her

child to continue attending District A for continuity. A pupil shall be eligible for provisional attendance only upon providing reasonable evidence that a final decision for a request for interdistrict transfer is pending either with the DOR, the DPE, or HCOE. Where provisional enrollment is granted under these limited circumstances, and for a period not to exceed two school months, the governing board of a DPE may provisionally admit to the schools of the school district a pupil who resides in another school district, pending a decision of the governing boards of the two school districts, or by HCOE upon appeal, regarding the interdistrict attendance. The period of provisional attendance begins on the first day of the pupil's attendance in the school. If a decision by the school districts or HCOE has not been rendered by the conclusion of two school months, and the school districts or HCOE are still operating within the prescribed timelines, the pupil shall not be allowed to continue attendance at the DPE. If the pupil is subject to compulsory full-time education pursuant to California Education Code section 48200, he or she shall enroll in the DOR or in another educational program.

Provisional attendance shall not guarantee that a school district or HCOE will approve a request for interdistrict transfer.

VII. REVOCATIONS:

Neither a DOR nor a district that has accepted a student on an interdistrict transfer may revoke an IDT for a student after June 30 following the completion of grade 10, or for pupils in grades 11 or 12. Any other IDT Permit may be revoked pursuant to the policies and regulations of either the district that has accepted a student on an interdistrict transfer or DOR, or as set forth on the IDT Permit itself, as permitted by law. If a school district revokes an IDT Permit, it will promptly provide written notice of the revocation to the other district.

VIII. CHANGES IN LAW:

If any law modifies or conflicts with a provision of this Agreement, the new law shall prevail as if written into the Agreement. A change in law, or a finding that one portion of this Agreement is not legally compliant, shall not invalidate the other terms of the Agreement.

IX. COMMUNICATIONS AND PUBLIC AWARENESS

In order to maximize awareness of the interdistrict transfer process the Humboldt County Office of Education (HCOE), in partnership with participating districts, will coordinate a public awareness campaign that will include print, radio, and social media advertisements. In addition, school districts, charter schools, early childhood providers, and other relevant public/private agencies will receive copies of media print materials to post on their websites and/or share with families. The public awareness campaign will begin in November of each year and run through the end of the priority one window.

ATTACHMENT A: LIST OF PARTIES

ATTACHMENT B: IDT REQUEST FORM

For Each Party:

_____ School District

Signature of Superintendent and Date:

Board approval:

Date: _____

ANNUAL INTERDISTRICT ATTENDANCE TRANSFER AGREEMENT for SCHOOL DISTRICTS IN HUMBOLDT COUNTY for school year **2023-2024**

Date Request Received
by DOR

Part A

Parent/Guardian: Complete applicable steps on page 1 and 2 shaded in gray and then submit it to your **District of Residence (DOR)**. If approved, it will be forwarded to the **District of Proposed Enrollment (DPE)**. **Only new requests for the future school year submitted between December 1 and February 1 are assured of approval by the DOR, subject to reasonable enrollment activities.** (See the DOR district office for exceptions and for information on reasonable enrollment activities). If both districts approve, and you agree to any additional terms and conditions required by the district(s), you may enroll your student in the DPE.

District of Residence _____ District of Proposed Enrollment _____

Foster Youth <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Homeless/McKinney-Vento Youth <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
If Yes or Unknown to either of the above please contact the district of residence Foster/Homeless liaison or the Humboldt County Office of Education Foster & Homeless Youth Education Services office at 707-445-7187 before proceeding with application.	

COMPLETE ALL SECTIONS	STEP 1: To be completed by parent/guardian (PLEASE PRINT)	<input type="checkbox"/> New Application <input type="checkbox"/> Sibling(s) at school? Sibling Grade(s): _____ Sibling Name(s): _____	<input type="checkbox"/> Renewal <input type="checkbox"/> No change in address <input type="checkbox"/> Address change
	Have you applied for a transfer to any other district for this same school year? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, list all:		Student Grade in 2023-2024 :
	Student Name (Last, First)		Birth Date
	Current or Last School of Attendance		
	Student Address		City, Zip Code
	Parent / Guardian Name		
	Primary Phone	Other Phone	Email address

STEP 2: To be completed by parent/guardian for NEW applications only
Reason for Request: <input type="checkbox"/> Childcare <input type="checkbox"/> Parent Employment <input type="checkbox"/> Other (Explain below)
If reason is parent employment or childcare, provide name, address, and phone number of childcare or work below. Any additional information you wish to provide may be included below (use additional pages as needed):
If reason is "Other", please explain as thoroughly and clearly as possible. Include all relevant details.
What special services has the student received? (Check all that apply) <input type="checkbox"/> Gifted (GATE) <input type="checkbox"/> Section 504 <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learner <input type="checkbox"/> None
If the student is receiving Special Education services, what is their current placement (Please attach IEP) <input type="checkbox"/> Special Day (SDC) <input type="checkbox"/> Resource (RSP) <input type="checkbox"/> Speech Services <input type="checkbox"/> Pending Assessment
Is the student currently pending disciplinary action or under an expulsion order? <input type="checkbox"/> Yes <input type="checkbox"/> No

I have read the terms and conditions and understand the regulations and policies governing interdistrict attendance permits and hereby submit my application. I also understand that approval or denial of this application and revocation of the Permit is subject to the terms of this Permit and the policies and/or regulations of the individual districts. I understand that this information may be verified and that inaccurate or false information may subject my request to denial or revocation. **I certify under penalty of perjury that the information provided above is true and correct to the best of my knowledge and belief. I also understand and agree to the above terms.**

Parent/Guardian Signature _____ Date _____

Student Name _____

PART B: Terms and Conditions:

The following terms and conditions apply to this Permit if it is approved by both districts:

1. Students will be required to re-apply for interdistrict attendance for any subsequent school year, except a DOR or DPE shall not rescind existing transfer permits for pupils after June 30 following the completion of grade 10, or for pupils in grade 11 or 12.
2. As permitted by law, the Permit may be revoked by either district pursuant to its policies and regulations and any applicable terms and conditions in Part C and/or D. Grounds for revocation of the Permit include, but may not be limited to, the failure of a pupil to attain satisfactory academic progress, follow established rules of conduct, or maintain regular attendance, as determined by the district of proposed enrollment.
3. Neither district will be responsible for pupil transportation unless required by law.
4. The DPE will be responsible for special education services and related costs.
5. Approval of this Permit does not guarantee athletic eligibility.

PART C: Action of District of Residence (to be completed by DOR):

Decision: ☐ Approved ☐ Denied for the school year 2023-2024

Comments:

Authorizing Signature: _____

Title: _____

District: _____

Date of action by DOR

PART D: Action of District of Proposed Enrollment (to be completed by DPE):

Decision: ☐ Approved ☐ Denied ☐ Denied, but on waitlist for the school year 2023-2024

Comments:

Authorizing Signature: _____

Title: _____

District: _____

Date of action by DPE

If one or both districts deny the permit you may contact the Humboldt County Office of Education at 707-445-7171 if you wish information on the appeal process or go online at <https://www.hcoe.org/inter-district/>. **(An interdistrict attendance appeal request must be filed with the Humboldt County Board of Education within thirty (30) calendar days of notification that the request was denied, or failure of a school district to provide written notification within the required timeframe.)**

The parent/guardian and each district shall be provided with and retain a copy of this form.

ATTACHMENT A: LIST OF PARTIES

Arcata School District
Big Lagoon Union School District
Blue Lake Union School District
Bridgeville School District
Cuddeback Union School District
Cutten School District
Eureka City Schools District
Ferndale Unified School District
Fieldbrook School District
Fortuna Elementary School District
Fortuna Union High School District
Freshwater School District
Garfield School District
Green Point School District
Hydesville School District
Jacoby Creek School District
Klamath Trinity Joint Unified School District
Kneeland School District
Loleta Union School District
Maple Creek School District
Mattole Unified School District
McKinleyville Union School District
Northern Humboldt Union High School District
Orick School District
Pacific Union School District
Peninsula Union School District
Rio Dell School District
Scotia Union School District
South Bay Union School District
Southern Humboldt Unified School District
Trinidad Union School District

Policy 4158: Employee Security

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 06/01/2021 | **Last Reviewed Date:** 06/01/2021

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR 3515.2 - Disruptions.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Policy 5131: Conduct

Status: ADOPTED

Original Adopted Date: 03/01/2010 | **Last Revised Date:** 10/01/2019

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Policy 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 07/01/2015 | **Last Revised Date:** 12/01/2019 | **Last Reviewed Date:** 05/01/2019

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Policy 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 07/01/2015 | **Last Revised Date:** 12/01/2019 | **Last Reviewed Date:** 05/01/2019

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Policy 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED

Original Adopted Date: 07/01/2002 | **Last Revised Date:** 06/01/2021 | **Last Reviewed Date:** 06/01/2021

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Policy 5142.2: Safe Routes To School Program

Status: ADOPTED

Original Adopted Date: 07/01/2009 | **Last Revised Date:** 06/01/2021 | **Last Reviewed Date:** 06/01/2021

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

Policy 5144: Discipline

Status: ADOPTED

Original Adopted Date: 04/01/2014 | **Last Revised Date:** 12/01/2018 | **Last Reviewed Date:** 12/01/2018

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other

local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/01/2014 | **Last Revised Date:** 03/01/2020 | **Last Reviewed Date:** 10/01/2018

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

OPTION 1: No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

OPTION 1 ENDS HERE

OPTION 2: No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

OPTION 2 ENDS HERE

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Policy 5145.3: Nondiscrimination/Harassment

Status: ADOPTED

Original Adopted Date: 10/01/2014 | **Last Revised Date:** 05/01/2020 | **Last Reviewed Date:** 05/01/2020

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including

discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Regulation 4158: Employee Security

Status: ADOPTED

Original Adopted Date: 11/01/2000 | **Last Revised Date:** 06/01/2021 | **Last Reviewed Date:** 06/01/2021

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

In addition, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion
 - a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)
 - b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)
 - c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)
2. Offenses Reported to the District by a Court
 - a. When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)
 - b. The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)
 - c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)
 - d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

- e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking

When requested by an employee who is a victim of domestic violence, sexual assault, or stalking, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including: (Labor Code 230)

1. A transfer, reassignment, or modified schedule
2. A changed work telephone or work station
3. An installed lock
4. Assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace
5. Referral to a victim assistance organization
6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee. (Labor Code 230)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, or stalking. Such certification may include: (Labor Code 230)

1. A police report indicating that the employee was a victim
2. A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Labor Code 230)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, or stalking or ongoing circumstances related to

the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. (Labor Code 230)

The district shall not retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Labor Code 230)

Use of Pepper Spray

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810.
 2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.
 3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals. Negligent storage of the pepper spray may subject the employee to disciplinary action.
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Regulation 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED

Original Adopted Date: 11/01/2010 | **Last Revised Date:** 06/01/2021 | **Last Reviewed Date:** 06/01/2021

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the

appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

(name of appropriate agency)

(address)

(phone number)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class

- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected

person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)
-

EMPLOYMENT CONTRACT BETWEEN LINDA ROW AND THE LOLETA UNION SCHOOL DISTRICT

This Employment Contract ("Contract") is by and between LINDA ROW, Superintendent/Principal, and the Governing Board ("Board") of the LOLETA UNION SCHOOL DISTRICT ("District").

1. TERM

The term of this Contract is for a period of three (3) years beginning from July 1, 2022, to June 30, 2025, a period of 36 months, subject to the terms and conditions set forth below.

During the term of this Contract, Linda Row, Superintendent/Principal (hereinafter "Superintendent") shall obtain and maintain all licenses, credentials, certificates, permits, and approvals of whatever nature which are legally required to fulfill the Superintendent's obligations as the Superintendent and Principal of the District.

2. SALARY/BENEFITS

- A. In consideration of the rendering 220 days of full and regular service per contract year, exclusive of holidays as defined in Education Code section 37220 through 37221, the District agrees to pay the Superintendent \$95,000 for the first year of service from July 1, 2022, through June 30, 2023. Increases of 3% will be applied to years two and three for the period from July 1, 2023, through June 30, 2025, with successful evaluations. Payments will be made in twelve (12) equal monthly installments. Days exceeding 220 days and holidays are considered non-work days. Superintendent will receive a Cell Phone Stipend for \$50.00 per month included in her pay.
- B. The Superintendent shall not be entitled to vacation pay for non-work days. Both parties agree that the Superintendent is not entitled to overtime pay or compensatory time off. Non-work days shall be scheduled before the first day of school for each school year and are subject to approval by the Board President. Non-duty days shall be scheduled to avoid, as much as reasonably possible, disruption of the District and school.
- C. The annual salary may be increased at the sole discretion of the Board, following relevant provisions of the Brown Act. A change in salary during the term of the Contract shall not constitute the creation of a new contract or extend the termination date of the Contract.
- D. During her employment under the Contract, the Superintendent may select any medical, dental, and vision plan available to other certificated employees within the District.

3. REIMBURSEMENTS

- A. The Superintendent shall provide her own transportation for use on District business. The District shall reimburse the Superintendent for the use of her automobile for official business according to Board policy. For travel in the performance of her duties and services for the District outside of Humboldt County, the Superintendent will be reimbursed at the current District mileage rate.
- B. In accord with District policies, the District shall reimburse Superintendent for all reasonable expenses incurred by Superintendent in connection with District business. The district shall also pay on behalf of the Superintendent, expenses incurred in attendance for conferences, seminars, hearings, or meetings so long as they are approved in advance by the Board President.

4. PROFESSIONAL DEVELOPMENT

- A. The Superintendent is expected to be actively engaged in professional development and to remain current with the emerging trends, issues, and concerns in the education profession. To this end, the District shall pay the annual membership dues of the Superintendent in the Association of California School Administrators.

5. SUPERINTENDENT/PRINCIPAL DUTIES

- A. **General Duties:** The Superintendent is employed as District Superintendent and shall perform the duties of District Superintendent/Principal as prescribed by the laws of the State of California, Board Policy, and the District's job description for the Superintendent/Principal, if any. The Superintendent shall have primary responsibility for the execution of Board policy and responsibility for the duties prescribed by Education Code section 35035, and responsibility for any duties authorized by the Board according to Education Code section 17604. As appropriate, the Superintendent may use the resources of other staff to carry out these duties. The Superintendent shall be the Board's chief executive officer.
- B. **Personnel Matters:** The Superintendent shall have primary responsibility in making recommendations to the Board regarding all personnel matters, including selection, assignment, evaluation and transfer, and dismissal of employees. The Board shall refer all complaints and concerns made to individual members of the Board, or the Board as a body, for review and action by the Superintendent.
- C. **Administrative Functions:** The Superintendent as the Board's chief executive officer, shall: (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees; (3) advise the Board of sources of funds that might be available to

implement present or contemplated District programs; (4) assume responsibility for those duties specified in Education Code section 35250; (5) endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate professional associations; (6) establish and maintain positive community, staff and Board relations; (7) serve as liaison to the Board with respect to all matters of employer-employee relations and make recommendations to the Board concerning those matters; (8) recommend to the Board District goals and objectives; (9) unless unavoidably detained, attend all regular, special and executive session meetings of the Board; and (10) serve as secretary to the Board.

