

**HAPPY VALLEY SCHOOL DISTRICT  
BOARD OF TRUSTEES  
January 15, 2025  
3:30 pm, Multi-Purpose Room  
Agenda**

**A. Approval of Agenda**

**B. Approval of Minutes-Regular Board Meeting, December 18, 2024**

**C. Community Input**

Members of the audience are welcome to address the Board of Trustees at this time during the meeting regarding items not listed on this agenda. The Trustees may ask questions for clarity but cannot take action on those matters, if desired, until such matters are appropriately placed on a future agenda, according to law. Three minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter (Board bylaws 9323).

**D. Board Report**

**E. Superintendent's Report**

**F. Staff Report**

**G. Student Report**

**H. Information Items**

**1. Construction Update**

The Board will receive information regarding the fire hydrant located on Branciforte Drive.

**2. Fiscal Stability**

The Board will receive information regarding Fiscal Stability.

**I. Action Items**

**1. 2023/2024 Financial Audit by Harshwal and Company**

The Board will receive and consider the acceptance of the 2023//2024 Financial Audit as presented.

**2. School Accountability Report Card (SARC)**

The Board will consider approval of the 2023/2024 SARC.

**3. 2025/2026 School Calendar**

The Board will consider approval of the 2025/2026 School Calendar.

**4. Board Policy Update**

The Board will receive information regarding the board policy updates and will consider them for approval.

**5. Fundraising Sub-Committee**

The Board will consider approval of a Fundraising Sub-Committee.

**J. Consent Items**

1. Approval of vendor warrants paid since the last meeting

**K. Communications and Announcements**

1. Jan 15- Parent Club Meeting, 6:30 p.m., Via Zoom
2. Jan. 20- No School, Martin Luther King Jr. Day
3. Jan. 31- Peacebuilder Assembly, 11:15 a.m.
4. Feb. 10- No School, Lincoln Holiday
5. Feb. 12- Board Meeting, 3:30 p.m., MPR
6. Feb. 17- No School, Presidents' Day
7. Feb. 19- Parent Club Meeting, 6:30 p.m., Via Zoom
8. Feb. 20- Read-A-Thon Begins
9. Feb. 28- Peacebuilder Assembly, 11:15 a.m., MPR

**L. Closed Session**

1. Superintendent Goals

**M. Report Out of Closed Session**

**N. Adjournment**

Happy Valley School District  
Regular Board Meeting  
December 18, 2024  
MINUTES

The meeting was called to order by the Board President at 3:44pm

BOARD MEMBERS PRESENT: Hodges, Freeman, Stahl, Willet, Trotter

BOARD MEMBERS ABSENT: None

STAFF MEMBERS PRESENT: Stewart, Lynd, Rossi

STUDENTS PRESENT: Travis, Odin

A. APPROVAL OF THE AGENDA

MSC FREEMAN/WILLET to approve the Board Meeting agenda as written. Unanimous.

B. ACTION ITEMS

1. SWEARING IN OF ELECTED BOARD MEMBERS

The following appointed in lieu of election Board members were sworn in:

- a. Katie Freeman
- b. Carly Trotter
- c. David Stahl

2. BOARD OF TRUSTEES ORGANIZATIONAL BUSINESS

- a. MSC FREEMAN/TROTTER to elect Cliff Hodges Board President. Unanimous.
- b. MSC FREEMAN/HODGES to elect Jacob Willet Board Clerk. Unanimous.
- c. MSC FREEMAN/STAHL to appoint Michelle Stewart Board Secretary. Unanimous.

C. APPROVAL OF THE MINUTES

MSC TROTTER/STAHL to approve the minutes from the Regular Board Meeting November 13, 2024. Unanimous.

D. COMMUNITY INPUT

Nothing to report.

E. BOARD REPORT

1. Cliff Hodges informed the Board he created a new Board member orientation document. Would welcome thoughts and questions.
2. Carly Trotter informed the Board the next local SCZCSBA meeting will be January 13th in hybrid format.

F. SUPERINTENDENT'S REPORT

Michelle Stewart informed the Board of the following:

1. Held teacher meetings with the intervention teacher, continuing strategic intervention and EL students.

2. Counseling interns started this week.
3. Home visits continue for new families that move into the district, including those three and older, requesting testing.
4. Had Parent Teacher conferences before Thanksgiving break.

G. STAFF REPORT

Angie Rossi informed the Board of the following:

1. Kinder working on a gingerbread boy unit.
2. 1st grade holiday fun with arts and crafts.
3. 2nd grade working on Foss earth science.
4. 3rd grade has been focusing on nonfiction.
5. 4th-6th grade are planning and producing products for their paper market.

H. STUDENT REPORT

Odin and Travis informed the Board of the following:

1. Report cards went out.
2. All of room 1 dressed up as twins for spirit day.
3. The school is now earning points to win rewards.
4. Rooms 1 and 2 are having a paper market.
5. Had a Winter Concert this morning.

I. PUBLIC HEARING

1. 2023-2024 DEVELOPER FEE CERTIFICATION

MSC FREEMAN/WILLET to close the meeting for a Public Hearing at 4:05pm allowing for comment on the need to continue the collection of developer fees. Unanimous.

MSC STAHL/FREEMAN to reopen the meeting at 4:06pm there being no public comment. Unanimous.

J. INFORMATION ITEMS

1. CONSTRUCTION UPDATE

The Board received an update regarding construction. Staff moved into the new offices over Thanksgiving Break. The District is working with the Scotts Valley Fire Department to fulfill water requirements and DSA approval.

2. 2024/2025 CONSOLIDATED APPLICATION FOR FUNDING FEDERAL PROGRAMS (CARS)

The Board received information regarding the Winter release of the 2024/2025 Consolidated Application for Funding Federal Programs.

3. LCAP MIDYEAR UPDATE

The Board received information regarding the LCAP midyear update. Everything is on target. Attendance rates are up and tardy rates are down. Continuing with intervention and counseling.

4. DASHBOARD UPDATE

The Board received an update regarding the Dashboard. Reviewed performance

criteria.

K. ACTION ITEMS

1. 1ST INTERIM BUDGET REPORT - DISTRICT CERTIFICATION

MSC STAHL/FREEMAN to approve Happy Valley Elementary School District's positive certification that it is able to meet its financial obligation for the remainder of 2024-2025. Due to continued deficit spending will look at possible financial cuts if necessary for the future. Unanimous.

2. 2023-2024 DEVELOPER FEE CERTIFICATION

MSC FREEMAN/STAHL to approve the 2023-2024 Developer Fee Certification and the need for continued collection of developer fees. Unanimous.

L. CONSENT AGENDA

MSC STAHL/WILLET to approve the following consent items:

1. Vendor warrants paid since the last meeting. Unanimous.
2. Memorandum of Understanding between Happy Valley Elementary School and Live Oak School District. Unanimous.

M. COMMUNICATION AND ANNOUNCEMENTS

1. December 20, 2024 - PeaceBuilder Assembly, 10:30am, MPR
2. December 23, 2024 - January 3, 2025 - No School, Winter Break
3. January 15, 2025 - Board Meeting, 3:30pm, MPR
4. January 15, 2025 - Parent Club Meeting, 6:30pm, Via Zoom
5. January 20, 2025 - No School, Martin Luther King Jr. Day
6. January 31, 2025 - PeaceBuilder Assembly, 11:15am

N. CLOSED SESSION

No closed session.

O. ADJOURNMENT

MSC TROTTER/STAHL to adjourn the meeting, there being no further business, 5:02pm. Unanimous.

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# Happy Valley Elementary School

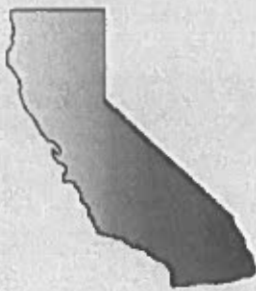
## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Happy Valley Elementary School
<b>Street</b>	3125 Branciforte Dr.
<b>City, State, Zip</b>	Santa Cruz, CA 95065-9775
<b>Phone Number</b>	(831) 429-1456
<b>Principal</b>	Michelle Stewart, Superintendent/Principal
<b>Email Address</b>	mstewart@hvesd.com
<b>School Website</b>	www.hvesd.com
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	44697576049571

## 2024-25 District Contact Information

<b>District Name</b>	Happy Valley Elementary School District
<b>Phone Number</b>	(831) 429-1456
<b>Superintendent</b>	Michelle Stewart
<b>Email Address</b>	mstewart@hvesd.com
<b>District Website</b>	www.hvesd.com

## 2024-25 School Description and Mission Statement

### School Profile

Small School, Big Goals, Amazing Results

Happy Valley School, the only school in the Happy Valley School District, is one of four single-school districts in the county. It is located approximately three miles north of Santa Cruz. Student enrollment totals approximately 106 students in grades kindergarten through six. 7.5% are low socioeconomic, 3% are English Language Learners.

## 2024-25 School Description and Mission Statement

### Mission Statement

Happy Valley School's Mission is to educate the whole child in a small, safe, community supported school that provides a solid foundation to achieve academic, social and emotional success.

### Vision Statement

Happy Valley will be a place where all students will be prepared for academic, social, and emotional success for the next stages of life and school.

### Core Values

- ~ Provide an exceptional education with high expectations
- ~ Value honesty and integrity
- ~ Engage our diverse community
- ~ Cultivate aware and involved citizens
- ~ Recruit, retain and support high quality staff
- ~ Honor students as individuals with a focus on the whole child
- ~ Foster a small school environment
- ~ Provide a safe place both academically and emotionally
- ~ Create a growth mindset

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	17
Grade 2	17
Grade 3	17
Grade 4	18
Grade 5	22
Grade 6	11
<b>Total Enrollment</b>	<b>122</b>



## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	48.4
Non-Binary	0.8
Asian	0.8
Filipino	0.8
Hispanic or Latino	6.6
Two or More Races	11.5
White	79.5
English Learners	1.6
Foster Youth	0.8
Homeless	0.8
Socioeconomically Disadvantaged	10.7
Students with Disabilities	12.3

### A. Conditions of Learning State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.70	96.50	5.70	96.50	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.20	3.33	0.20	3.33	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	6.00	100.00	6.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.00	92.23	7.00	92.23	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.60	7.91	0.60	7.91	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	7.50	100.00	7.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.70	91.91	6.70	91.91	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.50	8.09	0.50	8.09	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	14303.80	5.15
<b>Total Teaching Positions</b>	7.20	100.00	7.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.20	0.60	0.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	<b>0.20</b>	<b>0.60</b>	<b>0.5</b>

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	50	33.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Happy Valley Elementary held a public hearing on September 11, 2024, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to recommendations by the California Department of Education. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

9/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Readers Workshop Adopted 2021 Lucy Calkins Writers Workshop Adopted 2018	Yes	0.0%
<b>Mathematics</b>	Engage NY Adopted 2016 TTP Adopted 2018	Yes	0.0%
<b>Science</b>	Foss Science Kits - NGSS Standards Aligned Adopted October 2018	Yes	0.0%
<b>History-Social Science</b>	Teacher Created Material: Content and Literacy in Social Studies Adopted 2022	Yes	0.0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

We have six adequate classrooms, a staff room, a kitchen, a music/art building, a Resource/Speech room, a multipurpose/library room, and office space. A performing arts stage was funded jointly by the Parents' Club and community donations and built with volunteer labor. The music/art center was funded and built the same way. The Resource/Speech room houses our Resource Specialist and Speech Therapist. The multipurpose/library classroom provides space for small groups as well as Board meetings, community events, performing arts, physical education, library, and an after school program.