- D. **Board-Superintendent Roles:** The Board has primary responsibility for formulating District policies and setting District goals. The Superintendent has primary responsibility for implementing District policies and goals. The Board and the Superintendent agree to collaboratively support and assist one another to fulfill these roles and responsibilities.
- E. **Board-Superintendent Relations:** The parties acknowledge the importance of creating and projecting to students, staff, parents, and the community a positive and professional image of the Board, the Superintendent, and the District. Thus, to avoid damage to the Board's and the Superintendent's image and credibility, and as not to lessen each other's ability to perform effectively, the parties agree to conduct the business of the District by communicating and interacting in a manner that is professional and respectful. Board concerns, criticisms, and dissatisfaction with the Superintendent's performance shall therefore be addressed through closed session discussions or via the evaluation process. Superintendent concerns, criticisms, and dissatisfaction with the Board shall likewise be addressed with professionalism and respect.
- F. **External Relation Duties:** Superintendent shall represent District before the public, and shall maintain such a program of public relations as may serve to improve understanding and to keep the public informed about District activities, needs, and results. The Superintendent shall regularly report to the Board on all external relations activities.
- G. **Other Duties:** Medical Exam. In light of the unique nature of the professional duties of the Superintendent, Superintendent shall receive, at district expense, a complete medical examination for each contract year. The first examination shall be conducted, and the results shared with the District before the commencement of the 2022-2023 school year. The examination shall be conducted by a licensed physician selected by the Superintendent. The written statement which shall be provided to the Board shall be limited to the physician's determination of the fitness of the Superintendent to perform the duties required under the Contract, with or without reasonable accommodations. The statement shall otherwise be confidential. Nothing in this provision precludes the Board from directing the Superintendent to submit to a fitness for duty exam at any time, or as otherwise permitted by law.
- H. **Driver's License:** Superintendent is required to maintain a valid California Driver's License and have a vehicle available at all times to perform the duties of the position.

- I. **As Directed:** This Contract is subject to all applicable laws of the State of California and the lawful policies, rules, and regulations of the California State Board of Education and the Governing Board of the District. The Superintendent shall perform all duties prescribed by said laws, policies, rules, and regulations, and shall carry out and obey all directives the Board may from time to time delegate or assign to the Superintendent. The Superintendent may then delegate or assign directives to the appropriate area of responsibility.

6. EVALUATION

- A. The Board may evaluate and discuss the performance of the Superintendent at any time during the term of this Contract.
- B. The Board shall evaluate and assess, in writing, the performance of the Superintendent at least once for each year of this Contract, no later than June 30 of the subsequent year.
- C. The Superintendent is responsible for calendaring this meeting. This evaluation will be based on written criteria and agreed-upon goals established by the Board in collaboration with the Superintendent. If the Board concludes the Superintendent's performance is unsatisfactory, the Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify the Superintendent another evaluation will be conducted within six months. Such written recommendations and specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.
- D. Any written evaluation shall be delivered to the Superintendent and a copy of the evaluation shall be placed in the Superintendent's personnel file. Any written comments that the Superintendent wishes to attach to any derogatory information placed in her personnel file shall be filed, with the evaluation, in a sealed envelope in the Superintendent's personnel file and marked "Confidential: To be Opened by Authorized Personnel Only." One copy of the evaluation and any comments from the Superintendent shall be placed in a sealed envelope marked "Confidential: To be Opened by Authorized Personnel Only" and will be forwarded to the District's legal counsel for filing.
- E. The Board shall, if requested by the Superintendent, meet and discuss the contents of the evaluation with the Superintendent within a reasonable time after the Superintendent has heard or received the evaluation.
- F. Failure to meet the deadlines or other requirements of this section will not bar the District from terminating the Superintendent's contract as otherwise set forth herein.

7. CONTRACT RENEWAL OR EXTENSION

- A. There shall be no renewal or extension of the Contract. Should the parties desire Superintendent to continue as Superintendent/Principal beyond the term of the Contract, the Parties shall negotiate and execute a new contract.
- B. Should the Board determine that it does not wish to negotiate and execute a new contract at the end of the term of the Contract, the Board shall give written notice of the decision to the Superintendent, at least forty-five (45) days before the end of the contract, as required according to Education Code section 35031. The Parties expressly agree to waive the term of the automatic renewal provision established in Education Code section 35031. Rather, if the Board fails to provide notice of non-renewal, the Contract shall automatically be renewed on the same terms but only for a period of one year.
- C. Between ninety (90) days and one hundred and twenty (120) days before the end of the Contract, the Superintendent shall, in writing, remind each Board member of the Board's obligation to give written notice according to Paragraph 7. B. Failure by the Superintendent to provide notice to the Board shall invalidate the notice requirement under Paragraph 7. B and shall operate as a waiver of the automatic renewal provision in Education Code section 35031 and Paragraph 7. B.

8. TERMINATION OF CONTRACT

- A. **Mutual Consent.** This Agreement may be terminated at any time by mutual consent of the Board and the Superintendent upon thirty (30) days before written notice.
- B. **Resignation.** The Superintendent may resign and terminate this Agreement only by providing the Board with at least forty-five (45) days advance written notice unless the parties agree otherwise.
- C. **Nonrenewal of Agreement by the District.** The Governing Board may elect not to renew this Agreement for any reason by providing the Superintendent with forty-five (45) days of written notice before the expiration of this Agreement, per Education Code section 35031. It is expressly understood and agreed that the provisions and notice requirements of Education Code section 44951 do not apply.
- D. **No Accrual of Seniority.** The Superintendent shall not be considered a school site administrator for purposes of Education Code section 44956.5.
- E. **Termination of Superintendent/Principal for Cause.** The Superintendent's status as Superintendent/Principal and all of the Superintendent's rights under this Agreement may be terminated by the Board at any time for, but not limited to, breach of contract; any ground enumerated in the Education Code; or the Superintendent's failure to perform her responsibilities as outlined in this Agreement, as defined by law, or as specified in the Superintendent's job description, if any. The Board shall not terminate this Agreement according to this paragraph (8.E.) until a written statement of the grounds of termination has first been served upon the Superintendent. The Superintendent shall then be entitled

to a conference with the Board at which time the Superintendent shall be given a reasonable opportunity to address the Board's concerns. The Superintendent shall have the right to have a representative of her choice at the conference with the Board. The conference with the Board shall be the Superintendent's exclusive right to any hearing otherwise required by law. The Superintendent shall have a reasonable opportunity to respond to all matters raised in the charges and to submit any written documents the Superintendent believes are relevant to the charges. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Superintendent with a written decision. The decision of the Board shall be final. The Superintendent's conference before the Board shall be deemed to satisfy the Superintendent's entitlement to due process of law and shall be the Superintendent's exclusive right to any conference or hearing otherwise required by law. The Superintendent waives any other rights that may apply to this termination for cause proceeding with the understanding that completion of this hearing exhausts the Superintendent's administrative remedies and then authorizes the Superintendent to contest the Board's determination in a court of competent jurisdiction.

- F. **Early Termination Without Cause.** As required by Government Code section 53260 et seq., the following is recited as required by law. The maximum cash settlement, if any, the Superintendent may receive, shall be an amount equal to the monthly salary of the employee multiplied by the number of months left on the unexpired term of the Contract. However, if the unexpired term of the contract is greater than twelve (12) months, the maximum cash settlement shall be an amount equal to the monthly salary of the employee multiplied by twelve (12). The parties acknowledge this limitation and agree to the following:
- a. **Cash Settlement.** Notwithstanding any other provision of this Agreement, the Board, without cause, in its sole discretion, shall have the option to unilaterally terminate this Agreement upon the provision of written notice of such termination to the Superintendent. If the Board elects the option to terminate this Agreement without cause, then Superintendent shall receive the Superintendent's regular salary for the remainder of the Term, or three (3) months, whichever is less. Such termination payments shall be paid on the same installment basis as the Superintendent's current salary unless both parties have mutually agreed to another form of compensation.
- G. This Agreement is subject to the provisions of Government Code sections 53243-53243.5 which requires reimbursement to the District under the circumstances stated therein. As required by Government Code section 53243 et seq., the following applies to this Contract: If this Contract is terminated, any cash settlement related to the termination that the Superintendent may receive from the District shall be fully reimbursed to the District if the Superintendent is convicted of a crime involving abuse of her office or position.

- a. If the District paid leave salary to the Superintendent pending an investigation and the Superintendent is convicted of a crime involving abuse of her office or position, the Superintendent shall fully reimburse the District for any salary provided for that purpose.
 - b. If the District provides funds for the legal criminal defense of the Superintendent and the Superintendent is convicted of a crime involving abuse of her office or position, the Superintendent shall fully reimburse the District for all District funds paid for the Superintendent's criminal defense.
- H. For purposes of (a) (b) above, "abuse of office or position" is as defined in Government Code section 53243.4.
- I. Conviction. If the Superintendent is convicted of a crime involving the abuse of the office of the Superintendent or the Superintendent's position as defined in Government Code section 53243.4, and this Agreement is terminated and a cash settlement is paid to the Superintendent, the Superintendent shall reimburse the entirety of any and all such cash settlement. If at any time the Superintendent is placed on paid administrative leave pending an investigation into their conduct, and the Superintendent is later convicted of a crime involving the abuse of the Superintendent's office or position as defined in Government Code section 53243.4, the Superintendent shall immediately repay any and all funds and salary paid during the pendency of the paid administrative leave.

9. OUTSIDE PROFESSIONAL ACTIVITIES

The Superintendent may undertake outside professional activities, including, but not limited to, consulting, speaking, and writing, so long as such outside professional activities do not, in the Board's sole judgment, interfere with the Superintendent's performance of her duties. The Superintendent's outside professional activities shall not occur during work hours without prior Board approval. In no event will the Board be responsible for any expenses incurred to the performance of such outside activities.

10. GENERAL PROVISIONS

- A. **Governing Law and Venue.** This Agreement, and the rights and obligations of the parties, shall be governed by and construed per the laws of the State of California. The parties also agree that, in the event of litigation, the venue shall be in the Superior Court located in Humboldt County, California, and no other place.
- B. **Entire Agreement.** This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.
- C. **No Assignment.** The Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.

- D. **Construction.** The Contract will be liberally construed to effectuate the intention of the Parties concerning the transaction described herein. In determining the meaning of, or resolving any ambiguity concerning, any word, phrase, or provision of the Contract, it is understood and agreed that the Parties have participated equally or have had equal opportunity to participate in the drafting hereof and no such contract term shall be construed or resolved against either party based on any rule of construction.
- E. **Modification.** This Agreement cannot be changed or supplemented orally. It may
- a. be modified or superseded only by a written instrument executed by both of the parties.
- F. **Severability.** If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.
- G. **Notices.** All notices permitted or required under the Contract shall be given to Superintendent at the following address:
- a. Such notices shall be deemed received when personally delivered or when deposited in the U.S. Mail. However, actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.
- H. **Headings.** The headings of sections of the Contract have been inserted for convenience of reference only and shall not affect the interpretation of any of the provisions of the Contract.
- I. **Attorney's Fees.** In the event of any action or proceeding to enforce or construe any of the provisions of the Contract, Superintendent and Board shall each bear the cost of their own attorney's fees and costs regardless of the outcome of the action or proceeding.

Agreed to and executed this day of _____, 2022

Board President, Loleta School District

Superintendent/Principal, Loleta School District

President, Brenda Juarez

District Superintendent/Principal, Linda Row

Regulation 5142.2: Safe Routes To School Program

Status: ADOPTED

Original Adopted Date: 07/01/2009 | **Last Revised Date:** 06/01/2021 | **Last Reviewed Date:** 06/01/2021

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:
 - a. Instructing students about pedestrian, bicycle, and personal safety
 - b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school
 - c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes
2. Encouragement strategies designed to generate interest in active transport to school, such as:
 - a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
 - b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
 - c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options
3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
 - a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs
 - b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
 - c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212
4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
 - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
 - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
 - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
 - d. Considering safe routes to school when making decisions about siting and designing of new schools
5. Evaluation to assess progress toward program goals, including:
 - a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

- b. Presenting data to the Board, program partners, and the public
 - c. Recommending program modifications as needed
 - 6. Emerging technologies that aid in the prevention and mitigation of accidents
 - 7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures
 - 8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner
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Regulation 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/01/2014 | **Last Revised Date:** 03/01/2020 | **Last Reviewed Date:** 10/01/2018

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(ii))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(ji))
11. Knowingly received stolen school property or private property (Education Code 48900(li))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image

- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
 - c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication or other medication prescribed by a

physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing

2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five

days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(ii))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.

- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - iii. The person conducting the hearing may:
 - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
 - C. Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the

Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and

parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the

rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)

Status: ADOPTED

Original Adopted Date: 11/01/2006 | **Last Revised Date:** 03/01/2012 | **Last Reviewed Date:** 03/01/2012

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. **Notice:** On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. **Manifestation Determination Review:** Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:** When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)

(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Regulation 5145.3: Nondiscrimination/Harassment

Status: ADOPTED

Original Adopted Date: 09/01/2016 | **Last Revised Date:** 12/14/2021 | **Last Reviewed Date:** 07/01/2020

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

(title or position)

(address)

(telephone number)

(email)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of

Education's Office for Civil Rights (OCR)

- c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
 6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
 7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
 8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
 9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.
 10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
 11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits

that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the

employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district

personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.
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Administrative Regulation

Tobacco

AR 5131.62

Students

Tobacco-Use Prevention Education Program

Note: The following optional administrative regulation reflects requirements of the state's Tobacco-Use Prevention Education (TUPE) program pursuant to Health and Safety Code 104350-104495 and may be adapted by other districts that do not receive TUPE funding.

Note: The TUPE program provides competitive grant funding for local programs targeting students in grades 6-12. The district may modify the following administrative regulation to reflect the grades at which the district's program is offered.

The district's tobacco-use prevention program shall provide students in grades 6-12 instruction which addresses the following topics: (Health and Safety Code 104420)

1. Immediate and long-term undesirable physiologic, cosmetic, and social consequences of tobacco use
2. Reasons that adolescents say they smoke or use tobacco
3. Peer norms and social influences that promote tobacco use
4. Refusal skills for resisting social influences that promote tobacco use

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Note: Health and Safety Code 104420 requires local TUPE programs to provide access to intervention and cessation services to high-risk groups in grades 7-12. The California Department of Education (CDE) has determined that these services should be directed toward current users and should be voluntary for students. The CDE's TUPE program application clarifies that districts are not required to directly provide the services, but may instead refer students to community services to satisfy this requirement.

As appropriate, the district shall provide or refer students in grades 7-12 to tobacco-use intervention and cessation activities. (Health and Safety Code 104420)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

These services shall be directed toward current users and shall be voluntary for students who desire assistance in ceasing the use of tobacco.

Note: The following paragraph is optional. In addition to targeting current tobacco users, Health and Safety Code 104420 requires the CDE to give funding priority to programs that target students most at risk for beginning to use tobacco. Student populations considered to be "most at risk" are to be identified by the district through a local needs assessment; see the accompanying Board policy. On the TUPE application, the district must provide a description of the student population and the district's rationale for designating that population as "high risk." Examples of "high-risk" populations may include students whose parents/guardians smoke, students transitioning from one educational setting to another (e.g., middle school to high school), or students in continuation education or other nontraditional education settings.

In addition to targeting students who currently use tobacco, the district's program shall target students most at risk for beginning to use tobacco as identified through a local needs assessment.

Note: Health and Safety Code 104460 requires districts receiving TUPE funds to provide access to tobacco-use prevention and intervention services to pregnant and parenting students, as provided below. The TUPE application clarifies that districts are not required to directly provide the following services, but may instead refer students to community services.

The district shall provide or refer every pregnant and parenting minor enrolled in the district to tobacco-use prevention services. Such services may be integrated with existing programs for pregnant and parenting minors and shall include: (Health and Safety Code 104460)

1. Referral to perinatal and related support services
2. Outreach services and assessment of smoking status
3. Individualized counseling and advocacy services
4. Motivational messages
5. Cessation services, if appropriate
6. Incentives to maintain a healthy lifestyle
7. Follow-up assessment

8. Maintenance and relapse prevention services

(cf. 5146 - Married/Pregnant/Parenting Students)

(7/05 3/06) 7/09

March 9, 2022

MEMORANDUM

TO: District Superintendents and Business Managers

FROM: Corey Weber, Assistant Superintendent of Business Services

SUBJECT: **RESOLUTION OF 2020-2021 AUDIT FINDINGS AND
RECOMMENDATIONS**

Education Code 41020 et al. requires the County Office of Education to review your independent auditor's audit report, especially audit exceptions, and to determine that your district has either corrected the exception(s) or has an acceptable plan of correction. The shared responsibility between the County Superintendent and the State Superintendent of Public Instruction (SPI) for ensuring that findings and recommendations are corrected is also located in E.C. 41020.