### School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Facility Inspection Tool, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Year and month of the most recent FIT report

10/4/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			MPR: AC not working, will have looked at when HVAC serviced, maintenance to look at roof overhang where peeling paint has started.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			: Garage: rats/mice in the garage is ongoing issue and traps are routinely set along with keeping the area clean.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Classroom #6: some wood rot at base, no longer part of modernization project so maintenance to look at. MPR: AC not working, will have looked at when HVAC serviced, maintenance to look at roof overhang where peeling paint has started. Playground Areas: one of the rock wall foot steps loose, maintenance to tighten or remove if can't be fixed. Slide cracked, specialist called out to look at, closed until looked at.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom #3: back door lock feels like something stuck inside, locksmith called.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	90	82	90	82	46	47
<b>Mathematics</b> (grades 3-8 and 11)	73	75	73	75	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	67	100.00	0.00	82.09
Female	36	36	100.00	0.00	80.56
Male	30	30	100.00	0.00	83.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	51	51	100.00	0.00	84.31
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	67	100.00	0.00	74.63
Female	36	36	100.00	0.00	75.00
Male	30	30	100.00	0.00	73.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	81.82
White	51	51	100.00	0.00	76.47
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	75.00	68.18	75.00	68.18	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100.00	0.00	68.18
Female	11	11	100.00	0.00	72.73
Male	11	11	100.00	0.00	63.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	70.59
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91	86	86	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Happy Valley School is proud of its strong partnership with our parents and community. The combined staff and community resources have resulted in enhanced and extended educational opportunities for our students. Parent volunteers are highly respected and valued and we rely heavily on parent support.

Parent representatives are an integral part of the school community. Input is gathered through parents and staff members who develop and review school surveys and the LCAP. All parents are members of the HVS Parent Club, which raises a significant amount of funds to support both classroom and co-curricular activities. HVS Parents' Club continues to hold monthly Parent Club meetings via ZOOM. The parent club raises funds for art and music, library, garden, beautification and supplies.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	123	123	23	18.7
Female	62	62	10	16.1
Male	60	60	13	21.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	4	25.0
White	96	96	17	17.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	15	15	4	26.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	21	5	23.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.83	0	0	0.83	0	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Safety of students and staff is a primary concern of Happy Valley Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Board approved the School Safety Plan and all revisions were communicated to both the classified and certificated staff. The school's disaster

## 2024-25 School Safety Plan

preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held at least once a year. Students are supervised before and after school by certificated staff, classified staff and the principal. The current safety plan will be reviewed and adopted throughout the year.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1		
1	14	1		
2	16	1		
3	19	1		
4	16	0		
5	6	0		
6	18	0		
Other	54		2	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	1		
1	17	1		
2	17	1		
3	17	1		
4	20	1		
5	17	0		
6	10	0		
Other	60		1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1		
1	17	1		
2	17	1		
3	17	1		
4	18	1		
5	11	0		
6	11	0		
Other	58		2	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	0.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,533.84	\$4412.63	\$12,121.21	\$77,420.58
District	N/A	N/A	\$12,121.21	\$77,421
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	11.8	-2.5

## Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Happy Valley Elementary receives state and federal funding for the following categorical funds and other support programs:

REAP  
 Title II, Part A (Teacher Quality)  
 Prop 28 - Art and Music  
 Lottery  
 Special Ed Funding (State and Federal)  
 EPA - Education Protection Act  
 Learning Recovery Emergency Block Grant  
 Early Intervention Preschool Grant  
 Educator Effectiveness  
 ELOP  
 TK Grant

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,242	\$51,352
Mid-Range Teacher Salary	\$74,989	\$80,424
Highest Teacher Salary	\$99,321	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$157,307	\$145,237
Percent of Budget for Teacher Salaries	33%	26%
Percent of Budget for Administrative Salaries	8%	6%



## Professional Development

In 2023-2024 staff participated in numerous trainings, including Behavior Support and RTI. In 2024-2025 staff have and will be focusing on Dyslexia, Trauma Informed Care, Special Education and Math.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

# HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT 2025-2026 SCHOOL CALENDAR

Draft

					JULY 2025						JANUARY 2026
M	T	W	T	F		M	T	W	T	F	
	1	2	3	4	July 4 - Independence Day				1	2	Jan 1-2- Winter Break
7	8	9	10	11		5	6	7	8	9	
14	15	16	17	18		12	13	14	15	16	
21	22	23	24	25		19	20	21	22	23	Jan 19- M.L. King Jr. Day
28	29	30	31			26	27	28	29	30	19 Instructional Days
					<b>AUGUST 2025</b>						<b>FEBRUARY 2026</b>
M	T	W	T	F		M	T	W	T	F	
				1		2	3	4	5	6	
4	5	6	7	8	Aug 8,11&12 - Teacher Workdays	9	10	11	12	13	Feb 13- Lincoln Holiday (observed)
11	12	13	14	15	Aug 13- First Day of School	16	17	18	19	20	Feb.16- Presidents' Holiday
18	19	20	21	22		23	24	25	26	27	Feb 25- End of Second Trimester
25	26	27	28	29	13 Instructional Days						18 Instructional Days
					<b>SEPTEMBER 2025</b>						<b>MARCH 2026</b>
M	T	W	T	F		M	T	W	T	F	
1	2	3	4	5	Sept 1- Labor Day	2	3	4	5	6	
8	9	10	11	12		9	10	11	12	13	
15	16	17	18	19		16	17	18	19	20	March 16- Staff Development Day/No School
22	23	24	25	26		23	24	25	26	27	
29	30				21 Instructional Days	30	31				21 Instructional Days
					<b>OCTOBER 2025</b>						<b>APRIL 2026</b>
M	T	W	T	F		M	T	W	T	F	
		1	2	3				1	2	3	
6	7	8	9	10		6	7	8	9	10	Apr. 6 - Apr. 10- Spring Break
13	14	15	16	17	Oct. 13- Staff Development Day/No School	13	14	15	16	17	
20	21	22	23	24		20	21	22	23	24	
27	28	29	30	31	22 Instructional Days	27	28	29	30		17 Instructional Days
					<b>NOVEMBER 2025</b>						<b>MAY 2026</b>
M	T	W	T	F		M	T	W	T	F	
3	4	5	6	7	Nov.6-End of 1st Trimester					1	
10	11	12	13	14	Nov. 11- Veterans Day	4	5	6	7	8	
17*	18*	19*	20*	21*	Nov. 17-21* Par/Teach Conf-Early Release	11	12	13	14	15	May 25 -Memorial Day
24	25	26	27	28	Nov. 24-28- Thanksgiving Break	18	19	20	21	22	May 29-Last Day of School
					14 Instructional Days	25	26	27	28	29	20 Instructional Days
					<b>DECEMBER 2025</b>						<b>JUNE 2026</b>
M	T	W	T	F		M	T	W	T	F	
1	2	3	4	5		1	2	3	4	5	
8	9	10	11	12		8	9	10	11	12	
15	16	17	18	19		15	16	17	18	19	June 19th-Juneteenth Day
22	23	24	25	26	Dec 22-Jan 2- Winter Break	22	23	24	25	26	
29	30	31			15 Instructional Days	29	30				

Every Friday is a restructured day- Grades TK-6 dismissed at 12:45pm. Student Days180, Teacher Contract Day 185

○ First/Last day of school

\*Parent/Teacher conferences

## CSBA UPDATE CHECKLIST –December 2024

District Name: Happy Valley School District

Contact Name: Michelle Stewart Phone: 831-429-1456 Email: mstewart@hvesd.com

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0460	Local Control and Accountability Plan		
AR 0460	Local Control and Accountability Plan		
BP 1250	Visitors/Outsiders		
AR 1250	Visitors/Outsiders		
BP 3320	Claims and Actions Against the District	<b>Fill in Blanks</b> <b>Superintendent/designee</b> _____ _____	
AR 3320	Claims and Actions Against the District	<b>Delete AR</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
BP 3515.5	Sex Offender Notification		
AR 3515.5	Sex Offender Notification		
BP 3540	Transportation		
BP 5113.1	Chronic Absence and Truancy		
AR 5113.1	Chronic Absence and Truancy		

## CSBA UPDATE CHECKLIST– December 2024

District Name: Happy Valley School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 5148.2	Before/After School Programs	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input checked="" type="checkbox"/>	
AR 5148.2	Before/After School Programs	<b>OPTION 1:</b> <input type="checkbox"/> <input checked="" type="checkbox"/> <b>OPTION 2:</b>	
BP 6158	Independent Study		
AR 6158	Independent Study		
BP 6170.1	Transitional Kindergarten		
BP 6174	Education for English Learners		
AR 6174	Education for English Learners		
BB 9240	Board Training		
BB 9270	Conflict of Interest		
E(1) 9270	Conflict of Interest	<b>Fill in Blanks</b>  <b>Happy Valley Elementary</b>	

**CSBA POLICY GUIDE SHEET**  
**December 2024**

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

**Board Policy 0460 – Local Control and Accountability Plan**

Policy updated to reflect **NEW LAW (SB 153, 2024)** which (1) requires Learning Recovery Emergency Funds received by districts to be included in the local control and accountability plan (LCAP) or annual update to the LCAP for the period July 1, 2025 to June 30, 2028, (2) extends the date to July 1, 2027 by which an Individuals with Disabilities Education Act Addendum is required to be completed by identified districts, (3) provides that if the Governing Board is unable to review local indicator data due to an emergency specified in law, the local indicator data is required to be reviewed at the next Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed is required to be adopted and submitted to the California Department of Education. Additionally, policy updated to reflect **NEW LAW (SB 114, 2023)** which requires districts that receive local control funding formula equity multiplier funding to include specific goals in the LCAP for each school generating such funding. In addition, policy updated to clarify that the District English Learner Advisory Committee may serve as the district's LCAP English Learner Parent Advisory Committee.