It is important that you implement your auditor's other recommendations quickly to insure district assets are safeguarded. Unresolved or partially implemented prior year findings and recommendations must transfer to oversight of the SPI and, as such, bring a heightened awareness of a district's financial standing to the California Department of Education (CDE).

We have completed our review of your 2020-2021 audit report and have found one or more areas that require further explanation, corrective action or a plan for correction. Please provide clear and concise responses on the attached Corrective Action Form(s) for each finding and recommendation listed on the enclosed Audit Exception Matrix. Please note, Ed Code 41020 (g)(1)(C)(2) specifically states: "...A description of correction or plan of correction shall be incorporated in the audit report, describing the specific actions that are planned to be taken, or that have been taken, to correct the problem identified by the auditor. The descriptions of specific actions to be taken or that have been taken shall not solely consist of general comments such as "will implement," "accepted the recommendation," or "will discuss at a later date." In addition, the corrective action must be specific as to who or what position is responsible for ensuring the finding is corrected. While an auditor may comment on the content of your Corrective Action Plan, it is the fiduciary duty of HCOE to assess and ensure, to the extent possible, these exceptions are adequately resolved.

For your convenience, on subsequent pages we have listed the findings over which the SPI retains oversight responsibility. You should receive correspondence from and respond directly to CDE regarding those audit exceptions.

Plan to have your Board review and approve your Corrective Action Plans at the April board meeting. The Superintendent and Board President (or designee) should then sign the Certification of Corrective Actions. **Please return the Certification and all of the Corrective Action Plan(s), with supporting documentation as required, to the Business Office by April 30, 2022.**

Also enclosed with this mailing is an Audit Activity Reporting Calendar for your reference. **Please note that once you receive your audit, every district Board shall review and accept the annual audit at a public meeting (EC 41020.3).**

We are required to certify to the State Superintendent of Public Instruction that all required work by you and this office is completed by July 15, 2022.

If you need additional clarification about any of the Findings and Recommendations, please contact your auditor. If you need technical assistance developing acceptable Corrective Action Plans, please do not hesitate to contact Kelley Withers at 445-5313. Thank you.

Humboldt County Office of Education

**DISTRICT CERTIFICATION OF CORRECTIVE ACTIONS
2020-2021 AUDIT FINDINGS AND RECOMMENDATIONS**

DISTRICT NAME: Loleta Union School District

☒

2020-2021 Certification of Corrective Actions is hereby filed by the Governing Board of the school district.

President of the Governing Board

Date of Meeting

☐

2020-2021 Certification of Corrective Action:

As regards to the 2020-2021 audit, the District Superintendent certifies that all corrective action(s) specified in the attached page(s) have been reviewed by the district's Governing Board and assures that corrective procedures have or will be implemented and will be used in the ensuing years.

District Superintendent

Date

Number of corrective actions certified: _____

SUPPLEMENTAL INFORMATION

Date prepared: _____

Report prepared by: _____

Telephone Number: _____

FAX Number: _____

2020-2021 AUDIT FINDING CORRECTIVE ACTION

DISTRICT NAME: Loleta Union School District

FINDING CATEGORY: 3000/5000 (from audit)

FINDING NUMBER: 2021-001 **AUDIT PAGE NUMBER:** 68-69 (from matrix)

Describe below specific corrective action used in resolving audit findings:

Specifically address each individual item within the finding. Be certain that your responses are specific and concise. You will need to provide **all** documentation which supports the action taken toward resolving the finding such as copies of amended reports and corrective actions.

ATTACH ALL PERTINENT DOCUMENTATION.

Number of pages attached for this finding: 1

Name of contact Person: Christine Frazier, Interim Superintendent

Corrective Action:

The Superintendent and the Office Manager will follow legal requirements to set up a payment plan with the overpaid employ for the full amount of the overpayment over time. This payment plan will be the responsibility of the Office Manager and the Business Clerk. Letters to the employee have been sent by certified mail documenting the actions that are needed. The Office Manager will receive payment, documenting the receipt and forward to the business clerk who will in turn follow all legal requirements in depositing these funds. The Business Clerk will provide all necessary receipts to the employee.

To avoid the situation in the future the Board/Superintendent will approve all positions, extra pay and stipends. The Office Manager will enter the position into position control, the business clerk will process payroll or payment receiving payroll warrants from the county office.

Completion Date: June 2022 and will continue until full payment is received

Humboldt County Office of Education

2020-2021 AUDIT FINDING CORRECTIVE ACTION

DISTRICT NAME: Loleta Union School District

FINDING CATEGORY: 30000/50000
(from audit)

FINDING NUMBER: 2021-003 **AUDIT PAGE NUMBER:** 68-69 (from matrix)

Describe below specific corrective action used in resolving audit findings:

Specifically address each individual item within the finding. Be certain that your responses are specific and concise. You will need to provide **all** documentation which supports the action taken toward resolving the finding such as copies of amended reports and corrective actions.

ATTACH ALL PERTINENT DOCUMENTATION.

Number of pages attached for this finding: 1

Name of the Contact Person: Christine Frazier, Interim Superintendent

Corrective Action: The Superintendent will require that all original documents supporting District expenditures be maintained and filed at the District Office and not be transported off-site. Secondly, the Superintendent will implement procedures requiring the completion of purchase orders or expense authorization forms prior to expenditures being incurred by the District. Thirdly, the Office Manager will begin the process to add vendors and/or change vendor information. Then these changes will be entered into the system by the Business Clerk with final approval from the Superintendent. This process will be followed in processing invoices for payment, receiving the accounts payable warrants and mailing and reconciling the cash with the county treasurer and revolving accounts. Bank reconciliation by the Business Clerk will be reviewed by the Office Manager or the Superintendent. The Superintendent will provide better segregation of duties of opening mail containing checks, scanning them into the system and reconciling the clearing of the account.

Completion Date: June 1, 2022

Humboldt County Office of Education

2020-2021 AUDIT FINDING CORRECTIVE ACTION

DISTRICT NAME: Loleta Union School District

FINDING CATEGORY: 30000/50000
(from audit)

FINDING NUMBER: 2021-004 **AUDIT PAGE NUMBER:** 70-71
(from matrix)

Describe below specific corrective action used in resolving audit findings:

Specifically address each individual item within the finding. Be certain that your responses are specific and concise. You will need to provide **all** documentation which supports the action taken toward resolving the finding such as copies of amended reports and corrective actions.

ATTACH ALL PERTINENT DOCUMENTATION.

Number of pages attached for this finding: 1

Name of Contact Person: Christine Frazier, Interim Superintendent

Corrective Action: Because Finding 2021-003 affects internal control over federal programs as well as general internal controls, that finding was repeated as a federal finding, the Federal Awards and Questioned Costs section of the Schedule of Findings and Questioned Costs” See Finding 2021-003 for corrective action plan details for 2021-004

Proposed Completion Date: June 1, 2022

Humboldt County Office of Education

2020-2021 AUDIT FINDING CORRECTIVE ACTION

DISTRICT NAME: Loleta Union School District

FINDING CATEGORY: 5000
(from audit)

FINDING NUMBER: 2021-005 **AUDIT PAGE NUMBER:** 72-73
(from matrix)

Describe below specific corrective action used in resolving audit findings:

Specifically address each individual item within the finding. Be certain that your responses are specific and concise. You will need to provide **all** documentation which supports the action taken toward resolving the finding such as copies of amended reports and corrective actions.

ATTACH ALL PERTINENT DOCUMENTATION.

Number of pages attached for this finding: 1

Name of Contact Person: Christine Frazier, Interim Superintendent

Corrective Action: The Superintendent will closely monitor the office procedures to obtain signed federal time certifications from employees on a monthly basis and ensure that the documents are obtained and filed for audit verification.

The Office Manager will process and file certification forms after Superintendent review.

Proposed Completion Date: June 30, 2022

CDE Audit Resolution
2020-2021 AUDIT EXCEPTION MATRIX

Loleta Union School District

***CURRENT YEAR RECOMMENDATIONS
(SPI OVERSIGHT)***

Rec. No.	Code No.	Current Year Recommendations	Audit Report Page #	Is there a Financial Impact? (Y/N)	Acceptable Plan? (Y/N)	Comments
3	30000/ 50000	Accounts Payable Internal Control	68-69	Y	N	
4	30000/ 50000	Accounts Payable Internal Control	70-71	Y	N	
5	50000	Federal Time Certification	72-73	Y	N	

Loleta Union School District
2022-2023 SCHOOL CALENDAR

SCHOOL MONTH	Mon	Tues	Wed	Thurs	Fri	Days Taught	Holidays
August	15	16	17	(18)	(19)		Certificated Staff Duty Days
Aug. 22 - Sept. 16 FIRST MONTH	★22 29 5 12	23 30 6 13	24 31 7 14	25 1 9 15	{26} {2} {9} {16}	19	★First Day of School: Aug. 22 Labor Day Holiday: Sept. 5
Sept. 19 - Oct. 14 SECOND MONTH	19 26 3 10	20 27 4 11	21 28 5 12	22 29 6 13	{23} {30} {7} {14}	20	
Oct. 17 - Nov. 11 THIRD MONTH	17 24 31 7	18 25 1 8	19 26 2 9	20 27 3 {10}	{21} {28} {4} 11	19	Veterans' Day Holiday: Nov. 11
Nov. 14- Dec. 9 FOURTH MONTH	{14} 21 28 5	{15} 22 29 6	{16} 23 30 7	{17} 24 1 8	{18}* 25 {2} {9}	15	Conference Week: Nov. 14-18 {early release} *End of Trimester 1: Nov. 18* Thanksgiving Break: Nov. 21-25
Dec. 12 - Jan. 6 FIFTH MONTH	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	{16} {23} 30 6	9	Winter Break: Dec. 23-Jan. 6
Jan. 9 - Feb. 3 SIXTH MONTH	9 16 23 30	10 17 24 31	11 18 25 1	12 19 26 2	{13} {20} {27} {3}	19	Dr. Martin Luther King, Jr. Holiday: Jan. 16
Feb. 6 – March 3 SEVENTH MONTH	6 13 20 27	7 14 21 28	8 15 22 1	9 16 23 2	{10} {17} 24 {3}	15	Presidents' Week Break: Feb. 20-24
March 6 - March 31 EIGHTH MONTH	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	{10}* {17} {24} {31}	20	*End of Trimester 2: March 10*
April 3 – April 28 NINTH MONTH	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	{7} 14 {21} {28}	15	Easter Sunday: Apr. 9 Spring Break: Apr. 10-14

May 1 – May 26 TENTH MONTH	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	{5} {12} {19} {26}	20	
May 29 – June 9 ELEVEN TH MONTH	[29] {5}	30 {6}	31 {7}	1 {8}	{2} ★ {9}*	9	Memorial Day Holiday: May 29 ★Last Day of School: June 9 Staff Only on June 9 *End of Trimester 3: June 9*

1st Trimester: 63 days [Holidays] and Local Recess

2nd Trimester: 58 days *End of Trimester

3rd Trimester: 59 days { } Early Release

Total: 180 days () Certificated Duty Day

Board adopted—06/09/2022

Mark G. Wetzel, CPA

Michael R. Cline, CPA

Kenneth X. Stringer, CPA

D | L | M

DAVID L. MOONIE & CO., LLP

Certified Public Accountants

Aaron S. Weiss, CPA

Matthew J. Hague, CPA

May 11, 2022

Board of Trustees
c/o Christine Frazier, District Superintendent
Loleta Union School District
P.O. Box 547
Loleta, California 95551-0547

CLIENT'S COPY
DAVID L. MOONIE & CO., LLP
CERTIFIED
PUBLIC ACCOUNTANTS
EUREKA, CALIF. 95501

To the Board of Trustees:

We are pleased to confirm our understanding of the services we are to provide the Loleta Union School District (the "District") for the year ended June 30, 2022.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of the District as of and for the year ended June 30, 2022. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management Discussion and Analysis
2. Budgetary Comparison Schedules

900 G Street, Suite 103 ▪ Arcata, CA 95521 ▪ 707.822.3337 (Bus.) ▪ 707.442.5298 (Fax)

325 Second Street, Suite 301 ▪ Eureka, CA 95501 ▪ 707.442.1737 (Bus.) ▪ 707.442.5298 (Fax) ▪ dlm@dlm-cpa.com E-mail

3. Schedules of the District's Proportionate Share of the Net Pension Liability for the Last Ten Years for CalPERS and CalSTRS.
4. Schedules of Contributions for the Last Ten Years for CalPERS and CalSTRS.
5. Schedule of Changes in the Net OPEB Liability and Related Ratios for the Last Ten Years, if applicable.

We have also been engaged to report on supplementary information other than RSI that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1. Schedule of expenditures of federal awards
2. Combining fund statements
3. Schedule of Average Daily Attendance
4. Schedule of Instructional Time
5. Schedule of Charter Schools
6. Reconciliation of Annual Financial and Budget Report (J-200) with Audited Financial Statements
7. Schedule of Financial Trends and Analysis

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

1. Schedule of District Organization

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in

the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with

GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

1. Risk of overstating receivables or understating liabilities to inflate ending fund balances.
2. Improper revenue recognition due to fraud.

Audit Procedures—Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal

control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, related notes of the District in conformity with U.S. generally accepted accounting principles and the Uniform Guidance, and the Federal Audit Clearinghouse Data Collection Form, based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance

with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes of the District, and the federal Data Collection Form services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review on October 15, 2022.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of

Board of Trustees
c/o Christine Frazier, District Superintendent
Loleta Union School District
May 11, 2022
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expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the District, the State Controller's Office, the Humboldt County Office of Education, and the California Department of Education; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of David L. Moonie & Co., LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office, the California Department of Education or their designees, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of David L. Moonie & Co., LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

It is our policy to keep audit documentation related to such engagements for seven years from your fiscal year-end or for any additional period requested by the State Controller's Office, the California Department of Education or their designees, or a federal agency providing direct or indirect funding. Upon the expiration of the seven year period we shall be free to destroy our audit documentation without further notice to your District, except if are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding. In that case we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Mark Wetzel, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We will notify you in a separate letter regarding the timing of our audit field work. We expect to issue our reports no later than December 15, 2022.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross annual fee, including expenses, will not exceed \$16,000. Our standard hourly rates vary according to the degree of responsibility involved and the experience level

of the personnel assigned to your audit. Our invoices for these fees will be rendered as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notice of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. Billings become delinquent if not paid within 30 days of the invoice date. A finance charge at twelve (12) percent will be assessed on any unpaid balance after deduction of current payments, credits, and allowances made within 60 days of date of billing.

The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Trustees of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

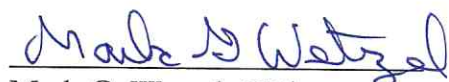
We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know.

Board of Trustees
c/o Christine Frazier, District Superintendent
Loleta Union School District
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If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy where indicated, and return it to us in the envelope provided.

A copy is enclosed for your file.

Very truly yours,



Mark G. Wetzel, CPA
David L. Moonie & Co., LLP

RESPONSE:

This letter correctly sets forth the understanding of the Loleta Union School District.

By: _____
Superintendent

Date: _____

By: _____
Board President

Date: _____



Community School Assistant

Classified - 11 Month Schedule

DEFINITION:

Under directions, as part of the instructional team and under the direction of the assigned supervisor, performs a variety of specialized education supports including the implementation of behavioral support interventions, increase access to the common core curriculum and as needed, meet physical supports that can supports students moving to less restrictive environments, training and enhanced abilities in providing behavioral supports to all students, and providing a pathway to a certificated position for interested employees. Although providing services to students with disabilities may be directed on an as needed basis, it is not anticipated to be a daily task provided to all students supported by the instructional support specialist.

EXAMPLE OF DUTIES:

- Serves as an administrative assistant to Community School Coordinator which may include performing research and data abstraction pertaining to behavior tracking forms, suspensions and/or SARB referrals.
- Coordinates follow up activities required by Community School Coordinator to include arranging meetings for stakeholder groups; family nights, student ASB meetings, student events and other activities to engage students and parents in participation.
- Works collaboratively with the Community School Coordinator to plan, organize, and coordinate any communication to families, the school board and parents.
- Prepares and maintains the official minutes for all community advisory group meetings.
- Performs follow-up functions to ensure a timely response to Governing Board and Superintendent special report and information requests.
- Takes and transcribes dictation pertaining to correspondence memoranda, reports and a variety of other subject matter which may be sensitive, privileged and highly confidential.
- Plans, organizes, establishes and maintains a complex data management, storage and retrieval system.
- Processes and responds to routine mail and inquiries forwarded to the Community School Coordinator's office.
- Prepares and maintains all forms, schedules, official permanent records, confidential files and reports on students according to program requirements.

QUALIFICATION :

This position requires a highly skilled person with prior education relevant to the position. The person should have a warm and friendly personality, He/she should be enthusiastic, cheerful and very flexible. The job is characterized by a relatively small amount of supervision in close coordination with the supervisor. There are frequent contacts with students, parents, district employees, county employees and potentially various City, County, State and Federal agencies.

Possessing a valid CPR and first aid certificate within the first six months of employment is a requirement

KNOWLEDGE OF:

- Procedures, methods, strategies and techniques pertaining to PBIS, MTSS and grant management.
- Principals, goals and objectives of public education.
- Modern office practices, trends and procedures, standard office equipment
- Legal mandates policies, board policies, regulations and procedures which govern the District operational processes.
- Efficient office methods and practices including filing systems, business correspondence and report writing.
- Proper English usage grammar, spelling, vocabulary and punctuation.
- Effective and efficient communication techniques strategies, and procedures
- Working collaboratively with staff to address student concerns
- Special Education IEPs and requirements

ABILITY TO:

- Type accurately at least 50 words per minutes and be proficient in word processing and spreadsheets (i.e WordPerfect, Microsoft Word, google docs and excel)
- Effectively and efficiently perform high responsible clerical, secretarial and administrative assistant functions and activities.
- Establish and maintain effective working relationships with teachers, administrators, students, parents and the general public.
- Handle a variety of delegated administrative and office details requiring independent judgment and discretion in working with confidential matters.
- Perform general clerical work and quickly learn the specific operations of the office
- Respond to routine inquiries.
- Adapt to changing work demands
- Follow oral and written directions.
- Work under varying degrees of stress.
- Be flexible and willing to assist when needed in yard duty, lunch room, ect.
- Be able to work effectively with constant interruptions from students or staff in an appropriate manner
- Multiple phone lines

PHYSICAL DEMANDS:

The Physical requirements indicated below are examples of the physical aspects that the position classification must perform in carrying out essential functions.

- Persons performing service in this position classification will exert 10 to 20 pounds of force frequently to lift, carry, push, pull or otherwise move objects. This type of work involves sitting, walking and standing. Person must be able to move across irregular playground terrain
- Perceiving the nature of sound near and far vision depth perception providing oral information, the manual dexterity to operate business related equipment and handle work with various materials and objects are important aspects of this job.
- Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

EMPLOYMENT STANDARDS:

Education and Experience:

Graduation from High school or comparable demonstration of basic competence and preferably four years of work with students in an educational setting.

Equal Opportunity Employer

Understanding that this is a Community School Grant funded position



Loleta Community Coordinator

Classification: Certificated Management 11 Month Employee

BASIC FUNCTION - Work in partnership under the direction of the Superintendent to manage and lead the development of the full service community school, including assessment of the school community's needs and assets, coordination of all student and family support services and development of resources and partnerships.

Representative Duties - Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.

Essential Functions -

- Work in partnership under the direction of the Superintendent
- Manage and lead the development, in partnership with the Superintendent, of a seamless system of support services for students and families.
- Facilitate and/or provide technical assistance to the various school leadership teams, including Native American Advisory Committee, Loleta Elementary Advisory Committee, PTO, ASB and True North.
- Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts.
- Train and support staff to understand and align programs with school structures, systems, curriculum and goals. Work with school staff and administration to integrate academic and non-academic support.
- Establish systems to manage and maintain quality partnerships, including, but not limited to: development of MOU's, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.
- Provide support and guidance for school staff and partners in resolving issues related to service delivery, access and coordination.
- Develop, manage, and sustain partnerships with city, county and non-profit agencies to provide support and opportunities to students and families that meet their identified needs.
- Act as a point person for agencies and programs interested in partnering with schools and help to broker new partnerships that are aligned with school goals and needs.

- Facilitate integration and coordination of site-based services with other District programs and services including mental health, family and community support.
- Support the integration of youth leadership, parent engagement, and family support throughout the district.
- Design programs to support student transitions, including but not limited to transition between grades, re-entry from the juvenile justice system or prolonged illness.
- Manage and lead the development of new programs, including service provider selection and program implementation and monitoring.
- Provide training and technical assistance to ensure cultural and linguistic appropriateness of services, programs and communication efforts.
- Assist with program evaluation, including data collection, analysis and reporting.
- Coordinate the allocation of space for student and family support services, and for special events.
- Participate in professional development opportunities.
- Provide cross-training to other staff members within the department.
- Perform related duties as assigned.

Training, Education and Experience: Bachelor's degree required and three years of relevant experience in one or more major student and/or family support areas, and the ability to meet with essential functions stated above. This is an Administrative position.

Licenses and Other Requirements:

Valid CDL

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance.

Knowledge and Abilities

- Applicable laws, codes, regulations, policies, and procedures governing work scope
- Strategic direction of the District
- Social, emotional, health and economic issues faced by Loleta youth and their families
- Diverse groups across race, ethnicity, religion, gender, class and sexuality
- Local community-based organizations providing mental health services
- Research methods, report writing and record-keeping techniques
- Correct English usage, grammar, spelling and punctuation
- Principles and practices of effective leadership
- Telephone techniques, systems and etiquette
- Interpersonal skills using tact, patience and courtesy
- Principles and practices of supervision and evaluation

Ability to

- Interpret and implement applicable laws, codes, policies, procedures, and District regulations governing work scope
- Maintain current knowledge of applicable laws, codes, regulations, policies, procedures and District regulations related to work scope
- Establish and maintain effective working relationships with multifaceted public and private agencies and the District.
- Work successfully with diverse groups across race, ethnicity, religion, gender, class, and sexuality
- Identify and resolve school site health and safety issues in a timely manner
- Communicate effectively in English orally and in writing
- Plan and organize work
- Work confidentially and with discretion
- Work independently
- Meet schedules and timelines
- Manage multiple projects simultaneously
- Complete work as directed despite frequent interruptions
- Prepare and deliver clear and concise presentations to a variety of audiences
- Develop and implement training and evaluation programs
- Supervise and evaluate assigned staff
- Operate personal computer, related software, and other office equipment
- Cross-train department personnel

Working Conditions

Environment

Office environment, school site, and off-site locations; fast paced work; constant interruptions

Physical Requirements

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing and pulling light to moderate weight objects; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone and make presentations.

Equal Opportunity Employer

Understanding that this is a Community School Grant funded position

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Loleta Union Elementary School District

CDS Code: 12629270000000

School Year: 2022-23

LEA contact information:

Jennifer Fairbanks

Interim Principal

7077335705 X100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

Total LCFF funds
\$0
0 %

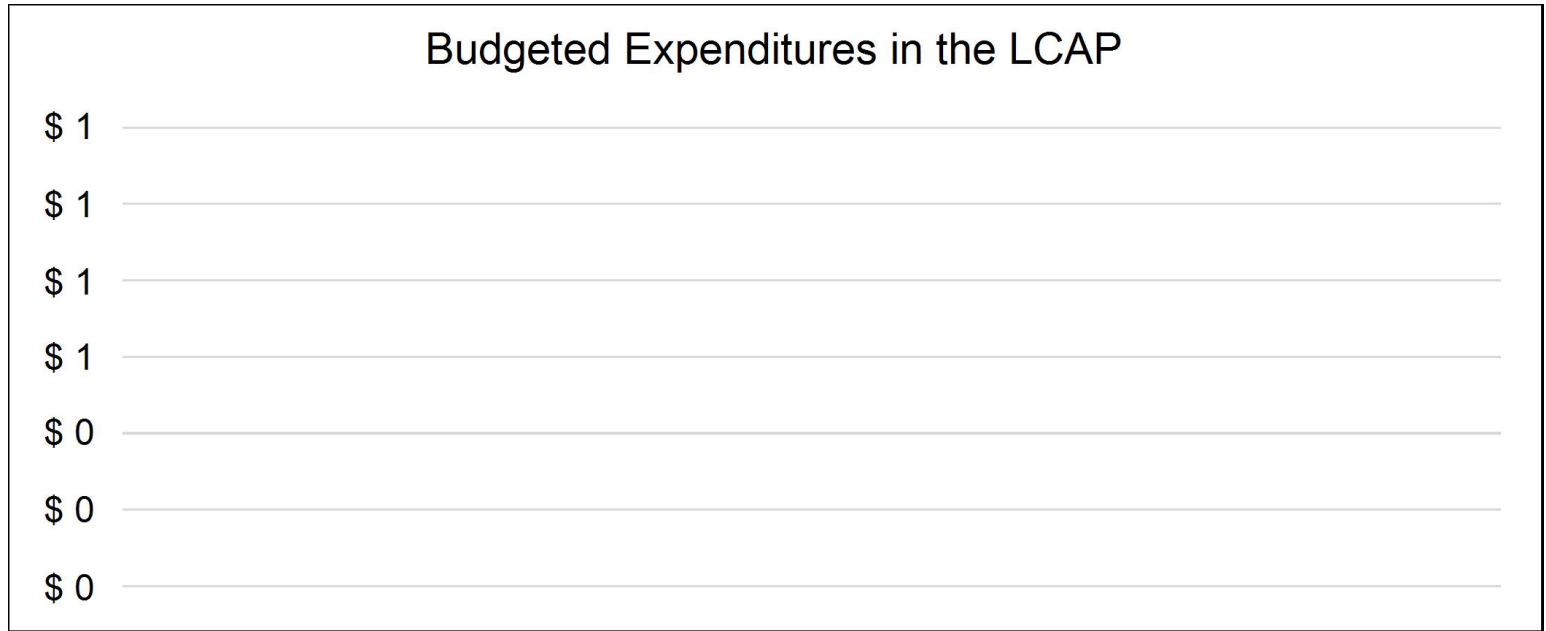
This chart shows the total general purpose revenue Loleta Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loleta Union Elementary School District is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds,

and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Loleta Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

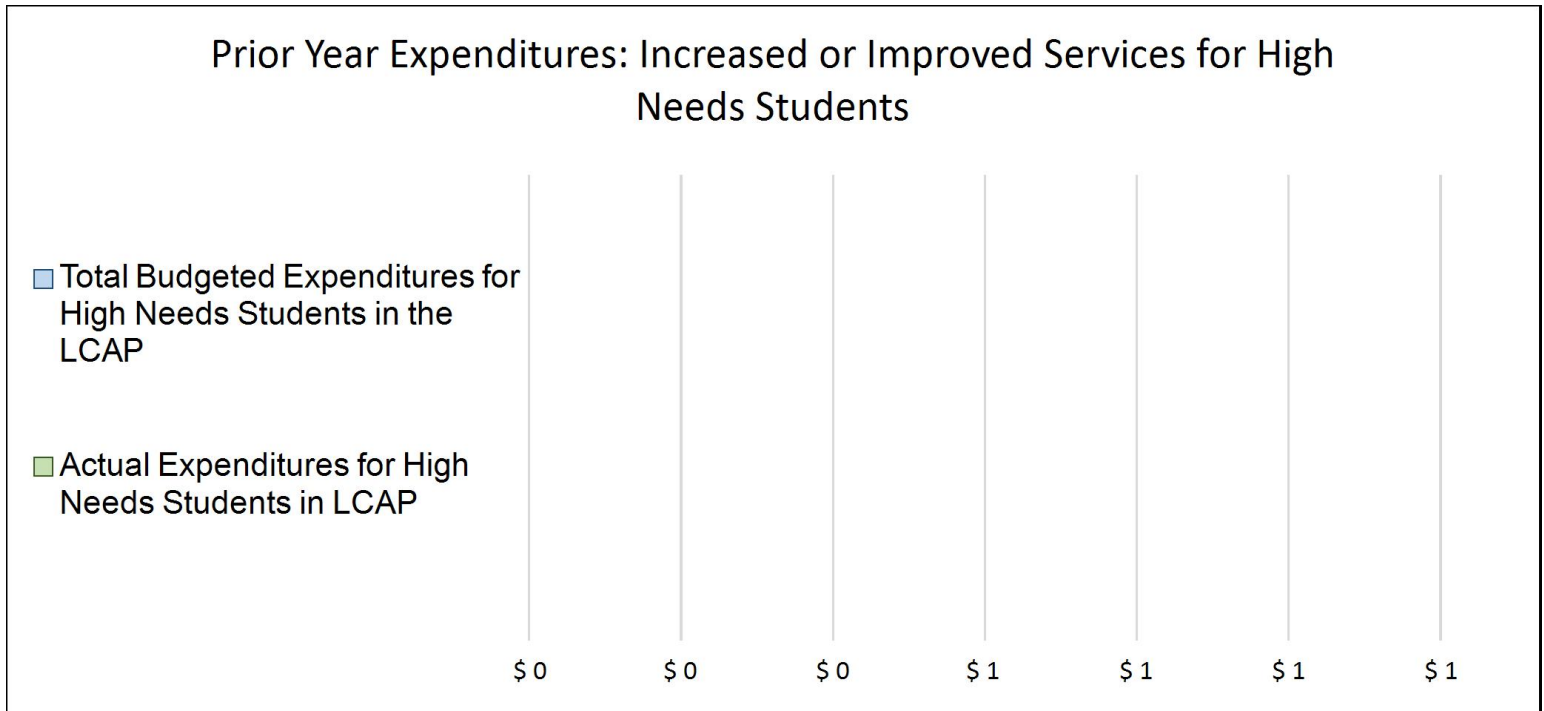
The text description of the above chart is as follows: Loleta Union Elementary School District plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Loleta Union Elementary School District is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Loleta Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loleta Union Elementary School District plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Loleta Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Loleta Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Loleta Union Elementary School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Loleta Union Elementary School District actually spent \$ for actions to increase or improve services for high needs students in 2021-22.

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
Loleta Union Elementary School District	Jennifer Fairbanks Interim Principal	jfairbanks@loleta.org 7077335705

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).

The LEA has used all of its funding given through the budget act of 2021 so there are no funds that were not included in the local control and accountability plan. Those funds were used to staff the school to its capacity in order to address learning loss mitigation. And will be used up by the end of the year. Stakeholder groups that were engaged to develop the LCAP include the Native American advisory council, the Educational Advisory council and the ELAC advisory council in addition to staff.

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 LEA used the concentration grant add on funding it received to increase the number of staff who provided direct services to students specifically our low income English learners and our foster youth because we have greater than 55%. In compliance with the California education code section 42238. The school separated two combination classes which increased teaching staff to have a separate first grade and second grade. We increased the staff to have a seventh grade and eighth grade, also separated. It also increased the staff to have a reading specialist on campus to specifically address RTI implementation using Fountas and Pinnell and provide direct instruction to our unduplicated students. The school also increased custodial staff by a full 1.0 FTE. This was necessary to maintain high sanitation standards during COVID-19. The school has a 93% unduplicated student count, therefore our unduplicated students were directly addressed in the separation of grades 1/2 and 7/8 and were provided to support to focus on using the reading specialist to address the gap in ELA scores.