**Administrative Regulation 0460 – Local Control and Accountability Plan**

Regulation updated to reflect **NEW LAW (SB 153, 2024)** which (1) requires the Superintendent to present the annual report on the update to the local control and accountability plan and budget overview for parents/guardians as a non-consent item at a regularly scheduled meeting of the Governing Board, and (2) extends the date to July 1, 2027 by which an Individuals with Disabilities Education Act Addendum is required to be completed by identified districts.

**Board Policy 1250 – Visitors/Outsiders**

Policy updated to (1) emphasize in the philosophical statement that visitation by parents/guardians and community members be consistent with the policy, the accompanying administrative regulation and procedures established by the Superintendent or designee, (2) clarify that visits during school hours are required to be arranged with the principal or designee, and (3) delete options regarding required registration when entering school buildings or grounds, in keeping with the removal of the distinction between visitors and outsiders throughout the policy and accompanying administrative regulation, and instead require everyone but staff and students to register upon arrival. Additionally, policy updated to change from being permissive to required (1) the provision of a visible means of identification for anyone who is not a student or staff member, (2) for any visitor who is in a school building or on school grounds, to behave in an orderly manner, and (3) the principal or designee's request that any individual who is causing a disruption to immediately leave school grounds. In addition, policy updated to add that the principal report to the Superintendent or designee anytime a request by a registered sex offender to enter the school campus or grounds is received.

**Administrative Regulation 1250 – Visitors/Outsiders**

Regulation updated to remove the distinction between visitors and outsiders, requiring everyone but staff and students to register upon arrival. Regulation also updated to add language regarding the principal or designee's authorization to issue a stay away letter if a visitor has shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school.

**Board Policy 3320 – Claims and Actions Against the District**

Policy updated to incorporate material from the accompanying administrative regulation, as the majority of the content is related to Governing Board actions and therefore more appropriately placed in Board policy.

Additionally, policy updated to reference **NEW LAW (AB 452, 2023)** which provides that there are no time limits for the commencement of actions for the recovery of damages for claims of childhood sexual assault that occurred on or after January 1, 2024, including plaintiffs who are 40 years of age or older who file certificates of merit by the plaintiff's attorney and by a licensed mental health practitioner selected by the plaintiff setting forth the facts which support the declaration, and in conjunction with **NEW LAW (SB 558, 2023)**, that the statute of limitations for acts of childhood sexual assault that occurred on or before December 31, 2023 is what was set forth in law on December 31, 2023. In addition, policy updated to (1) generalize and thereby make timeless the language regarding the monetary limit for a limited civil case, (2) require the Board, when a claim is presented late and is not accompanied by an application to present a late claim, to give written notice as specified to avoid potentially waiving certain legal defenses, and (3) clarify that the written notice indicating that a claim was not presented timely and is being returned without further action be done in accordance with a specified Government Code section. Policy also updated to reflect the legal change of the term "Roster of Public Agencies" to "Registry of Public Agencies", and to provide more detail regarding the information that is required to be filed with the Secretary of State and County Clerk.

**DELETE - Administrative Regulation 3320 – Claims and Actions Against the District**

Regulation deleted with material moved to Board policy, as the majority of the content is related to Governing Board actions and therefore more appropriately placed in Board policy.

**Board Policy 3515.5 – Sex Offender Notification**

Policy updated to clarify that a district employee to whom sex offender information is disclosed by a law enforcement entity may only disclose the information when authorized by the law enforcement entity and in the manner authorized. Additionally, policy updated to include the purposes for which a registered sex offender's electronic mail address or username used for instant messaging or social networking or other internet identifier may be used by the district police/security department or released to another law enforcement entity.

**Administrative Regulation 3515.5 – Sex Offender Notification**

Regulation updated to emphasize that the components of the plan for receiving and communicating information about registered sex offenders residing within district boundaries are related to the safety of children. Additionally, regulation updated to include the specific means of providing notice when the principal has granted permission to a person who is required to register as a sex offender to come into a school building or upon school grounds to volunteer at the school.

**Board Policy 3540 - Transportation**

Policy updated to incorporate expanded learning opportunities in the philosophical statement, and reflect **NEW LAW (SB 88, 2023)** which (1) requires the district to obtain specified attestations from any private entity with which it contracts to provide student transportation, (2) provides for requirements for vehicles used to provide student transportation for compensation, and (3) adds qualification requirements for drivers who provide transportation to students.

**Board Policy 5113.1 – Chronic Absence and Truancy**

Policy updated to move to the philosophical paragraph language which provides that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible. Additionally, policy updated to incorporate strategies identified by the California Department of Education for encouraging student attendance, and reflect **NEW LAW (SB 153, 2024)** which, beginning July 1, 2025, authorizes districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

**Administrative Regulation 5113.1 – Chronic Absence and Truancy**

Regulation updated to reflect **NEW LAW (SB 691, 2024)** which revises truancy parent/guardian notification requirements. Additionally, regulation updated to delete repealed language related to the delay of driving

privileges, and reflect **NEW LAW (SB 153, 2024)** and **NEW LAW (AB 176, 2024)** which, beginning July 1, 2025, authorize districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

#### **Board Policy 5148.2 – Before/After School Programs**

Policy updated to require a district to prioritize expanded learning opportunity programs (ELO) at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with ELOs across their attendance area. Additionally, policy updated to reflect **NEW LAW (SB 153, 2024)** which requires, beginning in the 2025-26 fiscal year, a Governing Board to declare its operational intent to run an ELO to the Superintendent of Public Instruction, and authorizes districts to use ELO funds to support attendance recovery programs.

#### **Administrative Regulation 5148.2 – Before/After School Programs**

Regulation updated to add definition of “intersession program” and clarify, by describing when a student is considered to be enrolled in an expanded learning opportunity program (ELO), the definition of “provide access”. Additionally, regulation updated to require a district that receives ELO apportionment to provide transportation to any student who attends a school that is not operating an ELO so that the student may attend at a location that is providing an ELO and return to the original location or another location that is established by the district. In addition, regulation updated to clarify that for hours of operation of an ELO program, recess and meals are included in the required nine hours of combined time per instructional day. Regulation also updated to reflect **NEW LAW (AB 723, 2023)** which requires a district that operates an intersession program to grant priority access to a foster youth and **NEW LAW (AB 373, 2023)** which grants priority access to a student experiencing homelessness, both of which provide that if a student experiencing homelessness or foster youth will be moving during an intersession period, the student’s educational rights holder, or in the case of an American Indian Student, Indian custodian, may determine which school the student attends for the intersession period. Additionally, regulation updated to reflect **NEW LAW (SB 141, 2023)** which provides that a district that is temporarily prevented from operating an ELO because of a school or program site closure due to emergency conditions will not be subject to penalties if the Governing Board adopts a resolution and provides documentation substantiating the need for closure.

#### **Board Policy 6158 – Independent Study**

Policy updated to reflect **NEW LAW (SB 153, 2024)** and **NEW LAW (AB 176, 2024)** which require a district that submits an affidavit for a school closure necessitated by an emergency condition to (1) for an emergency event occurring after September 1, 2021 but before July 1, 2026, certify that the district has a plan for offering independent study to affected students within 10 instructional days, and (2) for events occurring on or after July 1, 2026, certify that an instructional continuity plan is included in the district’s comprehensive safety plan and that the district offered student engagement and instruction consistent with the instructional continuity plan or certify that it did not do so due to extenuating circumstances. Additionally, **NEW LAW (SB 153, 2024)** (1) provides that when computing average daily attendance for apportionment purposes, students participating in independent study may only be credited with one day of attendance for each calendar day, (2) makes specified independent study requirements applicable only when students are participating in an independent study program for 16 school days or more in a school year, (3) provides that evidence of student participation, in addition to other forms of evidence, may include documentation that the student participated in an instructional period either visually or verbally, (4) provides that a written agreement is required for independent study of any length of duration, (5) requires districts to obtain a signed written agreement for an independent study program of more than 15 school days before the beginning of independent study, and for an independent study program of 15 school days or fewer, during the school year in which the independent study program takes place, and (6) makes similar changes to course-based independent study. In addition, **NEW LAW (AB 176, 2024)** clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction. Policy also updated to reflect **NEW LAW (SB 348, 2023)** which requires districts to make available, at no cost, a nutritionally adequate breakfast and lunch to any district student who requests a meal including an independent study student who is scheduled for educational

activities, as defined in law, lasting for two or more hours at a school site, resource center, meeting space, or other satellite facility, regardless of the student's eligibility for a free or reduced-price meal, and to clarify the meaning of "caregiver" in the context of general independent study agreement requirements to make consistent with similar material related to course-based independent study agreement requirements.

#### **Administrative Regulation 6158 – Independent Study**

Regulation updated to delete material related to students with disabilities who receive services from a nonpublic, nonsectarian school through a virtual program as the law is no longer operative. Additionally, regulation updated to reflect **NEW LAW (AB 176, 2024)** which clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction.

#### **Board Policy 6170.1 – Transitional Kindergarten**

Policy updated to reflect **NEW LAW (AB 2268, 2024)** which exempts students in transitional kindergarten (TK) from the requirement to be assessed in English listening and speaking for purposes of initial identification as an English learner, and **NEW LAW (SB 153, 2024)** which requires districts that commingle TK students and California State Preschool Program children in the same classroom to complete an observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS environment tool.

#### **Board Policy 6174 – Education for English Learners**

Policy updated to reference **NEW LAW (AB 2074, 2024)** which requires the California Department of Education to develop a statewide implementation plan for the, "El Roadmap Policy". Additionally, policy updated to reflect **NEW LAW (714, 2023)** which clarifies that the term "newcomer student" has the same meaning as "immigrant children and youth" as defined in law, **NEW LAW (SB 114, 2023)** which includes long-term English learners as a numerically significant subgroup, **NEW LAW (SB 141, 2023)** which defines "long-term English learner" as a student who has not attained English language proficiency within seven years of initial classification as an English learner, and **NEW LAW (AB 2268, 2024)** which exempts students in transitional kindergarten from the requirement to be assessed in English listening and speaking for purposes of initial identification as an English learner. In addition, policy updated to remove material related to instruction collaboration agreements which is more appropriately placed in other policy, include material from the accompanying administrative regulation "Reclassification/Redesignation" section as the content is more appropriately placed in policy, and clarify the differing definitions of "long-term English learner" for the distinct purposes for which they apply.