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.

The LEA engaged educational partners which are made up of the staff, union representation, the community, advisory committees and the board beginning with when the funding began coming in during the spring of 2020. At that time a plan was developed. Meetings were held consistently through the academic year of 2020 and then moved into a re-opening group that met during the summer of 2020. These groups created a plan that included spending of the one time funding from the federal government for the school during the distance-learning time and moving into the hybrid model which the school adopted in October 2020. The community had this plan shared with them through our three outreach groups to include the Loleta advisory group composed of leaders from the two tribes that we are affiliated with along with tribal members and community members who are interested in finding out what is going on in the school. This community outreach group met monthly. The second group is the ELAC group which is made up of our Hispanic speaking members. Hispanics represent 18% of our school demographics. The Plans were translated and shared with them as well during our monthly meetings. And finally, the Indian education advisory group which meets quarterly was also provided this information. The reopening plan, as well as our spending plan, was placed on our website to let families and community members know and peruse our decision making process. A lot of feedback was given specifically around our technology. We only had enough money to purchase technology for one computer at home per family using the funds, as well as community donations, by the end of May 2020 along with hotspots. However, with the new funding that came in we were able to move to one chrome book per student at home and at school in order to mitigate learning loss and to continue the educational day as the teachers assigned more work through Google classroom. The board had consistent reports on the spending of the money as the plans were needed and reported and put up on the website.

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.

The ESSR three funds were specifically spent on increased staff for direct instruction to allow students to have more access to adults in order to mitigate learning loss. The school offered summer school for two weeks prior to the 2021 year starting which was very successful in getting 30% of the students a jump started on getting used to being in school and gradually increasing the amount of time that they would spend at school so they would be ready for a full day. We also maintained for the safety of students and staff by following the high sanitation requirements. Everyone was trained on how to clean surfaces appropriately, to include deep cleaning as necessary. In addition, we had our flooring replaced to allow us to be able to clean our floors better versus attempting to clean the very old carpet that was in place; which was also through state funding. Again we emphasize that we increased our classified staff to provide support in the classroom as well as

increased our teaching staff. We also increased the number of hours that each classified staff member had from .75 to .85 FTE and increased some to a full 1.0 FTE. We increased our custodial staff from .5 to a 1.5 to assist with keeping up with school sanitation for deep cleaning. We purchased cleaning backpacks to be able to spray down areas throughout the school to include the bus that perhaps got contaminated when COVID-19 made it into the school. We increased our secretary from .5 to a full 1.0 FTE to be able to address attendance concerns when students were on distance-learning as well as to assist in sharing information with the community about changes that were occurring regarding COVID-19, almost hourly. Our total staff increased from approximately 24 to 40 this year presently. We were able to see in our assessments that our students were catching up with what was lost over the time that they were doing distance-learning. Our challenge is that we have staff reductions that we are required to do because of our FISCAL situation so we will be moving forward with staffing at approximately 24 people again during the 2022-2023 school year.. In other words, we're back at pre-Covid levels. However, we hope that the systems that we have put into place and the self-regulation that we have trained our students in will persevere and allow for continued growth in lost learning and social emotional regulation. We also look forward to increasing the extended school day so we will go to nine hours a day providing care in the morning and academics in the morning as well in the afternoon plus summer school at the end of the school year 2021 to 2022 and at the beginning of the next school year 2022 to 2023. Money is anticipated to be spent on ELA materials as well as assessment materials for our Spanish-speaking students. We are also anticipating more professional development for our teachers with regards to social emotional learning in their daily work that they do. We also are looking at the emotional safety of our students as we increased our behaviorist this year for a while to a full three days a week but we had to pull back on that down to one day again however we did hire a full-time social worker/counselor who will be remaining with us and continue the work into the coming years.

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.

The Loleta Union Elementary District strictly adheres to the established guidelines and expenditure timelines provided by the state and federal government that describe how the additional fiscal resources can be expended. Previously established and board approved expenditures outlined in the district's 2021-22 LCAP are continuing to be used just as they were originally intended to be spent for the benefit of the district's students. LUESD has continued to follow the established guidelines and spending plans in its Safe Return to In-Person Instruction, Continuity of Services, and ESSER III Expenditure Plans as well.

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

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.

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
Loleta Union Elementary School District	Jennifer Fairbanks Interim Principal	jfairbanks@loleta.org 7077335705 X100

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.

Loleta Union Elementary School District is a single school district hosting grades TK - 8. The school averages around 100 students and is located on a bluff with an amazing view of the Pacific Ocean in the quaint town of Loleta in picturesque Humboldt County. The area is pastoral with rolling farm land and sweeping views of the Eel River Valley. The community supports farming and ranching, a sizable “bedroom community” for parents who work in Fortuna, to the south or the city of Eureka to the north and a large workforce for Bear River Casino. It is a small town with a strong, growing community.

Loleta Elementary serves two Native American Communities, the Bear River Rancheria and the Wiyot Tribe at Table Bluff. About 80 percent of the students who attend Loleta are Native American. There are many bi-racial families which also allows 38 percent of our student body to be Hispanic. We have approximately 9% of our population designated Caucasian. Loleta School’s free and reduced lunch rate is 95%. Our staff reflects our community closely in its diversity! We have Native American, Hispanic and Caucasian staff members. Loleta has had a student support team composed of 3 full-time staff members which has included a 75% time psychologist/counselor and another full time counselor/social worker in addition to a classified member that worked to facilitate the Zen Den; our room for students to support them to regulate if needed. During the 2022-2023 school year, we will continue to employ the full time social worker, and facilitate support in the Zen Den from a variety of staff and contract, We will continue to offer every student an individualized education and support to bring them from wherever they are to where they have the potential to go! We also work in partnership with our on-site Loleta Community Resource Center bringing further support to our families and the community.

The district has been growing over the past few years and is anticipating an even better future. Some of the initiatives that are in place and reaching maturity are:

Positive Behavioral Supports and Interventions (PBIS), along with our Multi-tier systems and supports (MTSS) improvements
Academic Response to Intervention (RTi)

Initiatives to assess students in the primary grades and implement support plans for continuous academic achievement and success; whether that be through 504 plans, Student study teams (SST's) or eventually Individualized Education Plans (IEP's)
Continued Implementation of trauma informed practices and increased teacher training in this work.
Continued focus on restorative circles in class rooms and Belong circles with True North across all grade levels.

We have purchased and implemented the high standard Fountas and Pinnell system for ELA as a supplemental program response to intervention program. The math adopted curriculum is Go Math and teachers and teacher continue to be coached on how to further implement its online aspects. We will be purchasing CORE ELA curriculum called WONDERS for grades TK-4 to focus on enhanced development of reading, writing, and reading comprehension. We continue to use McDougall Littell for grades 7-8 and Houghton-Mifflin for grades 5-6 in ELA

Loleta School has 3 outreach committees for input from our educational partners. We have a Stakeholder Advisory Committee (Equity Committee) which will meet monthly under the direction of our School Climate Director. The Equity Committee is responsible for getting at the root causes of any inequities and then developing action plans to address these issues as well as to review our new policies and offer advice on how to make them more equitable. We have our English Acquisition Committee (ELAC) which embraces our large Hispanic community and works to hear the needs of the community and work on community events that are culturally relevant. Another committee is the Indian Education Advisory committee. This committee is also critical to ensuring our students and school are culturally appropriate and relevant and assist greatly in events and supporting financially with academic tutors and financial support as well. All committees contribute greatly to our Loleta school to ensure we are meeting the needs of our student population in an equitable way.

We are hopeful to continue to utilize a music teacher in collaboration with other districts. Loleta believes enrichment going hand in hand with academics, as seen in research, is the best way to go with our community. In addition, we are now providing 1:1 chromebooks to students at home and in classrooms. During the 2022-2023 school year will attempt to continue class rotation opportunities potentially in the following areas: nutrition, gardening, dance, coding, art, Spanish language and Native American studies. We will continue to have a strong afterschool program (ASES) for family support which will be open from 7:30am until 6:00 pm daily. Our dedicated, caring staff are here for our children, we are united in our love and support of all our children. We intend to work diligently to work to offer enrichment opportunities for our students throughout the year across the areas that could include sports, arts, music, and overall fun

Reflections: Successes

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

Covid has been a struggle for all institutions and Loleta was not an exception. We do have many areas in which we have made progress. The school can report advancements in technology for the entire district. In the last year and a half we have advanced to 1:1 chrome books to students at home and at school and every family has access to the Internet. Every classroom has been upgraded with a new computer and Elmo and LCD projectors for better engagement. Teachers have undertaken training to help propel them forward to learn better ways for online teaching and learning. We have replaced flooring throughout the entire school and updated the kindergarten playground; although we

have more repairs needed that will occur after July 1, 2022. We have also increased the number of adults in the classroom during the 2021-2022 school year in order to improve tutorial support and increased attention for our students. The ASES (after school program) has improved astronomically and we have been able to improve our programs in music, art, gardening, dance, access to native american curriculum, nutrition, sports and our newest program food preservation. We also were able to provide a van to help with family and student support getting supplies to families and at times rides for students to and from 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.

Due to minimal dashboard data, but looking at local data and SARC data, Math continues to be a struggle as does ELA and there is still a great need for increased support and remediation. During the 21-22 year we hired more teachers to decrease our class sizes in 1/2 and in 7/8; however with some staff leaving for various reasons class sizes became larger. We will work at dividing combo classes as we move forward but need more students for greater financial support. Our local school wide assessment tool (IXL) shows that most 2 - 8 graders are not at grade level in ELA and Math and are typically 2 grade levels below where they should be. We are using a new intervention English Language Arts program, Fountas and Pinnell, which is a supplemental program and has a very simple, easy to use ELA assessment that assists teachers in identifying grade level equivalency of students. Most students from the first pass of its use are appearing to be below grade level which we believe is a direct result of COVID, lack of consistent curriculum in grades TK-4 and consistency of staff over time; however we are making progress in this area. We are excited to be purchasing a new curriculum called WONDERS to be primarily utilized with TK-4 to focus on reading, writing, comprehension and literature for next year thanks to grant funding through the American Indian Education Act. Considering we will be enrolling 4 year old's next year, this will give them a head start on language acquisition which is very promising.

In terms of suspensions and discipline there were six in house suspensions as of P2 and as a result of the same period of time we have had 394 behavior tracking referrals. All have been dealt with in a restorative manner.

As of P2 we have two students with chronic absenteeism. One student has an IEP in place and the other has family COVID concerns. To reduce our chronic absenteeism, we improved our wraparound services for students by creating the Zen Den/Sensory room to teach self regulation, increasing interesting classes at school, creating monthly school wide themes, having a 3 person student support team made up of a male, a female Hispanic and a female Native American. We also did home visits as needed, and permitted by parents, for students with IEP's. We continue to employ a full time counselor/social worker. We are implementing curriculum that integrates social-/emotional instruction, and have offered weekly zoom meetings to all classrooms to teach and reteach expectations. All of these interventions plus increased regular counselling, we believe, will continue the trend towards a peaceful, academically driven campus. Our work with our students with disabilities has been a central focus. 30 of our 110 students currently have IEPs. We have focused on Child find and providing supports in all classrooms to ensure equal access to our curriculum, music and rotations. We review their IEP behavior plans regularly in accordance with state and federal law.

LCAP Highlights

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

The district continues to make gains on the goals set forth in this LCAP. We have met some of the goals, as in reduction of suspensions, and continue to move in the right direction. We have reduced suspensions, and replaced it with restorative work using our Student Support Team, our full time Counselor, and our Behaviorist even due to financial reductions throughout the school year. Training of office staff and working to have them implement restorative techniques at first visit by students has been working. . Our district based "IXL", which is a local based academic indicator, has shown us where we are at baseline and progress over the past year and will be used to move the school forward along with the RTi work the district is gradually implementing utilizing our RTI program of Fountas and Pinnell along with other supplemental programs.

We are moving in the right direction in most areas and the district has systems in place to address its goals and measure movement toward the goals. It was not too many years ago when none of this existed, no computer lab, no district assessments, no school wide assessments, and very little data on discipline. The district has made positive changes and it is represented here in this LCAP. As many would note, change takes time.

Another addition continued this year are our CSI funds(Comprehensive Support and Improvement). Through this funding source in the past we have worked to improve our culture, staff best practices and student support services. We created a Student Support Team trained in restorative justice who are using this philosophy daily to teach students and staff resolution of conflict and are in the position to attend to students directly in the moment and we hope to prevent conflicts; continue our Center for student sensory training and emotional centering established on campus with staff trained on correct usage and we will continue to provide services and staff to support students utilizing these funds to best support students

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.

Loleta Elementary School

Support for Identified Schools

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

Superintendent met with board, community and staff to identify root cause analysis of chronic absenteeism and suspensions utilizing the support of Humboldt County Office of Education during the 2021 school year. Students enrolled are primarily Native American and Hispanic

with a high percentage of special education students. Chronic absenteeism and suspension have been areas of focus for the past three years. It is the intention to continue using in person and computer surveys to gain feedback from the community regarding how we are doing on how to address these important issues. We set up 3 community groups to help with communication. If a family feels unable to communicate directly with the school they can communicate with the group which can inform the Superintendent/Principal about issues that can be problem solved. These groups are the Stakeholders Advisory Group, English Language Acquisition Committee, the Indian Education Advisory Committee and the Board meetings.

LES continues to approach the chronic absenteeism from two prongs: a prong of support at school with outreach to home and the development of classes to make school more interesting and appealing to come in for. A plan was developed to hire an individual with extensive experience in special education and teaching in order to build capacity in the the Zen Den to provide direct support to students struggling with dis-regulation. This individual worked with the entire staff and all students to teach strategies based on self regulation and mindfulness. A "sensory room" was also developed where students could go to be guided through to self regulation exercises and use tools to help. The Zen Den works to allow students a safe place to separate themselves, a low stimulating environment to self regulate and regain focus after emotional surges. Three people were in place to keep the Zen Den/Sensory room manned and continue its service for our students. These three are our Student Support team. They worked to complete our wraparound services providing in person support and Spanish translation as needed. They also triaged the need for other services for our families and help get students and families what they may need for basic services. We were able to facilitate access of a van to support their outreach; however this will not continue during the 22-23 school year. We also increased our psychologists on campus services time which also will not continue in 22-23; and hired a full time counselor/social worker to complete our wraparound service; which will continue. As a result of increased need for psychological services we had to utilize other funding to pay for our social worker which will continue in the future. All of the student support team including the counselors, were on call to help with the avoidance of in class outbursts. Through the creation of personal behavior plans, students were able to take breaks and ask to go to the Zen den when needed, work through their angst and then return to class. Teachers and staff were trained in trauma informed care and know to recognize symptoms that when spotted the teachers have a support team ready to come and help resolve the situations without loss of instruction. Last year, the van allowed us to also transport students who had challenges at home and missed the bus. It also allowed us the ability to keep our homeless and McKinney Vento students coming to the school to help them have consistency even when their lives were disrupted for various reasons. Unfortunately the district does not have funds to purchase a van nor continue to borrow from a neighboring district. In addition, due to severe funding cut backs, many staff will not be able to be retained for the 22-23 school year; however with potential grant funding coming we are hopeful to continue much of the systems that have been started to continue to support youth at Loleta Elementary School. In addition CSI dollars, if we continue to have them will definitely be utilized to continue to support these efforts.

Spanish was offered to 7/8th grade as an enrichment program but had minimal participation, We offered art to all classrooms and music during the 2021-2022 school year and we are hopeful to provide some of these options in the future.

The district has implemented many new programs in the 21/22 school year. These programs have changed the culture of the school in terms of meeting the needs of all students particularly those whose needs are more intense. For the 22/23 school year we intend on continuing the efforts that have been begun and actually enhance others. However due to budget constraints some of the funded changes will have to be

discontinued however the intend of these programs will still be implemented by the staff that has been trained. It is our hope that as additional funding becomes available we will be able to continue to build on what has been accomplished thus far.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor chronic absenteeism and suspension quarterly through data presented in the SIS and SWIS data forms. A team will meet to discuss the data and then present it to staff and school board in order to make adjustments to the systems put in place. The team will determine modifications if needed. Our social worker/counselor will provide training for existing staff in routine reporting. We will gather data from our various interventions to monitor use and see if there is a correlation between usage and attendance. Informal and the online CHKS survey will be used to monitor climate and attitude towards school. The CHKS will administered to students, staff and parents in the Spring of 2023.

Engaging Educational Partners

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

COVID has had a highly negative impact on holding in person meetings which have historically been very powerful. With that being said, our meetings were held with various groups by zoom. The Interim Superintendent and Interim Principal interacted with the Stakeholders Advisory group, as well as the ELAC committee and The Indian Education Advisory group, the school board, bargaining units, SELPA and staff to review drafts of the LCAP. The drafts were walked through at a board meeting in May and again in June. Staff input was gathered from sharing and discussions during staff meetings throughout the year from the prior Superintendent which contributed to a lot of the direction that was taken toward continuing with the goals already established in the current LCAP. We also reviewed outcomes with staff of the current LCAP in a staff meeting. Staff includes teachers and classified. Parents contribute through our 3 monthly outreach groups: ELAC, Indian Education Advisory Group and the Stakeholders Advisory Group. We also provide a survey to staff asking for information from teachers regarding curriculum sufficiency, a survey from parents on communication effectiveness and a survey to students on feelings of safety and connectedness to school.

A summary of the feedback provided by specific educational partners.

Our Table Bluff Wiyot group were very concerned about the need for more tutorial support at their youth club before all students were given the chance to come to school. They were able to re-institute a three day a week Indian Education tutor to work with Wiyot youth specifically on academic skills which began in May, 2022. In addition, Bear River provided a tutor to support youth on academics twice a week for three hours a day beginning in January. Both of these supports have been tremendous help. ELAC expressed the desire for music, more sports and for Spanish translations of core work. The Board/teachers asked for higher standard curriculum. Last year, the Indian Education Advisory committee wished to see better science curriculum but after seeing that academic levels in ELA were at a minimum two or more grade levels below where they should be, decided to support the purchase of the Wonders Curriculum- a comprehensive ELA program focusing on reading, writing, comprehension, phonics and fluency. This program will be purchased in July of 2022 and implemented in grades TK-4. All native american groups wished to see more native american curriculum which we are hoping to use next years curriculum funding to purchase and implement. Equity and support were requests from across the community. The stakeholder groups expressed an understanding for combination classes but wished to see classes open up to specific individual grades. Currently, due to restricted funding this continues to be a challenge

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

This year, knowing there will be a reduction in instructional support staff, administration reached out to both Bear River and Wiyot tribes and were able to secure two instructional tutors starting in the spring of 2022 which will continue for the 2022-2023 school year. In addition, LES is hopeful a grant will be secured that will provided a full time employee to provide full time tutoring and mentoring to LES students for the 2022-2023 school year and beyond; potentially 5 years. We are also hopeful to continue the collaboration with other smaller Eel River Valley school districts to continue the provision of a music teacher. Although funding will not permit us to have formal sports teams due to cost, we are hopeful to reach out to the local high schools to provide sports based enrichment activities on campus in the areas of volleyball, soccer, football and basketball starting in summer of 2022 collaborating with high school students in order to support them in getting their volunteer

hours in to graduate while also providing LES students opportunities to be exposed to high school athletes, sports drills and activities. LES also will continue to implement Fontes and Pinnel across grade levels for struggling readers and the system is starting to take off. Students are starting to take home books to read over the weekends to have more practice. The school has researched other ELA curriculum and has decided upon the Wonders curriculum for grades TK-4 that will be implemented in 2022-2023 with the support of the Indian Education Advisory Council. The Wonders Curriculum is a program that will be utilized for grades TK-4 and will focus on phonics, reading, writing, comprehension. Considering we are adding Preschool to LES in 2022, we are very hopeful that students will be getting a head start on their language skill acquisition which will narrow the skills gap our students are currently facing.

Goals and Actions

Goal

Goal #	Description
1	Increased student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology. To facilitate the academic learning the school works to maintain support and respect for families and students diversity by recruiting diverse personnel and teaching inclusive practices and honoring student special circumstances, local cultural activities and traditions.

An explanation of why the LEA has developed this goal.

We have developed this goal because our students are needing support for their academic achievement based on past CAASPP scores. Related to this we have a high unduplicated rate. 90% of our students are socioeconomically disadvantaged. We have 22% English Language Learners and have seen increased need in this population. Parents are less involved with the school. Our school has a 30% Special Education Population so our work to increase and improve services to support all these populations has become of paramount importance. Through increasing classified staff, we have decreased the adult to student ratio to 1:3 allowing for more intensive tutoring, and support services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.CAASPP ELA Scores	2019 reporting: 116.5 pts below standard.	6.56% are reported as met or exceeded per data quest.			Improve to 60 pts below standard
2.CAASPP Math Scores	2019 reporting: 132.6 pts below standard	0% met or exceeded in Math per dataquest.			Improve to 100 pts below standard
3.Maintain 100% appropriately assigned and fully credentialed staff while expanding to decrease combination classes.	100% of teachers are appropriately assigned.	100% of teachers are appropriately assigned.			Maintain appropriately assigned and fully credentialed teachers in the subject areas and for the pupils they are teaching while increasing the faculty.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Local Assessment ELA Scores (IXL)	Beginning of the year 2021: 7th and 8th grade students average 2.5 grade levels below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.5 Below 4th ~ 2.8 Below 5th ~ 2.72 Below 6th ~ 2.98 Below 7th ~ 3.71 Below 8th ~ 5.28 Below			By end of year 2024, students in the 7th and 8th grade will be 1 grade level below their grade as measured by IXL.
5. Local Assessment in Math (IXL)	Beginning of the year 2021: 7th and 8th grade students average 2.7 grades below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.9 Below 4th ~ 2.93 Below 5th ~ 3.26 Below 6th ~ 3.45 Below 7th ~ 3.08 Below 8th ~ 5.28 Below			By end of year 2024, students in the 7th and 8th grade will be 1 grade level below their grade as measured by IXL.
6. Maintain 100% curriculum materials sufficiency	The district maintains a 100% curriculum materials sufficiency	The district maintained 100% curriculum materials sufficiency			Maintain 100% curriculum materials sufficiency to standards-aligned instructional materials.
7. Increase the number of students who score proficient on the Smarter Balanced State Assessments (SBAC) and CA Science Test.	The district is in the NOT MET category for all 5th grade for the CA Science Test and there are no results for 8th grade.	NO SBAC CAST due to COVID			Improve to 50% of 5th grade to Met category for SBAC and Science.
8. A 3% Increase the typing speed and	Baseline of 9 words per minute	The typing program was canceled due to a			Increase to a baseline of 25 words per

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).		funding freeze at the start of the school year; however students had access to many more online curriculum which likely improved their typing skills			minute for 8th graders.
9. See a 5% improvement in EL proficiency as demonstrated by the ELPAC.	UPDATED: 2019 Dashboard English Learner Progression Indicator ELPI 55.6%	No ELPI dashboard data available 2020-2021 Dataquest 27.78% moderately developed 60% somewhat developed 22.22% minimally developed			Increase to 60% progression.
10. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction.	Teachers indicate a 3 or beginning implementation of ELD.	Teachers continue to indicate a 3 or beginning implementation of ELD.			Teachers indicate a 4 or full implementation of ELD.
11. A 10 % decrease in the number of major referrals as documented by the SWIS system on PBIS.	2019 reports 346 Major referrals.	Loleta Elementary School's school 20-21 climate director provides opportunities for staff to increase their knowledge of restorative practices and PBIS tier 1 and 2 interventions through professional development and			Decrease by 100 Major referrals as reported by the SWIS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>collaboration. Teachers and staff implement restorative circles and conversations in addition to PBIS strategies in their classroom to address minor behaviors. Loleta Elementary School has significantly reduced suspensions over the last few years through PBIS socio-emotional and behavioral interventions. Loleta Elementary School has a total of 85 Major referrals throughout the months of August through April and 313 Minor referrals throughout the months of August through April during the 2021-2022 school year. All referrals were addressed with students and major referrals were addressed with parents.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12.Implementation of the academic content and performance standards adopted by the State Board.Teachers working on common core standards implementation.	The majority of teachers indicate the district is at a 3-Initial implementation for providing professional learning for teaching academic standards. The majority of teachers indicate the district is at a 3-Initial implementation for the rate in making instructional materials that are aligned to adopted academic standards and curriculum frameworks. The majority of teachers indicate the district is at a 2-beginning development for providing where they can improve in delivering instruction aligned to the new common core.A majority of Teachers indicate on our survey regarding curriculum and implementation a 4 rating or full implementation of standards.	Due to COVID, The majority of teachers indicate the district continues to be at a 3-Initial implementation for providing professional learning for teaching academic standards. The majority of teachers indicate the district is at a 3-Initial implementation for the rate in making instructional materials that are aligned to adopted academic standards and curriculum frameworks. The majority of teachers indicate the district is at a 2-beginning development for providing where they can improve in delivering instruction aligned to the new common core. A majority of Teachers indicate on our survey that they are struggling with a lack of a complete ELA			Move all indicators as reflected by survey to a 4 or Full implementation.On our survey a majority of teachers indicate a 5 or full implementation with sustainability.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		curriculum and the math curriculum is in dire need; meaning we need to purchase more for use. Overall, teachers report a lack of sufficient materials in math, foreign language and health in the core curriculum areas; although supplemental curriculum materials are bountiful			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13. Suspension Rate	23.7% suspension rate 2019	Based on SIS- Power School 4.9% of students were suspended In House for the 20-21 school year			Decrease to a 10% suspension rate.
14. Efforts will be made to maintain a broad course of study including math, English, Spanish, science, social studies, physical education, technology, PE and VAPA, Health and World Language standards for all students within the context of a relevant vibrant curriculum.	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom),	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom), In addition we have a teacher being trained through the art initiative program, which is a 4 year program, to provide arts across the curriculum			Expand current levels to all students taking a second language, implementation of standards for art in every class and maintain all other courses of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
15. Provide increased academic support staff to increase accessibility to programs and services for our unduplicated and individuals with exceptional needs. Increase the number of aides to having an aide in every classroom for tutoring intervention to ensure access to a broad course of study.	Currently have a ratio of 1:3 adults per students in the school to focus on unduplicated.	Ratio of 1:3 continues among adults to students focusing on unduplicated youth during the 20-21 school year			Maintain a ratio of 1:3 adults to pupil to facilitate interventions for our unduplicated students and special needs populations.
16. Reclassification of EL.	Baseline: 55.6% progress rate and 5% reclassification rate in 2018-19.	May 5, 2022 Dataquest 2021-2022 showed 3.7% RFEP, see metric 9 for progression			Desired outcome : Increase to 60% progression rate and all Level 4 students are reclassified.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Personnel	1.1 Maintain 100% correctly credentialed, diverse teachers at Loleta School (PARTIALLY DISCONTINUED)-Maintain a maximum number of aides to better serve students in all rooms. services annual contract. Maintain services for Classroom Instruction . Contract services directly supporting students.	\$335,140.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	1.2 English Learners Support/Foster Youth	<p>For English learners:</p> <p>1.EL/ELPAC Coordinator will also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.</p> <p>2.A bilingual aide will be maintained to continue to provide intervention and CELDTSupport.</p> <p>3.A part time (.4) EL/ELPAC coordinator will be maintained by the district</p> <p>4. Bilingual materials and supplies will be improved</p> <p>Foster Youth Coordinator is maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center Located on the school grounds. Supports needy families with food, clothing, and coordinates support with other service providers. See Goal 3.2</p>		Yes
1.3	1.3 Technology	<p>1.3 Maintain and upgrade Internet systems and repair technology, as needed, to provide adequate services for all classrooms.</p> <p>Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.</p> <p>Provide funding for repair and replacement of technology tools as needed to implement school programs.</p>	\$31,127.00	Yes
1.4	1.4 Curriculum	Maintain 100% curriculum materials and supplies sufficiency. The district will have adopted new curriculum materials in English	\$52,472.00	No

Action #	Title	Description	Total Funds	Contributing
		Language Arts, Science and then look to other areas such as social studies for the next adoption. Use curriculum culturally relevant. Maintain a diverse and accessible curriculum by continuing the contract with HCOE HERC Center. Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies.		
1.5	1.5 Professional Development	1.5 Professional development in key areas including common core subject areas, IXL and Go Math, also social/emotional support for students. Maintain BTSA supports for new teachers. Provide professional development for English Language strategies. Provide release of time and substitute teacher funding for professional growth opportunities.	\$19,000.00	No
1.6	1.6 Curriculum and Professional Development	1.6 With Expanded Learning Opportunities and Indian Education grant funds we will be working through adoption procedures to purchase a high standard ELA and writing curriculum.	\$18,166.00	No
1.7	1.7 Special Education Program	(PARTIALLY DISCONTINUED) School psychologist and school administrator will review the percentage of students outside of the general ed environment twice yearly to determine the percentage of students in least restrictive environment. Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, Special Day Class (SDC) and both “push-in” and “pull-out” services for students with IEP and 504 plans. Special day classroom will be maintained.	\$182,496.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	1.8 Professional Development	With ESSER funds, Loleta will have 3 professional development days in the calendar year for all staff and 2 additional mandatory professional development summer days for teachers,	\$19,241.00	No
1.9	1.9 Transportation	1.9 (DISCONTINUED) Continue to provide transportation for our unduplicated populations and special needs students. Providing individualized transportation for our most at risk rural student populations which attend our school has become a goal. We provide transportation to two Native American Reservations, a number of McKinney Vento students and a small dairy community some mileage away from the school.	\$55,928.00	Yes
1.10	1.10 Certificated Staff	1.10 (DISCONTINUED)Using ESSER funds, Loleta will increase their certificated staff by two additional teachers and have single grade levels in 1/2 and 7/8.	\$41,717.00	No
1.11	1.11 Classroom Aides	(PARTIALLY DISCONTINUED)The school has increased its classified staff and FTE of support staff to fully support our unduplicated populations throughout the school and provide intensive tutoring services.Social emotional and academic supports.	\$216,496.00	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.

We attempted to increase student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, and technology. We were unable to focus specifically on science due to a funding freeze. To facilitate the academic learning the school worked to maintain support and respect for families and students diversity by recruiting diverse personnel and teaching inclusive practices and honoring student special circumstances, local cultural activities and traditions. We developed this goal because our students needed support for their academic achievement based on past CAASPP scores; specifically adult support related to behaviors and IEP's. Related to this we had and currently still have a high unduplicated rate. A minimum of 89-90% of our students are socioeconomically disadvantaged. We had

22% English Language Learners and currently have 18% ELL. Our school has approximately 30% Special Education Population so our work to increase and improve services to support all these populations continues to be a huge focus. Through increasing classified staff, we decreased the adult to student ratio to 1:3 during the 2021-2022 school year allowing for more intensive tutoring, and support services. Our Behavior tracking referrals demonstrated clearly a reduction in behaviors and we are hopeful to see an increase in academic scores when CAASPP scores are released in the Fall of 2022. Most of the inability to implement any actions noted above were due to budget constraints.

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.