#### **Administrative Regulation 6174 – Education for English Learners**

Regulation updated to reflect **NEW LAW (SB 114, 2023)** which includes long-term English learners as a numerically significant subgroup, **NEW LAW (SB 141, 2023)** which defines "long-term English learner" as a student who has not attained English language proficiency within seven years of initial classification as an English learner, and to clarify the differing definitions of "long-term English learner" for the distinct purposes for which they apply. Additionally, regulation updated to reflect **NEW LAW (AB 2268, 2024)** which exempts students in transitional kindergarten from the requirement to be assessed in English listening and speaking for purposes of initial identification as an English learner. In addition, the section "Reclassification/Re-designation" was deleted and moved to the accompanying Board policy, as the content is more appropriately placed in policy.

#### **Board Bylaw 9240 – Board Training**

Bylaw updated to include ethics training required by Governing Board members who are in office as of January 1, 2025, with completion by January 1, 2026, and every two years thereafter. Additionally, bylaw updated to add that the Board president work with the Superintendent or designee to include funds for professional development and associated reasonable travel expenses for the Board as a whole and for each individual Board member in the district's proposed annual budget and, consistent with the availability of funds in the district's adopted annual budget, (1) the Board president or designee annually develop, and bring to the Board for adoption, a Board professional development calendar designed to assist the Board as a whole, and (2) individual Board members identify and participate in additional professional development



opportunities and then timely inform the Board president and the Superintendent upon doing so. In addition, bylaw updated to revise references to relevant training opportunities.

**Board Bylaw 9270 – Conflict of Interest**

Bylaw updated to add that Governing Boards are mandated to adopt a conflict of interest code and to adopt policies regarding incompatible offices and activities. Additionally, bylaw updated to denote “District Official” as the general term for a position to which the district’s conflict of interest code applies and to reflect **NEW LAW (SB 1181, 2024) and NEW LAW (SB 1243, 2024)** which increased the threshold to \$500 for certain disclosure requirements and restrictions on accepting, soliciting, or directing campaign contributions. In addition, bylaw updated to permit any District Official, who, in good faith, believes that they may be subject to the requirements of the bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of the bylaw, to seek advice from the district’s legal counsel with the permission of the Superintendent, Board president, or majority of the Board. Bylaw also updated to include ethics training required by Board members who are in office as of January 1, 2025, with completion by January 1, 2026, and every two years thereafter. Bylaw also reorganized for coherence, clarity, and consistent style.

**Exhibit(1) 9270 – Conflict of Interest**

Exhibit updated to denote “District Official” as the general term for a position to which the district’s conflict of interest code applies. Additionally, exhibit updated with revised resolution language and simplified list of designated positions.

# **CSBA Policy Management Console**

CSBA Sample District Policy Manual

**Policy 0460: Local Control And Accountability Plan**

Status: ADOPTED

Original Adopted Date: 10/01/2017 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP) and an annual update to the LCAP, based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. (Education Code 52060, 52064)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01. (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners. (Education Code 52052)

The LCAP shall also include focused goals, as specified in Education Code 52064, for each school generating local control funding formula (LCFF) equity multiplier funds.

Beginning July 1, 2027, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2027, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2030, whichever occurs first. The IDEA Addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt a LCFF budget overview for parents/guardians, based on the template developed by SBE, which includes specified

information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

### **Advisory Committees**

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians

and shall include parents/guardians of unduplicated students and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English Learner Parent Advisory Committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The District English Learner Advisory Committee (DELAC) may serve as the district's LCAP English Learner Parent Advisory Committee, as specified in Administrative Regulation 6174 - Education for English Learners.

Unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

### **LCAP Development and Consultation**

The Superintendent or designee shall gather data and information needed for effective and meaningful development of the LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and Board Policy 3100 - Budget. (Education Code 52062)

### **Adoption and Submission**

The Board shall adopt the LCAP and the annual update prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the LCAP and the annual update so that they can be approved. (Education Code 52071)

If the Board is unable to review local indicator data due to any emergency specified in Education Code 46392, the local indicator data shall be reviewed at the next Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed shall be adopted and submitted to CDE. (Education Code 52064.5)

### **Revisions**

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

## Monitoring Progress and Complaints

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures.

(Education Code 52075) **Technical Assistance**

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071.

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

### State References

5 CCR 15494-15497

Ed. Code 17002

### Description

Local control and accountability plan and spending requirements

State School Building Lease-Purchase Law, including definition of good

repair

	<b>Description</b>
<b>State References</b>	
Ed. Code 305-306	<u>English language education</u>
	<u>Learning Communities for School Success Program; grants for LCAP</u>
Ed. Code 33430-33436	
	<u>implementation</u>
Ed. Code 41020	<u>Requirement for annual audit</u>
Ed. Code 41320-41322	<u>Emergency apportionments</u>
Ed. Code 42127	<u>Public hearing on budget adoption</u>
Ed. Code 42238.01-42238.07	<u>Local control funding formula</u>
Ed. Code 44258.9	<u>County superintendent review of teacher assignment</u>
Ed. Code 46392	<u>Emergency average daily attendance</u>
Ed. Code 47604.33	<u>Submission of reports by charter schools</u>
Ed. Code 47606.5	<u>Charter schools; local control and accountability plan</u>
Ed. Code 48985	<u>Notices to parents in language other than English</u>
Ed. Code 51210	<u>Course of study for grades 1-6</u>
Ed. Code 51220	<u>Course of study for grades 7-12</u>
Ed. Code 52052	<u>Numerically significant student subgroups</u>
Ed. Code 52059.5	<u>Statewide system of support</u>
Ed. Code 52060-52077	<u>Local control and accountability plan</u>
Ed. Code 52302	<u>Regional occupational centers and programs</u>
Ed. Code 52372.5	<u>Linked learning program</u>
Ed. Code 54692	<u>Partnership academies</u>
Ed. Code 60119	<u>Sufficiency of textbooks and instructional materials; hearing and resolution</u>
	<u>California Assessment of Academic Achievement; Academic Content</u>
Ed. Code 60605.8	
	<u>Standards Commission</u>
Ed. Code 60900	<u>California Longitudinal Pupil Achievement Data System</u>
Ed. Code 64001	<u>School plan for student achievement; consolidated application programs</u>
Ed. Code 99300-99301	<u>Early Assessment Program</u>
W&I Code 300	<u>Dependent child of the court</u>
<b>Federal References</b>	<b>Description</b>
20 USC 6311	<u>State plan</u>

**Cross References**

20 USC 6312

**Description**Local educational agency plan

20 USC 6826

Title III funds; local plansEducation of students with disabilities; monitoring, enforcement,

34 CFR 300.600-300.647

confidentiality, and program information

34 USC 300.600

State monitoring and enforcement

**Management Resources References****Description**California Department of Education Publication  
Standards, 2013California Career Technical Education Model CurriculumCalifornia Common Core State Standards: English Language Arts andCalifornia Department of Education Publication  
Subjects, rev.Literacy in History/Social Studies, Science, and Technical2013California Department of Education Publication  
2013California Common Core State Standards: Mathematics, rev.California Department of Education Publication California English Language Development Standards, 2012**Management Resources References**California Department of Education  
PublicationCalifornia School DashboardCalifornia Department of Education  
PublicationLCFF Frequently Asked QuestionsCalifornia Department of Education  
PublicationLocal Control and Accountability Plan and Annual Update (LCAP)  
TemplateCalifornia Department of Education  
PublicationCalifornia School Accounting ManualCalifornia Department of Education  
PublicationFamily Engagement Framework: A Tool for California School Districts,  
2014

CSBA Publication

The California School Dashboard and Small Districts, October 2018

CSBA Publication

Promising Practices for Developing and Implementing LCAPs,  
Governance Brief, November 2016

CSBA Publication

LCFF Rubrics, Issue 1: What Boards Need to Know About the New  
Rubrics, Governance Brief, rev. October 2016

Website

CSBA District and County Office of Education Legal Services

Website

California School Dashboard

Website

CSBA

Website

California Department of Education**Cross References****Description**

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Vision

0400

Comprehensive Plans



	<b>Description</b>
0415	<u>Equity</u>
0420	<u>School Plans/Site Councils</u>
0420	<u>School Plans/Site Councils</u>
0420.4	<u>Charter School Authorization</u>
0420.4	<u>Charter School Authorization</u>
0420.41	<u>Charter School Oversight</u>
0420.41-E(1)	<u>Charter School Oversight</u>
0430	<u>Comprehensive Local Plan For Special Education</u>
0430	<u>Comprehensive Local Plan For Special Education</u>
0440	<u>District Technology Plan</u>
0440	<u>District Technology Plan</u>
0450	<u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u>
0500	<u>Accountability</u>
0520	<u>Intervention In Underperforming Schools</u>
0520.1	<u>Comprehensive And Targeted School Improvement</u>
1100	<u>Communication With The Public</u>
1113	<u>District And School Websites</u>
1113	<u>District And School Websites</u>
1113-E(1)	<u>District And School Websites</u>
1220	<u>Citizen Advisory Committees</u>
1220	<u>Citizen Advisory Committees</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1312.4	<u>Williams Uniform Complaint Procedures</u>
1312.4-E(1)	<u>Williams Uniform Complaint Procedures</u>
1312.4-E(2)	<u>Williams Uniform Complaint Procedures</u>
1340	<u>Access To District Records</u>
1340	<u>Access To District Records</u>
2121	<u>Superintendent's Contract</u>
2210	<u>Administrative Discretion Regarding Board Policy</u>
3100	<u>Budget</u>
3100	<u>Budget</u>
3110	<u>Transfer Of Funds</u>
3231	<u>Impact Aid</u>
3460	<u>Financial Reports And Accountability</u>
3460	<u>Financial Reports And Accountability</u>
3517	<u>Facilities Inspection</u>

**Cross References**

	<b>Description</b>
3517-E(1)	<u>Facilities Inspection</u>
3553	<u>Free And Reduced Price Meals</u>
3553	<u>Free And Reduced Price Meals</u>
4112.2	<u>Certification</u>
4112.2	<u>Certification</u>
4113	<u>Assignment</u>
4113	<u>Assignment</u>
4131	<u>Staff Development</u>
4140	<u>Bargaining Units</u>
4231	<u>Staff Development</u>
4240	<u>Bargaining Units</u>
4315	<u>Evaluation/Supervision</u>
4331	<u>Staff Development</u>
4340	<u>Bargaining Units</u>
5030	<u>Student Wellness</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.1	<u>Chronic Absence And Truancy</u>
5137	<u>Positive School Climate</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.2	<u>Suspension And Expulsion/Due Process (Students With Disabilities)</u>

**Cross References**

	<b>Description</b>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5145.9	<u>Hate-Motivated Behavior</u>
5147	<u>Dropout Prevention</u>
5148.2	<u>Before/After School Programs</u>
5148.2	<u>Before/After School Programs</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6120	<u>Response To Instruction And Intervention</u>
6141.4	<u>International Baccalaureate Program</u>
6141.5	<u>Advanced Placement</u>
6142.5	<u>Environmental Education</u>
6142.92	<u>Mathematics Instruction</u>
6142.93	<u>Science Instruction</u>
6143	<u>Courses Of Study</u>
6143	<u>Courses Of Study</u>
6146.1	<u>High School Graduation Requirements</u>
6151	<u>Class Size</u>
6152.1	<u>Placement In Mathematics Courses</u>
6152.1	<u>Placement In Mathematics Courses</u>
6153	<u>School-Sponsored Trips</u>
6153	<u>School-Sponsored Trips</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
6162.5	<u>Student Assessment</u>
6162.51	<u>State Academic Achievement Tests</u>
6162.51	<u>State Academic Achievement Tests</u>
6163.1	<u>Library Media Centers</u>
6164.2	<u>Guidance/Counseling Services</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>

**Cross References**

	<b>Description</b>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
6173- E(2)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6173.4	<u>Education For American Indian Students</u>
6174	<u>Education For English Learners</u>
6174	<u>Education For English Learners</u>
6177	<u>Summer Learning Programs</u>
6178	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6179	<u>Supplemental Instruction</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>
6190	<u>Evaluation Of The Instructional Program</u>
7110	<u>Facilities Master Plan</u>
9230	<u>Orientation</u>
9310	<u>Board Policies</u>
9320	<u>Meetings And Notices</u>

**Regulation 0460: Local Control And Accountability Plan**

Status: ADOPTED

Original Adopted Date: 10/01/2017 | Last Revised Date: 12/01/2024 | Last Reviewed Date:  
12/01/2024

**Goals and Actions Addressing State and Local Priorities**

The district's local control and accountability plan (LCAP) shall include, for the district and each district school:

(Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness

The LCAP shall identify goals for each of the following state priorities:

- a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
- c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02, and students with disabilities
- d. Student achievement, as measured by all of the following, as applicable:
  - i. Statewide assessments of student achievement
  - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved CTE standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs

**Cross References****Description**

- iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- iv. The English learner reclassification rate
- v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school

**Cross References****Description**

connectedness, as applicable

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Governing Board

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above

Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

**Increase or Improvement in Services for Unduplicated Students**

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority area

## Cross References

## Description

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 410 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas

The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

## Timeline

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update to the LCAP and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting as a non-consent item, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying Board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

## Availability

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, the annual update, the IDEA Addendum as applicable, and the local control funding formula budget overview for parents/guardians on the homepage of the district's website and the performance overview portion of the Dashboard. (Education Code 52064.1, 52064.3, 52065)

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

## State References

## Description

5 CCR 15494-15497

Local control and accountability plan and spending requirements

State School Building Lease-Purchase Law, including definition of good



**Cross References****Description**

Ed. Code 17002

repair

Ed. Code 305-306

English language education

Learning Communities for School Success Program; grants for LCAP

Ed. Code 33430-33436

implementation

Ed. Code 41020

Requirement for annual audit

Ed. Code 41320-41322

Emergency apportionments

Ed. Code 42127

Public hearing on budget adoption

Ed. Code 42238.01-42238.07

Local control funding formula

Ed. Code 44258.9

County superintendent review of teacher assignment

Ed. Code 46392

Emergency average daily attendance

Ed. Code 47604.33

Submission of reports by charter schools

Ed. Code 47606.5

Charter schools; local control and accountability plan

Ed. Code 48985

Notices to parents in language other than English

Ed. Code 51210

Course of study for grades 1-6

Ed. Code 51220

Course of study for grades 7-12

Ed. Code 52052

Numerically significant student subgroups

Ed. Code 52059.5

Statewide system of support

Ed. Code 52060-52077

Local control and accountability plan

Ed. Code 52302

Regional occupational centers and programs

Ed. Code 52372.5

Linked learning program

Ed. Code 54692

Partnership academies

Ed. Code 60119

Sufficiency of textbooks and instructional materials; hearing and resolution

**State References**

California Assessment of Academic Achievement; Academic Content

Ed. Code 60605.8

Standards Commission

Ed. Code 60900

California Longitudinal Pupil Achievement Data System

Ed. Code 64001

School plan for student achievement; consolidated application programs

Ed. Code 99300-99301

Early Assessment Program

**Cross References**

W&amp;I Code 300

**Description**Dependent child of the court**Federal References**

20 USC 6311

State plan

20 USC 6312

Local educational agency plan

20 USC 6826

Title III funds; local plansEducation of students with disabilities; monitoring, enforcement,

34 CFR 300.600-300.647

confidentiality, and program information

34 USC 300.600

State monitoring and enforcement

**Management Resources References****Description**California Department of Education Publication  
Standards, 2013California Career Technical Education Model CurriculumCalifornia Common Core State Standards: English Language Arts andCalifornia Department of Education Publication  
Subjects, rev.Literacy in History/Social Studies, Science, and Technical2013California Department of Education Publication California Common Core State Standards: Mathematics, rev. 2013California Department of Education Publication California English Language Development Standards, 2012California Department of Education Publication California School DashboardCalifornia Department of Education Publication LCFF Frequently Asked QuestionsCalifornia Department of Education Publication  
(LCAP) TemplateLocal Control and Accountability Plan and Annual UpdateCalifornia Department of Education Publication California School Accounting ManualCalifornia Department of Education Publication  
Districts, 2014Family Engagement Framework: A Tool for California School

CSBA Publication

The California School Dashboard and Small Districts, October 2018Promising Practices for Developing and Implementing LCAPs, Governance

CSBA Publication

Brief, November 2016LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics,

CSBA Publication

Governance Brief, rev. October 2016

**Cross References**

Website

**Description**CSBA District and County Office of Education Legal Services

Website

California School Dashboard

Website

CSBA

Website

California Department of Education**Cross References****Description**

0000

Vision

0400

Comprehensive Plans

0415

Equity

0420

School Plans/Site Councils

0420

School Plans/Site Councils

0420.4

Charter School Authorization

420.4

Charter School Authorization

0420.41

Charter School Oversight

0420.41-E(1)

Charter School Oversight

0430

Comprehensive Local Plan For Special Education

0430

Comprehensive Local Plan For Special Education

0440

District Technology Plan

0440

District Technology Plan

0450

Comprehensive Safety Plan

0450

Comprehensive Safety Plan

0500

Accountability

0520

Intervention In Underperforming Schools

0520.1

Comprehensive And Targeted School Improvement

1100

Communication With The Public

1113

District And School Websites

1113

District And School Websites

1113-E(1)

District And School Websites

1220

Citizen Advisory Committees

1220

Citizen Advisory Committees

1312.3

Uniform Complaint Procedures

1312.3

Uniform Complaint Procedures

1312.3-E(1)

Uniform Complaint Procedures

1312.3-E(2)

Uniform Complaint Procedures

1312.4

Williams Uniform Complaint Procedures

1312.4-E(1)

Williams Uniform Complaint Procedures

1312.4-E(2)

Williams Uniform Complaint Procedures

**Cross References**

	<b>Description</b>
1340	<u>Access To District Records</u>
1340	<u>Access To District Records</u>
2121	<u>Superintendent's Contract</u>
2210	<u>Administrative Discretion Regarding Board Policy</u>
3100	<u>Budget</u>
3100	<u>Budget</u>
3110	<u>Transfer Of Funds</u>
3231	<u>Impact Aid</u>
3460	<u>Financial Reports And Accountability</u>
3460	<u>Financial Reports And Accountability</u>
3517	<u>Facilities Inspection</u>
3517-E(1)	<u>Facilities Inspection</u>
3553	<u>Free And Reduced Price Meals</u>
3553	<u>Free And Reduced Price Meals</u>
4112.2	<u>Certification</u>
4112.2	<u>Certification</u>
4113	<u>Assignment</u>
4113	<u>Assignment</u>
4131	<u>Staff Development</u>
4140	<u>Bargaining Units</u>
4231	<u>Staff Development</u>
4240	<u>Bargaining Units</u>
4315	<u>Evaluation/Supervision</u>
4331	<u>Staff Development</u>
4340	<u>Bargaining Units</u>
5030	<u>Student Wellness</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.1	<u>Chronic Absence And Truancy</u>
5137	<u>Positive School Climate</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.2	<u>Suspension And Expulsion/Due Process (Students With Disabilities)</u>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5145.9	<u>Hate-Motivated Behavior</u>
5147	<u>Dropout Prevention</u>

**Cross References**

	<b>Description</b>
5148.2	<u>Before/After School Programs</u>
5148.2	<u>Before/After School Programs</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6120	<u>Response To Instruction And Intervention</u>
6141.4	<u>International Baccalaureate Program</u>
6141.5	<u>Advanced Placement</u>
6142.5	<u>Environmental Education</u>
6142.92	<u>Mathematics Instruction</u>
6142.93	<u>Science Instruction</u>
6143	<u>Courses Of Study</u>
6143	<u>Courses Of Study</u>
6146.1	<u>High School Graduation Requirements</u>
6151	<u>Class Size</u>
6152.1	<u>Placement In Mathematics Courses</u>
6152.1	<u>Placement In Mathematics Courses</u>
6153	<u>School-Sponsored Trips</u>
6153	<u>School-Sponsored Trips</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
6162.5	<u>Student Assessment</u>
6162.51	<u>State Academic Achievement Tests</u>
6162.51	<u>State Academic Achievement Tests</u>
6163.1	<u>Library Media Centers</u>
6164.2	<u>Guidance/Counseling Services</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>

Cross References	Description
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
6173- E(2)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6173.4	<u>Education For American Indian Students</u>
6174	<u>Education For English Learners</u>
6174	<u>Education For English Learners</u>
6177	<u>Summer Learning Programs</u>
6178	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6179	<u>Supplemental Instruction</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>
6190	<u>Evaluation Of The Instructional Program</u>
7110	<u>Facilities Master Plan</u>
9230	<u>Orientation</u>
9310 <u>Board Policies</u> 9320	<u>Meetings And Notices</u>

## Policy 1250: Visitors/Outsiders

Status: ADOPTED

Original Adopted Date: 07/01/2010 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program consistent with this Board policy, the accompanying administrative regulation, and any procedures established by the Superintendent or designee.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours shall be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.