- 1.1 Personnel was over budget due to an increase in both classified and certificated staff.
- 1.3 A bill to Ferndale Tech for \$13,018 will be paid by the end of the school year bringing the amount Estimated Actual Expenditures to \$35,145.00.
- 1.4 Curriculum purchases were put on hold due to the spending freeze the district has been on since November 2021.
- 1.5 Professional Development was put on hold due to the spending freeze the district has been on since November 2021.
- 1.6 Curriculum and Professional Development through ELO and Indian Education funds were put on hold due to the spending freeze the district has been on since November 2021.
- 1.8 Professional Development was put on hold due to the spending freeze the district has been on since November 2021.
- 1.7 Due to additional staffing needs the Special Education Program was over budget.

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

Our original goal was to have students in classrooms where we had greater control of outcomes of data collection and work production. Luckily we were able to have students back in classrooms this year, full time. Although there were many absences, due to Covid, students had access to full time school and chromebooks at home if they happened to have to be at home due to Covid situations with their families or themselves. Having more staff on hand drastically reduced the number of behavioral incidences on campus both in major and minor incidences; along with suspensions. Having the additional student support team to work with students on self regulation also helped tremendously. Providing additional transportation to students that needed rides due to homeless situations or simply missing the bus was also helpful. Having instructional aides in each classroom was a huge help and we will be drastically impacted next year when we are unable to provide this support to students.

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.

ACTION 1.1 PROVIDING INSTRUCTIONAL AIDES WAS DELETED DUE TO LACK OF AVAILABLE FUNDING

After consultation with teachers in grades TK-4 and Community groups and the board it was decided upon to purchase the WONDERS curriculum to implement for grades TK-4 for 2022-2023 to provide consistency and a solid foundation for the younger grade levels while continuing to utilize Fontes and Pinnell as a supplemental RTi program for all students

1.2 A bilingual aide will be maintained to continue to provide intervention and CELDT Support. 1.33.A part time (.4) EL/ELPAC coordinator will be maintained by the district if funding is available.

1.2 Bilingual materials and supplies will be improved

Foster Youth Coordinator is maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center Located on the school grounds. Supports needy families with food, clothing, and coordinates support with other service providers. See Goal 3.2

1.4 Maintain 100% curriculum materials and supplies sufficiency is the continued goal. The district will adopt new curriculum materials in English Language Arts for grades TK-4, and then look to other areas such as social studies, science and math for future curriculum adoptions. We hope to maintain a diverse and accessible curriculum by continuing the contract with HCOE through the HERC Center and renew subscriptions for some supplemental programs to assist staff in analyzing student achievement and planning differentiated instruction strategies.

1.5 Professional development will continue in key areas including common core subject areas, IXL and Go Math, also social/emotional support for students; and new Wonders YK-4 Curriculum to be purchased. If needed, we intend to maintain BTSA supports for new teachers. We will continue to provide professional development for English Language Learner strategies for all staff. If possible, we intend to provide release time and substitute teacher funding for professional growth opportunities through the MTSS funds.

1.6- Due to funding constraints, curriculum was not purchased during the 2021-2022 school year. The plan is to purchase the Wonders Curriculum which will cost the amount identified in the 2022-2023 LCAP, potentially expanding into the next calendar year.

1.7 Students needing additional special education services will be served through outsourced services through HCOE/SELPA.

1.8- Discontinued as we do not have ESSR funding to providing PD

1.9- Discontinued as we do not have additional transportation other than bus transportation

1.10- Discontinued as we do not have additional funding to support these expenditures

1.11- Discontinued classroom aides other than 1:1 Instructional Aides as required by IEP's and for our Student Support team

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 in person instruction as a primary mode of education and support continuing education through Independent Study as needed (e.g. natural disasters which may prevent on campus participation).

An explanation of why the LEA has developed this goal.

In person instruction is critical to ongoing development of academic skills and socio-emotional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Maintain attendance data for IS vs in person learning.	1 student is signed up for IS- 99% in person.	3 students signed up for ISP during the 21-22 school year			Move to 100% in person learning.
2. Math - IXL comparison	Beginning of the year 2021: 7th and 8th grade students average 2.5 grade levels below	Due to the low student population in ISP it would be inappropriate to share specific data here. The data, however, is consistent with other grade levels.			Improve to only 1 grade level below.
3. ELA - IXL comparison	Beginning of the year 2021: 7th and 8th grade students average 2.7 grades below	Due to the low student population in ISP it would be inappropriate to share specific data here. The data, however, is consistent with other grade levels.			Improve to only 1 grade level below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.Attendance rate will increase by 2%	Current rate of 93%.	Current Attendance percentage rate for 21-22 as of P2 was 99%			Maintain an average attendance of 95%
5.Chronic Absenteeism .	Current rate of 26%. ("chronic" as 18 or more absences) 3 % per year.	Two students were chronically absent throughout the school year			Decrease chronic absenteeism to 17%
6..Office staff or student support team to make a phone call about absent students 100 percent of the time.	Office staff to make a phone call about absent students 100 percent of the time.	Office staff made phone calls to parents of absent students 100% of the time			Maintain 100% call rate of absence students.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Paraprofessionals	2.1 With Expanded Learning and ESSER funds, Loleta will provide direct instruction to students for mitigated learning loss. (Additional expenses included in G1 Action1.) Summer school will be provided.Special needs students are specifically targeted to increase minutes and services.	\$42,395.00	No
2.6	2.2 Cleaning and Safety	2.2 Loleta will pay for custodial, cleaning and PPE supplies. See Goal 3 Action 5		No
2.7	2.3 Technology	2.3 With Expanded Learning Opportunity grant funds, Loleta will purchase more Chromebooks in order for students to be 1:1.in school and at home, along with Internet access through Verizon	\$36,650.00	No

Action #	Title	Description	Total Funds	Contributing
		Hotspots.Specialized technology has been ordered to support our special needs students.		
2.8	2.4 Support of Unduplicated populations.	2.4 Principal and secretarial support works to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments.	\$45,666.00	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.

XXXXX Additional students did take advantage of the IS option due to COVID concerns. In addition, more students and grade levels utilized IXL in ELA and Math

Principal and secretarial supports works with social worker and climate director to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments.This action is intended to be implemented in the future.

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.

2.1 Paraprofessionals were over budget due to an increase in classified staff, a new salary schedule being put in place, and an increase in FTE.

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

Principal and secretarial support will continue to work with social worker and climate director to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and

modelling of behavior conducive to success in educational environments. IEP meetings have been scheduled consistently to attempt to ensure compliance.

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.

Independent Study options will continue to diminish as an option; however will continue to be an option should COVID concerns continue or increase in our area.

2.1- Partially Discontinued- see Goal 1 Action 1

2.1 During the 2022-2023 there will be no summer school options offered

2.6/2.2 We will continue to provide custodial, cleaning and PPE supplies as needed to keep students healthy and safe.

2.7/2.3 We will continue to maintain the 1:1 Chromebook availability for students. We will also continue to provide hotpots to families in need. Special needs students will continue to be provided with necessary technology to enhance their learning.

2.8/2.4 The principal and secretarial staff will continue to provide support in and outside the classroom. Mentoring and modeling of appropriate behaviors will also continue as well as support for parents and families.

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	Create a safe and welcoming environment, where nutrition and good choices are supported, using positive interventions, restorative practices and engaging, flexible curriculum so every child can be successful.

An explanation of why the LEA has developed this goal.

Loleta is an older facility with its last modernization occurring over a dozen years ago. It is rich in its resources of land, location, cultural heritage and talented staff. We feel that a welcoming school is a safe, comforting school that provides exciting enriching and culturally appropriate curriculum within properly maintained facilities. We work to help students become educated about healthy choices in their daily lives through modelling the habits at the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Cafeteria menus include culturally relevant meals. Survey results from students regarding food changes	See cafeteria food menu from 8/19- 2/20 and compare each year..	Cafeteria did provide culturally relevant meals monthly in addition to focusing on school events, holidays and cultures as compared to baseline			Include an average of 1 culturally relevant meal per month.
2. Cafeteria increases the amount of locally grown produce from our Loleta gardens and local areas by 5 percent each year.	Using the menu from 2/20 record how much food is local produce and measure average increases.	Cafeteria staff report that a minimum of 40% of produce provided was locally grown from the Loleta garden.			Increase the amount of produce from fresh garden sources by on average 10%.
3. Students rotate through the gardening, nutrition	New to the school. Surveys at the end of each month to	Informal surveys of students indicated that over 50% of students			30% of students report satisfaction with rotations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and preserving class one month a year.	measure student participation and satisfaction.	reported that gardening was one of their favorite rotations.			
4. Students rotate through 10 different months of enrichment classes per year.	New to the school. Surveys at the end of each month to measure student participation and satisfaction.	<p>When students were in person, classes rotated to the garden and learned about the growing cycle, climates and harvesting procedures. Preserving of food lessons occurred with some of the student grade levels. Informal surveys of students by staff indicated their favorite was PE, gardening, coding and music. Other rotations were not able to occur due to COVID.</p> <p>87% Positive Feedback as reported by teachers.</p>			30% of students report satisfaction with rotations.
5. After School Program attendance	Taking attendance from enrolled students	Due to COVID there were a lot of absences			78% attendance as proposed for grant.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
is steady throughout the year with good survey results.	in August and compare to average daily attendance in the program through the year. Currently a 54% attendance is recorded.	this year over 5 day periods of time for many students. As a result, in addition to fear of families exposing their children to longer days at school, they often picked them up earlier. Also, many parents were displaced from work due to COVID and did not need after school care. Attendance for the ASES program this year averaged at around 50% as of P2. All students were offered the opportunity throughout the year to register for ASES and this will continue for the following year. In addition, 4 year old's will be registering and attending school in the 20222-2023 school year which will likely increase numbers and also give children a head start on academics.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.Chronic Absenteeism decreases by 3 percent each year.	26 % in 2018 - 2019. We are looking for a 3 % decrease per year for the next 3 years.	Two students were chronically absent during the school year			Decrease chronic absenteeism to 17%
7.FIT reports remain "good" each year.	We currently have a "good" report expect for a "fair" in our roofs. Continue this with the expectation that when are roofs are fixed it will move to a "good" overall. Roofs are planned to be fixed summer of 2022.	This year we again have an overall score of "Good" at 90% rating. The roof continues to give us a rating of "fair" at 85%. There is a plan to fix the roof in the summer of 2022. After roof repairs our rating will move to "Good".			"Good" report on all aspects of the physical maintenance of the school.
8.On school surveys, community report feeling welcomed and safe.	Increase CHKS participation by 10% per year for students, staff and parents.	CHKS will be administered in spring of 2023; however, local surveys were administered and majority of responses demonstrated that parents felt relationships between			Get 50 % of parents and 80% of students and 95% of staff to complete the surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		staff and families was respectful, the school supported a welcoming environment. However it was noted that one staff member in particular appeared to preferred to suspend versus create a trauma informed environment and used intimidation as a strategy for behavior management versus relationship building. In addition, parents communicated that not all teachers communicate with families on a regular basis.			
9..Expulsion rate.	2019-2020 expulsion rate is 0 percent	2021-2022 Expulsion rate is 0 percent			Maintain a zero percent expulsion rate.
10.No students will drop out.	2019-2020 drop out rate is 0 percent.	2021-2022 Drop out rate is 0 Percent			Maintain a zero percent drop out rate.
11. Parent participation will increase by 2% in our 3 outreach groups: Stakeholders Advisory, ELAC (English Language	2019 - 2020 25% combined participation rate in our outreach groups. Reaching out personally to families to encourage participation in these	It is difficult to determine percentage increase for participation as participation changes dependent upon			Develop participation from 40% of families in community and group activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advisory Committee), and Indian Education Advisory Committee. Back to School night and community dinners.	important feedback groups will be practiced. Notices in banner form on the website, phone calls inviting people and more posters for better communication.	<p>meeting days and focus.</p> <p>Parents commented that although the meetings are available, parents are hesitant to "reach out of their comfort zone" to attend meetings.</p> <p>Back to school nights and Community Dinners did not occur during the 21-22 school year, but are planned for 22-23 school year</p>			
12. English Language Advisory Committee (ELAC)	2020-2021 5% participate	2021-2022 Based on meetings held 5% continue to participate on average			Through more personal outreach with bilingual translators, maintaining online meetings in Spanish and sending home minutes in Spanish about what was done in the meetings, we will encourage more family involvement increase involvement to 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13.Parent participation, including those of students with disabilities	100% of parents attend IEPs and SSTs	100% of parents attend IEPs and SSTs			Maintain 100 percent participation in IEP's and SSTs.
14.Encourage student voice directly by holding student focus groups mediated by HCOE regarding climate issues.	35% of students gave feedback during student focus groups being held at the school reflecting students 100% felt they had a safe adult to talk with and 3% reported bullying.	<p>Focus groups did not happen this year; however our school psychologist did create a survey and the results demonstrated that students did not take it very seriously due to their responses.</p> <p>There were 14 responses total and most want snacks and treats Some students that gave feedback shared that they were not sure what they would like from staff; but they were able to express they wanted better school food. Regarding bullying, mostly junior high responses, they did not feel bullied.</p> <p>42% said they "maybe" had a staff member they could talk to. 21% said they</p>			Increase the participation of student voice in the student focus groups up to 50%. Maintain 100% felt they had a safe adult to talk with and 1% report bullying.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>did not and the remaining said yes, they did</p> <p>The majority of student responses indicated friends were the best part of school.</p> <p>Students felt that adults in the school treated them with respect.</p> <p>Over 90% if students (primarily 7/8th grade) indicate that fight/agure a lot</p> <p>96% of students indicated they treat each other well</p> <p>Almost 100% indicated that there is an adult to reach out to if they have a need.</p> <p>66% indicated they felt safe at school</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
15.100% of discipline issues handled with restorative practices.	75% of issues that arise are handled with a restorative practice. Professional development for new staff members and student support team around this will be held.	<p>Loleta Elementary School's school climate director provides opportunities for staff to increase their knowledge of restorative practices and PBIS tier 1 and 2 interventions through professional development and collaboration. Teachers and staff implement restorative circles and conversations in addition to PBIS strategies in their classroom to address minor behaviors. Loleta Elementary School has significantly reduced suspensions over the last few years through PBIS socio-emotional and behavioral interventions. Loleta Elementary School has a total of 4 suspensions for the 2021-2022 school year as of P2</p>			90% of issues that arise are handled with a restorative practice. Professional development for new staff members and student support team around this will be held.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
16.Enrichment academic classes being offered to increase interest in school and decrease absenteeism.	School wide participation in rotations for 10 months.	School wide participation in rotations did occur during in person learning. Rotations did not happen during distance learning due to COVID.			Confirm schoolwide participation in rotations.
17.Increased communication between school/families and teachers/families through surveys, by phone, online and sent home.	Surveys asking for best contact with parents using multiple medias in first day packet. Communicating through social media such as Facebook. to be a better alternative along with phone calls and post cards. Professional development in PowerSchool school wide will be completed. Classes taught to parents who wish to learn the SIS. Google classroom being utilized in all classes to support parent understanding of class activities.Surveys asking about success of outreach.	Loleta Elementary School teachers attempt to increase parent and community communication through emails and classroom newsletters. An all call system through texts and email seeks to inform families of special events, covid updates, and schoolwide news. The LES Facebook site provides updates and announcements of events, photos, and student and staff shutouts. A monthly packet is sent home with announcements and information to families about school news. Information is shared during monthly Advisory Committee			80 percent of parents report they feel the school and teachers are communicating well with them.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		meetings with representatives from the Wiyot Tribe, Bear River Rancheria, and Northern Indian Development Council attending to share information and collaborate on events, concerns, and projects. The English Language Advisory Committee (ELAC) meets monthly and a representative from the school attends to provide updates and increase parent's knowledge of school policy, procedures, and events and address concerns of community members. Calls from parents and guardians are attempted to be promptly addressed to increase community connectedness and feelings of collaboration and response to concerns.			
18.4-5 sports teams are being offered to	4 sports seasons are being offered with	Sports teams were provided in basketball and were successful			5 sports seasons are strongly in place with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
encourage team play and culture.	20% participation by students.	but due to funding additional sports were not offered during the 21-22 school year			30% of students participating.
19.School Safety and connectedness	2021 Elem CHKS showed 53% feel connected. 71% feel safe at school.	CHKS will be administered in the Spring of 2023 but a local survey administered to staff and responded by 11 staff members showed that most staff feel supported by others; students are recognized for good behavior. Staff did express concerns about high standards for achievement. Most, but not all, staff reported that they believe students are treated fairly at school. Most staff agree that teachers treat students fairly regardless of their race or culture. 70% strongly agree or agree and 30% disagree.			Increase connectedness by students to 90% and 90% feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
20.Parent participation, engagement and partnering with school. Increase public relations around our community outreach committees, increase surveys and feed back.	33% feel the school encourages them to be an active partner. 38% feel the school is a safe place for their child. 35% feel there is promotion of parental involvement. 15% of parents feel involved in the school. 11% feel the school actively seeks the input of parents.	Parent feedback was gathered through a survey because the CHKS is only administered every other year. However, through a local survey results showed that parents commented that although the meetings are available, parents are hesitant to "reach out of their comfort zone" to attend meetings. Loleta is hopeful that having in person meetings and family nights during the 22-23 school year will help increase parent engagement.			Increase to: 50% feel the school encourages them to be an active partner. 75% feel the school is a safe place for their child. 50% feel there is promotion of parental involvement. 35% of parents feel involved in the school. 50% feel the school actively seeks the input of parents.
21.Teacher engagement and school climate as indicated by CHKS survey 2021	50% of teachers feel there are caring adult relationships as supports for students. 32% feel the school is a safe place for staff, 45% feel the school is a safe place for students.	Staff feedback was gathered through a google survey because the CHKS is only administered every other year. Results demonstrated Staff survey was administered and XXXXXXXXXXXXXXXX sandy will help me			Increase to 75% of teachers feel there are caring adult relationships as supports for students. 90% feel the school is a safe place for staff, 90% feel the school is a safe place for students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SANDY AFTER TUESDAY EMAIL			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Cafeteria	Loleta will continue to provide healthy meals for students. The cafeteria service model will change next year to offer a more conducive menu to student likes while maintaining a healthy balance nutritionally. The new service model will provide a better environment for students as their nutritional needs will be met in a more cost effective manner and therefore other priorities can also be enhanced."the school is providing free and reduced lunch and healthy fruit and vegetable snacks to all students. We also provide additional weekend backpack meals to prevent food insecurity.	\$99,183.00	Yes
3.2	3.2 Enrichment education/student mental health education	During rotations, students will be taught about gardening, nutrition, preserving, native american indigenous curriculum from Klamath Trinity and Physical education (in addition to minutes in class settings). Other classes to be taught are dance, coding and robotics, music, meditation, personal mental health and self-regulation especially for our special needs students.	\$133,731.00	No
3.3	3.3 BSA Services	Special Education & Loleta will contract with HCOE for a BSA to provide services to our SDC class, increase our counselor/psychologist/behaviorist	\$58,000.00	No
3.4	3.4 ASES Program	Continue with the ASES program.	\$74,520.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	3.5 Facilities/Maintenance	Loleta will work to maintain adequate school facilities ,for all students including facilities costs, sanitation personnel and equipment, utilities, technology and other day to day expenses pertaining to standard operations and maintenance. Replacing the floors and working on repairing the roofs throughout the school over the next several years.	\$60,262.00	No
3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma though therapy, behavior techniques and working for a calm school climate. Contracting services for possible social worker/counselor to complete wraparound services.	\$31,919.00	Yes
3.8	Community Schools Grant	Community schools director and Assistant to work specifically with unduplicated student populations, taking a whole child approach to supporting students education and life success; while creating safe and predicatable school environments, supportive relationships and consistency of implementation of MTSS and PBIS practices.		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.