The principal or designee shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

Any visitor who is in a school building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint process if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2 Disruptions, the principal or designee shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

### Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds, in accordance with Board Policy and Administrative Regulation 3515.5 - Sex Offender Notification. The principal shall report to the Superintendent or designee anytime such a request is received and notify the Superintendent or designee if permission is granted or denied. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

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

#### State References

Ed. Code 32210

#### Description

Willful disturbance of public school or meeting

Ed. Code 32211	<u>Threatened disruption or interference with classes</u>
Ed. Code 32212	<u>Classroom interruptions</u>
Ed. Code 35160	<u>Authority of governing boards</u>
Ed. Code 35292	<u>Visits to schools (Board members)</u>
Ed. Code 49091.10	<u>Parental right to inspect instructional materials and observe school activities</u>
Ed. Code 51101	<u>Parents Rights Act of 2002</u>

#### **State References**

Ed. Code 51512	<u>Prohibited use of electronic listening or recording device</u>
Evid. Code 1070	<u>Refusal to disclose news source</u>
Lab. Code 230.8	<u>Discharge or discrimination for taking time off to participate in child's educational activities</u>
Pen. Code 290	<u>Sex offenders</u>
Pen. Code 626-626.11	<u>Weapons on school grounds and other school crimes</u>
Pen. Code 626.81	<u>Misdemeanor for registered sex offender to come onto school grounds</u>
Pen. Code 627-627.10	<u>Access to school premises</u>

#### **Management Resources References**

Attorney General Opinion	95 Ops.Cal.Atty.Gen. 509 (1996)
Court Decision	Reeves v. Rocklin Unified School District (2003) 109 Cal.App.4th 652
Website	<u>CSBA District and County Office of Education Legal Services</u>

#### **Cross References**

1100	<u>Communication With The Public</u>
1112	<u>Media Relations</u>
1240	<u>Volunteer Assistance</u>
1240	<u>Volunteer Assistance</u>
1312.1	<u>Complaints Concerning District Employees</u>
1312.1	<u>Complaints Concerning District Employees</u>
1312.2	<u>Complaints Concerning Instructional Materials</u>
1312.2	<u>Complaints Concerning Instructional Materials</u>
1312.2-E(1)	<u>Complaints Concerning Instructional Materials</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1312.4	<u>Williams Uniform Complaint Procedures</u>
1312.4-E(1)	<u>Williams Uniform Complaint Procedures</u>
1312.4-E(2)	<u>Williams Uniform Complaint Procedures</u>
1313	<u>Civility</u>
1700	<u>Relations Between Private Industry And The Schools</u>
3513.3	<u>Tobacco-Free Schools</u>



3513.3	<u>Tobacco-Free Schools</u>
3513.4	<u>Drug And Alcohol Free Schools</u>
3515	<u>Campus Security</u>
3515	<u>Campus Security</u>
3515.2	<u>Disruptions</u>
3515.2	<u>Disruptions</u>
3515.3	<u>District Police/Security Department</u>

**Cross References**

	<b>Description</b>
3515.3	<u>District _____ Police/Security Department</u>
3515.31	<u>School Resource Officers</u>
3515.5	<u>Sex Offender Notification</u>
3515.5	<u>Sex Offender Notification</u>
5020	<u>Parent Rights And Responsibilities</u>
5020	<u>Parent Rights And Responsibilities</u>
5142	<u>Safety</u>
5142	<u>Safety</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6116	<u>Classroom Interruptions</u>

## Regulation 1250: Visitors/Outsiders

Status: ADOPTED

Original Adopted Date: 06/01/1996 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. (Education Code 35160)

### Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. Name, address, and occupation
2. Age, if less than 21
3. Purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

### Principal's Registration Authority

The principal or designee may refuse to register any visitor if the principal or designee reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee may revoke any visitor's registration if there is a reasonable basis for concluding that the individual's presence on school grounds would interfere, or is interfering, with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee shall request that the individual promptly leave school grounds. If a visitor is shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school the principal or designee may issue a "Stay Away Letter" in accordance with Penal Code 626.4.

When a visitor is directed to leave, the principal or designee shall inform the visitor that if the visitor reenters the school within seven days the visitor may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

### Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal either of these determinations by submitting, within five days after the person's departure from school, a written request for a hearing to either the Superintendent or the principal of the school at which the registration was

denied or revoked. This request must state why the person believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

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

**State References**

	<b>Description</b>
Ed. Code 32210	<u>Willful disturbance of public school or meeting</u>
Ed. Code 32211	<u>Threatened disruption or interference with classes</u>
Ed. Code 32212	<u>Classroom interruptions</u>
Ed. Code 35160	<u>Authority of governing boards</u>
Ed. Code 35292	<u>Visits to schools (Board members)</u>
Ed. Code 49091.10	<u>Parental right to inspect instructional materials and observe school activities</u>
Ed. Code 51101	<u>Parents Rights Act of 2002</u>
Ed. Code 51512	<u>Prohibited use of electronic listening or recording device</u>
Evid. Code 1070	<u>Refusal to disclose news source</u>
Lab. Code 230.8	<u>Discharge or discrimination for taking time off to participate in child's educational activities</u>
Pen. Code 290	<u>Sex offenders</u>
Pen. Code 626-626.11	<u>Weapons on school grounds and other school crimes</u>
Pen. Code 626.81	<u>Misdemeanor for registered sex offender to come onto school grounds</u>
Pen. Code 627-627.10	<u>Access to school premises</u>

**Management Resources References**

	<b>Description</b>
Attorney General Opinion	95 Ops.Cal.Atty.Gen. 509 (1996)
Court Decision	Reeves v. Rocklin Unified School District (2003) 109 Cal.App.4th 652
Website	<u>CSBA District and County Office of Education Legal Services</u>

**Cross References**

	<b>Description</b>
1100	<u>Communication With The Public</u>
1112	<u>Media Relations</u>
1240	<u>Volunteer Assistance</u>
1240	<u>Volunteer Assistance</u>
1312.1	<u>Complaints Concerning District Employees</u>
1312.1	<u>Complaints Concerning District Employees</u>
1312.2	<u>Complaints Concerning Instructional Materials</u>
1312.2	<u>Complaints Concerning Instructional Materials</u>
1312.2-E(1)	<u>Complaints Concerning Instructional Materials</u>
1312.3	<u>Uniform Complaint Procedures</u>

1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1312.4	<u>Williams Uniform Complaint Procedures</u>
1312.4-E(1)	<u>Williams Uniform Complaint Procedures</u>
1312.4-E(2)	<u>Williams Uniform Complaint Procedures</u>
1313	<u>Civility</u>
<b>Cross References</b>	<b>Description</b>
1700	<u>Relations Between Private Industry And The Schools</u>
3513.3	<u>Tobacco-Free Schools</u>
3513.3	<u>Tobacco-Free Schools</u>
3513.4	<u>Drug And Alcohol Free Schools</u>
3515	<u>Campus Security</u>
3515	<u>Campus Security</u>
3515.2	<u>Disruptions</u>
3515.2	<u>Disruptions</u>
3515.3	<u>District Police/Security Department</u>
3515.3	<u>District Police/Security Department</u>
3515.31	<u>School Resource Officers</u>
3515.5	<u>Sex Offender Notification</u>
3515.5	<u>Sex Offender Notification</u>
5020	<u>Parent Rights And Responsibilities</u>
5020	<u>Parent Rights And Responsibilities</u>
5142	<u>Safety</u>
5142	<u>Safety</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6116	<u>Classroom Interruptions</u>

**Policy 3320: Claims And Actions Against The District**

Status: ADOPTED

Original Adopted Date: 03/01/2009 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board desires to conduct district operations in a manner that minimizes risk, protects district resources, and promotes the health and safety of students, staff, and the public. Any and all claims for money or damages against the district shall be presented to and acted upon in accordance with the Government Claims Act or other applicable state or district procedures, as well as the district's joint powers authority (JPA) agreement or other insurance coverage.

Any claim for money or damages not governed by the Government Claims Act (Government Code 810-996.6) or specifically excepted by Government Code 905 shall be presented and acted upon in accordance with district established procedures consistent with the manner and time limitations specified in this Board policy. (Government Code 935)

Unless otherwise provided by law, a written claim shall be presented to and acted upon by the Board in accordance with such procedures prior to filing a lawsuit against the district for money or damages.

Upon notice to the district of a claim, the Superintendent or designee shall take all necessary steps to protect the district's rights under any applicable contractual agreements, including the right to indemnification from its insurance or other coverage provider. **Time Limitations**

The following time limitations apply to the presentation of claims for money or damages against the district:

1. Claims relating to a cause of action for death or for injury to a person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action (Government Code 911.2)
2. Claims relating to any other cause of action subject to the Government Claims Act shall be filed not later than one year after the accrual of the cause of action (Government Code 911.2)
3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905, that are subject to a claims presentation procedure in another statute or regulation, shall be presented to the Board in accordance with the applicable governing statute or regulation (Government Code 905)
4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in Items #1 and 2 above, depending on the applicable cause of action (Government Code 911.2, 935)

**Receipt of Claims**

A claim shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

A claim may be submitted electronically in the manner specified by the Superintendent or designee. (Government Code 915, 915.2)

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's JPA or insurance carrier in accordance with the applicable conditions of coverage.

### **Review of Contents of the Claim**

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant
2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim
5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known
6. The amount claimed if it totals less than \$10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed

If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case as specified in Code of Civil Procedure 85 and 86.

7. The signature of the claimant or the person acting on the claimant's behalf

### **Notice of Claim Insufficiency**

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, provide a notice in the manner specified in Government Code 915.4 that states the particular defects or omission in the claim. (Government Code 910.8)

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code

### **910.8) Amendment to Claims**

Within the time limits provided in "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

## Late Claims

When a claim that is required to be presented not later than six months after the accrual of the cause of action, as specified in "Time Limitations" above, is not presented within that time, an application to present a late claim may be presented to the Board, in the manner specified in Government Code 915 and 915.2, within a reasonable time not to exceed one year after the accrual of the cause of action. The application shall include the proposed claim and shall state the reason for the delay in presenting the claim. (Government Code 911.4)

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee shall, within 45 days, give written notice, in the manner specified in Government Code 911.3, that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim
3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8 and in the manner specified in Government Code 915.4.

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6) **Action on Claims**

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected

2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim
5. If the Board takes no action on the claim, the claim shall be deemed rejected

In accordance with Government Code 935.4, the Board delegates to the Superintendent the authority to allow, compromise, or settle claims of \$50,000 or less pursuant to any conditions of coverage in the district's JPA agreement or insurance coverage.

If the Board, or Superintendent when appropriate, allows the claim, in whole or in part, or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall be provided in the manner specified in Government Code 915.4. (Government Code 913)

### Registry of Public Agencies

Within 10 days of any change in the full, legal name of the district, the mailing address of the Board, or the names, titles, and addresses of the Board president, the Board clerk or secretary, or other Board members, the Superintendent or designee shall file the updated information with the Secretary of State and the County Clerk. (Government Code 53051)

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

<b>State References</b>	<b>Description</b>
Code of Civil Procedure 340.1	Action for recovery of damages suffered as result of childhood sexual assault
Code of Civil Procedure 340.11	Action for recovery of damages suffered as a result of childhood sexual assault that occurred before January 1, 2024
Code of Civil Procedure 85-86	Limited civil cases; amount in controversy
Ed. Code 35200	<u>Liability for debts and contracts</u>
Ed. Code 35202	<u>Claims against districts; applicability of Government Code</u>
Gov. Code 53051	<u>Information filed with secretary of state and county clerk</u>
Gov. Code 6500-6536	<u>Joint powers agreements</u>
Gov. Code 800	<u>Cost in civil actions</u>
Gov. Code 810-996.6	<u>Government Claims Act</u>
Pen. Code 72	<u>Fraudulent claims</u>



**Management Resources References**

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Website

Website

Website

**Description**

Hovd v. Hayward Unified School District (1977) 74 Cal.App.3d 470

Stockett v. Association of California Water Agencies Joint Powers Insurance Authority (2004) 34 Cal.4th 441

City of Stockton v. Superior Court (2007) 42 Cal. 4th 730

Connelly v. County of Fresno (2006) 146 Cal.App.4th 29

CSEA v. Azusa Unified School District (1984) 152 Cal.App.3d 580

CSEA v. South Orange Community College District (2004) 124 Cal.App.4th 574

CSBA District and County Office of Education Legal ServicesCalifornia Secretary of State's OfficeFiscal Crisis and Management Assistance Team**Cross References**

1330.1

1340

1340

3530

3530

4119.1

4144

4144

4157.1

**Cross References**

4158

4158

4219.1

4257.1

4258

4258

4319.1

4344

4344

4357.1

4358

4358

5141.4

5141.4

5143

5143

6163.2

6163.2

9012

**Description**Joint Use AgreementsAccess To District RecordsAccess To District RecordsRisk Management/InsuranceRisk Management/InsuranceCivil And Legal RightsComplaintsComplaintsWork-Related Injuries**Description**Employee SecurityEmployee SecurityCivil And Legal RightsWork-Related InjuriesEmployee SecurityEmployee SecurityCivil And Legal RightsComplaintsComplaintsWork-Related InjuriesEmployee SecurityEmployee SecurityChild Abuse Prevention And ReportingChild Abuse Prevention And ReportingInsuranceInsuranceAnimals At SchoolAnimals At SchoolBoard Member Electronic Communications

9321

Closed Session

9321-E(1)

Closed Session

9321-E(2)

Closed Session

9322

Agenda/Meeting Materials

### Policy 3515.5: Sex Offender Notification

Status: ADOPTED

Original Adopted Date: 02/01/1999 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the Governing Board believes it is important that the district respond appropriately when a law enforcement agency notifies the district about registered sex offenders who may reside or work within district boundaries.

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

Any district employee to whom sex offender information is disclosed by a law enforcement entity shall disclose the information only when authorized by the law enforcement entity and in the manner authorized.

The Superintendent or designee may annually notify parents/guardians of the availability of information about registered sex offenders on the Department of Justice's Megan's Law website.

#### Role of District Police/Security Department

In accordance with law, Board policy and administrative regulation, the district police/security department may disseminate information about registered sex offenders to the school community. The district police/security department shall consult with local law enforcement and the Superintendent or designee prior to any such dissemination.

When a registered sex offender's email address or username used for instant messaging or social networking or other internet identifier, as defined in Penal Code 290.024, is submitted to the district police/security department, such information shall only be used by the department or released to another law enforcement entity for the purpose of investigating a sex-related crime, a kidnapping, or human trafficking. No other disclosure shall be made or authorized by the department, except as required by a court order. (Penal Code 290.45)

The district police/security department shall maintain records of the means and dates of dissemination for five years. (Penal Code 290.45)

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#### State References

Ed. Code 32211

Ed. Code 35160

Ed. Code 35160.1

Ed. Code 48981

Ed. Code 48985

#### Description

Threatened disruption or interference with classes

Authority of governing boards

Broad authority of school districts

Parental notifications

Translation of notifications

Pen. Code 290	<a href="#"><u>Registration of sex offenders</u></a>
Pen. Code 290.024	<a href="#"><u>Internet identifiers; definition</u></a>
Pen. Code 290.4	<a href="#"><u>Information regarding sex offenders</u></a>
Pen. Code 290.45	<a href="#"><u>Sex offenders; authority of peace officers to provide information</u></a>
Pen. Code 290.46	<a href="#"><u>Making information about certain sex offenders available via the Internet</u></a>
Pen. Code 290.9	<a href="#"><u>Addresses of persons who violate duty to register</u></a>
Pen. Code 290.95	<a href="#"><u>Disclosure by person required to register as sex offender</u></a>

**State References**

Pen. Code 3003	<a href="#"><u>Parole; geographic placement</u></a>
Pen. Code 626.8	<a href="#"><u>Disruptions</u></a>
Pen. Code 626.81	<a href="#"><u>Sex offender; permission to volunteer at school</u></a>
Pen. Code 830.32	<a href="#"><u>School district and community college police</u></a>

**Federal References**

42 USC 14071	<a href="#"><u>Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program Act</u></a>
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**Management Resources References**

Attorney General Opinion	<a href="#"><u>82 Ops.Cal.Atty.Gen. 20 (1999)</u></a>
Website	<a href="#"><u>U.S. Department of Justice, Sex Offender Registration and Notification Act</u></a>
Website	<a href="#"><u>CSBA District and County Office of Education Legal Services</u></a>
Website	<a href="#"><u>California Department of Justice, Megan's Law</u></a>

**Cross References**

0450	<a href="#"><u>Comprehensive Safety Plan</u></a>
0450	<a href="#"><u>Comprehensive Safety Plan</u></a>
1240	<a href="#"><u>Volunteer Assistance</u></a>
1240	<a href="#"><u>Volunteer Assistance</u></a>
1250	<a href="#"><u>Visitors/Outsiders</u></a>
1250	<a href="#"><u>Visitors/Outsiders</u></a>
1400	<a href="#"><u>Relations Between Other Governmental Agencies And The Schools</u></a>
3515	<a href="#"><u>Campus Security</u></a>
3515	<a href="#"><u>Campus Security</u></a>
3515.2	<a href="#"><u>Disruptions</u></a>
3515.2	<a href="#"><u>Disruptions</u></a>
3515.3	<a href="#"><u>District Police/Security Department</u></a>
3515.3	<a href="#"><u>District Police/Security Department</u></a>
3515.31	<a href="#"><u>School Resource Officers</u></a>
4112	<a href="#"><u>Appointment And Conditions Of Employment</u></a>
4212	<a href="#"><u>Appointment And Conditions Of Employment</u></a>
4231	<a href="#"><u>Staff Development</u></a>

5142

Safety

5142

Safety

5145.6

Parent/Guardian Notifications

5145.6-E(1)

Parent/Guardian Notifications

**Regulation 3515.5: Sex Offender Notification**

Status: ADOPTED

Original Adopted Date: 02/01/1998 | Last Revised Date: 12/01/2024 | Last Reviewed Date:  
12/01/2024

The Superintendent or designee shall develop a plan for receiving and communicating information about registered sex offenders residing within district boundaries. The Superintendent or designee shall ensure, at a minimum, that the following components are part of the plan:

1. The Superintendent or designee shall appoint a staff member to serve as the liaison with law enforcement regarding sex offender information in relation to the safety of children
2. The Superintendent or district liaison shall, at the beginning of each school year, contact local law enforcement to coordinate the receipt of information
3. Law enforcement shall be informed that all notifications and correspondence should be directed to the liaison as well as the individual school sites

A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the liaison.

4. The Superintendent or district liaison shall collaborate with law enforcement in order to alert children to the dangers of sex offenders, develop a system for distributing information about sex offenders, and train school staff and parents/guardians about the roles and responsibilities of both the district and law enforcement
5. The Superintendent or district liaison shall, at the beginning of each school year, notify parents/guardians of the district's willingness and intention to work with law enforcement on keeping children safe from sex offenders and shall explain the appropriate roles and responsibilities of both the district and law enforcement

This communication shall also explain:

- a. The reporting requirements pursuant to Penal Code 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender
  - b. The ability of the parents/guardians to contact law enforcement for additional information and to view the information on the Department of Justice's (DOJ) Megan's Law website
6. When law enforcement notifies the district of the residency or employment of a sex offender within district boundaries, the Superintendent or district liaison shall consult with law enforcement about the appropriate scope of the disclosure
  7. Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Superintendent or district liaison in order to help ensure that the district is able to respond appropriately
  8. If an identified sex offender is seen on or near school grounds or around any child, staff shall immediately contact the district liaison, who shall inform local law enforcement accordingly

## Notification to Parents/Guardians

When law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Superintendent or district liaison shall collaborate with local law enforcement in order to determine an appropriate response. This response may include:

1. An article in a school or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the school office
2. A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders
3. A mailing of a letter, at district expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders

The article and mailings listed above shall encourage parents/guardians to contact local law enforcement and access the DOJ's Megan's Law website for additional information.