Action 3.1 Due to a crisis in funding the district is working on a cafeteria plan with a neighboring district to reduce costs An MOU is in the process of being established at this time which will potentially change the school calendar and reduce cafeteria costs benefitting the district. The cafeteria service model will change next year to offer a more conducive menu to student likes while maintaining a healthy balance nutritionally. The new service model will provide a better environment for students as their nutritional needs will be met in a more cost effective manner and therefore other priorities can also be enhanced.”

The cafeteria service model will change next year to offer a more conducive menu to student likes while maintaining a healthy balance nutritionally. The new service model will provide a better environment for students as their nutritional needs will be met in a more cost effective manner and therefore other priorities can also be enhanced.”

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.

3.1 The cafeteria expenses increased due to staffing increases in the cafeteria.

3.2 The revised budget for CSI funds was brought up to \$139,881 keeping the action of Enrichment education/student mental health education closer to the budget with an Estimated Actual Expenditure of \$141,262.10

3.5 Facilities/Maintenance exceeded the Budgeted Expenditures because of extra costs during the floor renovation.

3.6 The Behaviorist/Climate Director and other personnel for wraparound services hours were reduced in December due to needing immediate budget cuts.

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

The students loved the option of having rotations/elective options and the ASSES program at the start and end of the day. In addition students really enjoyed having the opportunity to participate in growing their own food that they enjoyed during snack, breakfast and lunch. Not to mention having the opportunity to participate in growing a huge pumpkin patch and corn maze which created a lot of buzz amongst the students and the community. Having wrap around services absolutely benefitted students in addressing trauma whether it be generational trauma or simply age related emotional trauma with support from our behaviorist and support team to include our social worker and resource center funded through St Josephs. Our new flooring made our school look cleaner and much more welcoming and updated which enhanced the learning environment tremendously. Having a basketball team for both boys and girls was great and we are hoping to provide an outlet next year for some sort of skills camps partnering with local high schools to provide connection to their future endeavors for high school sports.

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 18- Sports teams will not be able to be offered during the 2022-2023 school year due to lack of funding. Instead, LES hopes to engage the local high schools and community to provide sports enrichment days around the areas of soccer, basketball, and volleyball potentially utilizing ELOP funding or volunteers.

ACTION 3.1 The cafeteria service model will change next year to offer a more conducive menu to student likes while maintaining a healthy balance nutritionally. The new service model will provide a better environment for students as their nutritional needs will be met in a more cost effective manner and therefore other priorities can also be enhanced. The cafeteria service model will change next year to offer a more conducive menu to student likes while maintaining a healthy balance nutritionally. The new service model will provide a better environment for students as their nutritional needs will be met in a more cost effective manner and therefore other priorities can also be enhanced."

ACTION 3.7-Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma through therapy, behavior techniques and working for a calm school climate. Contracting services for possible social worker/counselor to complete wraparound services. Although this occurred last year with a HCOE behaviorist, during the next academic year it will occur with support from the Community Schools Grant

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

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)
\$403,977	\$403,977

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
43.26%	0.00%	\$0.00	43.26%

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.

93.5% of our students are designated socioeconomically disadvantaged. 6.5% Foster youth. 20.3 %EL. School wide interventions target our unduplicated populations specifically since we have made up of a majority of these populations.

Actions:

Provide increased numbers of Aides to decrease adult to student ratio to 1:3. LCAP 1.11

Maintain and upgrade Internet systems and repair technology, as needed, to provide adequate services for all classrooms; provide specialized equipment for Special needs and our homeless..LCAP 1.3

Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework. Extended use during the summer months as requested.LCAP 1.3

Provide funding for repair and replacement of technology tools as needed to implement school programs. LCAP 1.3

Continue to provide transportation for our unduplicated populations and special needs students. Providing individualized transportation for our most at risk rural student populations which attend our school has become a goal. We provide transportation to two Native American Reservations, a number of McKinney Vento students and a small dairy community some mileage away from the school. LCAP 1.9

Principal and secretarial support works to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments.LCAP2.8

Loleta will continue to provide healthy meals for students. The school is providing free and reduced lunch and healthy fruit and vegetable snacks to all students. We also provide additional weekend backpack meals to prevent food insecurity. LCAP 3.1

Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma through therapy, behavior techniques and working for a calm school climate. Contracting services for possible social worker/counselor to complete wraparound services.LCAP3.6

Expected outcomes

3% increase each year in the percent of students making progress on the ELPAC as determined by the "English Learner Progress Indicator".

CAASPP ELA Improve to 60 pts below standard

CAASPP Math Improve to 100 pts below standard

.A 10 % decrease in the number of major referrals as documented by the SWIS system on PBIS.

Chronic absenteeism Decrease chronic absenteeism to 17%

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

Needs, conditions, Circumstances:

We have 93% socioeconomically disadvantaged and 6.5% foster youth according the 2019 California Dashboard. Our foster youth and socio/disadvantaged students performed at about the same rate as "all student." See above for these numbers. Low-income students were disproportionally impacted by COVID-19; and have additional needs related to health and wellness, nutrition, social-emotional wellbeing and academic support.

Actions:

Loleta Union Elementary expects to receive \$319,341.00 in supplemental concentration funds during the 2021/2022 school year and has budgeted \$382,373 to spend for unduplicated students--low income, foster, special learners. The actions listed in the prior narrative clearly show that Loleta is providing more than 37.19% in services for these specific groups while being offered to all.

Increasing the number of aides across the school so we have at least 1 aide in every classroom and have a 3:1 ratio of adults to students on campus.LCAP 1.1; LCAP 1.11

Improved nutrition through classes, garden to cafeteria grant and education with supplies to grow their own.LCAP 3;3.1

Borrowing or accessing a van to provide individualized transportation for low income, unduplicated students..LCAP 1.9

Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma though therapy, behavior techniques and working for a calm school climate. Contracting services for possible social worker/counselor to complete wraparound services.LCAP 3.6

Expected Outcomes:

75% Students reading at grade level by 8th grade using Fountas & Pinnell, IXL and CAASPP assessments.

75%Students at "met" for Science State Tests.

75% Students at grade level in math as seen in IXL assessments.

Improved services by more than 37.19% over what we offer all students.LCAP 1;1.3 1:1.9; 1: 1.11; 2;2.8; 3: 3.1; 3: 3.6

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$803,769.00	\$354,630.00	\$34,653.00	\$361,057.00	\$1,554,109.00	\$1,123,400.00	\$430,709.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Personnel	All	\$335,140.00				\$335,140.00
1	1.2	1.2 English Learners Support/Foster Youth	English Learners Foster Youth					
1	1.3	1.3 Technology	English Learners Foster Youth Low Income	\$8,942.00			\$22,185.00	\$31,127.00
1	1.4	1.4 Curriculum	All	\$9,825.00	\$20,298.00		\$22,349.00	\$52,472.00
1	1.5	1.5 Professional Development	All		\$15,000.00		\$4,000.00	\$19,000.00
1	1.6	1.6 Curriculum and Professional Development	All		\$11,848.00		\$6,318.00	\$18,166.00
1	1.7	1.7 Special Education Program	Students with Disabilities	\$50,822.00	\$131,674.00			\$182,496.00
1	1.8	1.8 Professional Development	All				\$19,241.00	\$19,241.00
1	1.9	1.9 Transportation	English Learners Foster Youth Low Income	\$55,928.00				\$55,928.00
1	1.10	1.10 Certificated Staff	All				\$41,717.00	\$41,717.00
1	1.11	1.11 Classroom Aides	English Learners Foster Youth Low Income	\$216,496.00				\$216,496.00
2	2.1	2.1 Paraprofessionals	All		\$22,967.00		\$19,428.00	\$42,395.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	2.2 Cleaning and Safety	All					
2	2.7	2.3 Technology	All		\$36,650.00			\$36,650.00
2	2.8	2.4 Support of Unduplicated populations.	English Learners Foster Youth Low Income	\$45,666.00				\$45,666.00
3	3.1	3.1 Cafeteria	English Learners Foster Youth Low Income	\$23,422.00	\$25,673.00		\$50,088.00	\$99,183.00
3	3.2	3.2 Enrichment education/student mental health education	All				\$133,731.00	\$133,731.00
3	3.3	3.3 BSA Services	Students with Disabilities		\$16,000.00		\$42,000.00	\$58,000.00
3	3.4	3.4 ASES Program	All		\$74,520.00			\$74,520.00
3	3.5	3.5 Facilities/Maintenance	All	\$25,609.00		\$34,653.00		\$60,262.00
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	English Learners Foster Youth Low Income	\$31,919.00				\$31,919.00
3	3.8	Community Schools Grant	English Learners Foster Youth Low Income					

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
\$933,888	\$403,977	43.26%	0.00%	43.26%	\$382,373.00	0.00%	40.94 %	Total:	\$382,373.00
								LEA-wide Total:	\$382,373.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$55,928.00

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	1.2	1.2 English Learners Support/Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		
1	1.3	1.3 Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,942.00	
1	1.9	1.9 Transportation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,928.00	
1	1.11	1.11 Classroom Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$216,496.00	
2	2.8	2.4 Support of Unduplicated populations.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,666.00	
3	3.1	3.1 Cafeteria	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,422.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,919.00	
3	3.8	Community Schools Grant	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,554,109.00	\$1,756,140.04

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	1.1 Personnel	No	\$335,140.00	\$489,535.21
1	1.2	1.2 English Learners Support/Foster Youth	No		
1	1.3	1.3 Technology	Yes	\$31,127.00	\$22,127.01
1	1.4	1.4 Curriculum	No	\$52,472.00	\$13,418.68
1	1.5	1.5 Professional Development	No	\$19,000.00	\$0.00
1	1.6	1.6 Curriculum and Professional Development	No	\$18,166.00	\$4,562.59
1	1.7	1.7 Special Education Program	No	\$182,496.00	\$226,588.25
1	1.8	1.8 Professional Development	No	\$19,241.00	\$3,760.00
1	1.9	1.9 Transportation	Yes	\$55,928.00	\$51,492.22
1	1.10	1.10 Certificated Staff	No	\$41,717.00	\$46,331.31

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	1.11	1.11 Classroom Aides	Yes	\$216,496.00	\$216,496
2	2.1	2.1 Paraprofessionals	No	\$42,395.00	\$106,590.95
2	2.6	2.2 Cleaning and Safety	No		
2	2.7	2.3 Technology	No	\$36,650.00	\$36,440.81
2	2.8	2.4 Support of Unduplicated populations.	Yes	\$45,666.00	\$42,523.38
3	3.1	3.1 Cafeteria	Yes	\$99,183.00	\$125,938.48
3	3.2	3.2 Enrichment education/student mental health education	No	\$133,731.00	\$141,262.10
3	3.3	3.3 BSA Services	No	\$58,000.00	\$58,757.52
3	3.4	3.4 ASES Program	No	\$74,520.00	\$74,327.27
3	3.5	3.5 Facilities/Maintenance FLOOR RENOVATION COSTS MORE	No	\$60,262.00	\$78,678.76
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Yes	\$31,919.00	\$17,309.50

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)
\$421,371.15	\$382,373.00	\$475,886.59	(\$93,513.59)	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	1.3	1.3 Technology	Yes	\$8,942.00	\$22,127.01		
1	1.9	1.9 Transportation	Yes	\$55,928.00	\$51,492.22		
1	1.11	1.11 Classroom Aides	Yes	\$216,496.00	\$216,496.00		
2	2.8	2.4 Support of Unduplicated populations.	Yes	\$45,666.00	\$42,523.38		
3	3.1	3.1 Cafeteria	Yes	\$23,422.00	\$125,938.48		
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Yes	\$31,919.00	\$17,309.50		

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)
\$876,397.00	\$421,371.15		48.08%	\$475,886.59	0.00%	54.30%	\$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/fg/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/fg/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).

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