Whenever the principal has granted permission to a person who is required to register as a sex offender pursuant to Penal Code 290 to come into a school building or upon school grounds to volunteer at the school, the principal or designee shall notify the parent/guardian of each student at that school, at least 14 days in advance, that a registered sex offender has been granted such permission, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. This notice shall be provided by regular mail or any other method normally used by the district to communicate with parents/guardians in writing. If a parent/guardian requests such notice in electronic format, the district shall provide electronic notice. (Education Code 48985, Penal Code 626.81)

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### State References

Ed. Code 32211

### Description

Threatened disruption or interference with classes

Ed. Code 35160

Authority of governing boards

Ed. Code 35160.1

Broad authority of school districts

Ed. Code 48981

Parental notifications

Ed. Code 48985

Translation of notifications

Pen. Code 290

Registration of sex offenders

Pen. Code 290.024

Internet identifiers; definition

Pen. Code 290.4

Information regarding sex offenders

Pen. Code 290.45

Sex offenders; authority of peace officers to provide information

Pen. Code 290.46

Making information about certain sex offenders available via the Internet

Pen. Code 290.9

Addresses of persons who violate duty to register

Pen. Code 290.95

Disclosure by person required to register as sex offender

Pen. Code 3003

Parole; geographic placement

Pen. Code 626.8  
Pen. Code 626.81  
Pen. Code 830.32

Disruptions  
Sex offender; permission to volunteer at school  
School district and community college police

**Federal References**

**Description**

42 USC 14071

Jacob Wetterling Crimes Against Children and Sexually Violent  
Offender Registration Program Act

**Management Resources References**

**Description**

Attorney General Opinion

82 Ops.Cal.Atty.Gen. 20 (1999)

Website

U.S. Department of Justice, Sex Offender Registration and Notification  
Act

Website

CSBA District and County Office of Education Legal Services

Website

California Department of Justice, Megan's Law

**Cross References**

**Description**

0450

Comprehensive Safety Plan

**Cross References**

**Description**

0450

Comprehensive Safety Plan

1240

Volunteer Assistance

1240

Volunteer Assistance

1250

Visitors/Outsiders

1250

Visitors/Outsiders

1400

Relations Between Other Governmental Agencies And The Schools

3515

Campus Security

3515

Campus Security

3515.2

Disruptions

3515.2

Disruptions

3515.3

District Police/Security Department

3515.3

District Police/Security Department

3515.31

School Resource Officers

4112

Appointment And Conditions Of Employment

4212

Appointment And Conditions Of Employment

4231

Staff Development

5142

Safety

5142

Safety

5145.6

Parent/Guardian Notifications

5145.6-E(1)

Parent/Guardian Notifications



## Policy 3540: Transportation

Status: ADOPTED

Original Adopted Date: 06/01/1992 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, including expanded learning opportunities programs, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

### Transportation Plan

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students
2. The prioritization of transportation services for low-income students, and students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive
3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)
4. The manner in which unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

### Transportation Contracts

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools to provide necessary transportation services. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802, 39803)

Prior to contracting with a private entity for student transportation services, the district shall obtain written attestations from the entity that: (Education Code 39879)

1. The entity does not have any applicable law violations at the time of applying for the contract
2. The entity will maintain compliance with applicable laws for the duration of the contract
3. Under the contract, only drivers who meet the requirements specified in Education Code 39877 will work
4. The entity has on file all the reports and documents required pursuant to Education Code 39877 for the duration of the contract, including, but not limited to, updated, revised, or modified reports and documents, and that the reports and documents shall be available for inspection by the district

Any vehicle used to provide student transportation for compensation shall meet both of the following requirements:

(Education Code 39879)

1. Be inspected every 12 months, or every 50,000 miles, whichever comes first, at a facility licensed by the Bureau of Automotive Repair to ensure that the vehicle passes a 19-point vehicle inspection, as adopted by the Public Utilities Commission and as specified in D.13-09-045, before allowing the vehicle to be driven, except for vehicles which are already subject to a statutory inspection program
2. Be equipped with a first aid kit and a fire extinguisher

### **Expenses and Fees**

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 3980639807)

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and Board Policy/Administrative Regulation 3250 - Transportation Fees.

### **Safety and Monitoring**

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

The Superintendent or designee shall ensure the qualifications of bus drivers, in accordance with Administrative Regulation 3542 - School Bus Drivers, and related staff employed by the district; provide

for the maintenance and operation of district-owned school buses and other equipment; and ensure adequate facilities for equipment storage and maintenance.

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<b>State References</b>	<b>Description</b>
13 CCR 2025	<u>Retrofitting of diesel school buses</u>
5 CCR 14100-14103	<u>Use of school buses and school pupil activity buses</u>
5 CCR 15240-15343	Allowances for student transportation
5 CCR 15253-15272	District records related to transportation
Ed. Code 35330	<u>Field trips and excursions; student fees</u>
Ed. Code 35350	<u>Authority to transport pupils</u>
Ed. Code 39800	<u>Powers of governing board to provide transportation to and from school</u>
Ed. Code 39800-39860	Transportation services

**State References**

Ed. Code 39801	<u>Contract with County Superintendent of Schools to provide transportation</u>
Ed. Code 39802-39803	<u>Bids and contracts for transportation services</u>
Ed. Code 39806	<u>Payments to parents in lieu of transportation</u>
Ed. Code 39807	<u>Food and lodging payments in lieu of transportation</u>
Ed. Code 39807.5	<u>Payment of transportation costs by parents</u>
Ed. Code 39808	<u>Transportation for private school students</u>
Ed. Code 39877-39878	School bus driver requirements
Ed. Code 39879	Private transportation provider requirements
Ed. Code 41850-41851.1	<u>Allowances for transportation</u>
Ed. Code 41860-41862	Supplemental allowances for transportation
Ed. Code 42238.02	<u>Local Control Funding Formula</u>
Ed. Code 45125.1	<u>Criminal records summary; employees of contracting entity</u>
Ed. Code 52311	<u>Regional occupational centers; transportation</u>
Ed. Code 56026	Student with a disability; definition
Gov. Code 3540-3549.3	<u>Educational Employment Relations Act</u>
Pen. Code 637.7	<u>Electronic tracking devices</u>
Veh. Code 2807	<u>School bus inspection</u>
Veh. Code 4854	Alternatives to conventional license plates

**Management Resources References**

Court Decision	Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251 <u>Order Instituting Rulemaking on Regulations Relating to Passenger Carriers, Ridesharing, and New Online-Enabled Transportation Services, September 2013</u>
Public Utilities Commission Order	<u>Department of Motor Vehicles</u>
Website	<u>Public Utilities Commission</u>
Website	<u>Bureau of Automotive Repair</u>
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Air Resources Board Zero Emission School Bus and Infrastructure Program</u>
Website	<u>California Energy Commission</u>
Website	<u>CSBA</u>

**Cross References**

0410	<u>Nondiscrimination In District Programs And Activities</u>
3000	<u>Concepts And Roles</u>
3100	<u>Budget</u>
3100	<u>Budget</u>

	<b>Description</b>
3250	<u>Transportation Fees</u>
3250	<u>Transportation Fees</u>
3311	<u>Bids</u>
<b>Cross References</b>	
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4212.42	<u>Drug And Alcohol Testing For School Bus Drivers</u>
4212.42	<u>Drug And Alcohol Testing For School Bus Drivers</u>
4231	<u>Staff Development</u>
4312.4	<u>Health Examinations</u>
4312.42	<u>Drug And Alcohol Testing For School Bus Drivers</u>
4312.42	<u>Drug And Alcohol Testing For School Bus Drivers</u>
5116.1	<u>Intradistrict Open Enrollment</u>
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5117	<u>Interdistrict Attendance</u>
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	<b>Description</b>
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6181	<u>Alternative Schools/Programs Of Choice</u>

**Policy 5113.1: Chronic Absence And Truancy**

Status: ADOPTED

Original Adopted Date: 11/01/2012 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district, and that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy, including in relation to grade level and student subgroup patterns of chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment; relevant and engaging learning experiences; school activities that help develop students' feelings of connectedness with the school, including personalized relationships between students and teachers and/or support staff; school-based health services; letters alerting parents/guardians to the value of regular school attendance, including the use of bilingual aides and communication in the primary language used by parents/guardians; and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals; transportation assistance; counseling, including trauma-informed practices, for mental or emotional difficulties; academic supports; efforts to address school or community safety concerns; discussions with the student and parent/guardian about their attitudes regarding schooling; or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

To provide students with an opportunity to make up lost instructional time and offset absences, the Superintendent or designee may implement an attendance recovery program for students in grades transitional kindergarten-12. Any such attendance recovery program shall be operated in accordance with Education Code 46211 and as specified in the accompanying administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion.

Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

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

**State References**

5 CCR 306

**Description**

Explanation of absence

5 CCR 420-424

Record of verification of absence due to illness and other causes

Ed. Code 1740

Employment of personnel to supervise attendance

Ed. Code 37223

Weekend classes

Ed. Code 44266

Pupil Personnel Services credential

Ed. Code 46000

Attendance records

Ed. Code 46010-46015

Absences

Ed. Code 46110-46120

Attendance in kindergarten and elementary schools

Ed. Code 46140-46148

Attendance in junior high and high schools

Ed. Code 46210-46211

Attendance recovery programs

Ed. Code 48200-48208

Children ages 6-18; compulsory full-time attendance

Ed. Code 48225.5

Work permits; entertainment and allied industries

Ed. Code 48240-48246

Supervisors of attendance

Ed. Code 48260-48273

Truants

Ed. Code 48290-48297

Failure to comply; complaints against parents

Ed. Code 48320-48325

School attendance review boards

Ed. Code 48326

Absence intervention teams

Ed. Code 48340-48341

Improvement of student attendance

Ed. Code 48400-48403

Compulsory continuation education

Ed. Code 48900

Grounds for suspension or expulsion



	<b>Description</b>
Ed. Code 49067	<a href="#"><u>Unexcused absences as cause of failing grade</u></a>
Ed. Code 52052	<a href="#"><u>Accountability; numerically significant student subgroups</u></a>
Ed. Code 60901	<a href="#"><u>Chronic absence</u></a>
Gov. Code 54950-54963	<a href="#"><u>The Ralph M. Brown Act</u></a>
Pen. Code 270.1	<a href="#"><u>Chronic truancy; parent/guardian misdemeanor</u></a>
Pen. Code 272	<a href="#"><u>Parent/guardian duty to supervise and control minor child; criminal liability for truancy</u></a>
Pen. Code 830.1	<a href="#"><u>Peace officers</u></a>
W&I Code 11253.5	<a href="#"><u>Compulsory school attendance; eligibility for aid</u></a>
W&I Code 256-258	<a href="#"><u>Juvenile hearing officer</u></a>
W&I Code 601-601.5	<a href="#"><u>Habitually truant minors</u></a>
<b>Management Resources References</b>	
Attendance Works Publication	<a href="#"><u>District Attendance Tracking Tool</u></a>
Attendance Works Publication	<a href="#"><u>The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014</u></a>
Attendance Works Publications	<a href="#"><u>Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015</u></a>
Attendance Works Publications	<a href="#"><u>School Attendance Tracking Tool</u></a>
Attendance Works Publications	<a href="#"><u>For School Board Members: Frequently Asked Questions About Chronic Absence</u></a>
California Department of Education Publication	<a href="#"><u>School Attendance Improvement Strategies</u></a>
California Department of Education Publication	<a href="#"><u>School Attendance Review Boards Handbook &amp; Forms</u></a>
Court Decision	L.A. v. Superior Court of San Diego County (2012) 209 Cal.App.4th 976
CSBA Publication	<a href="#"><u>Research supported strategies to improve the accuracy and fairness of grades, July 2016</u></a>
CSBA Publication	<a href="#"><u>Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024</u></a>
Website	<a href="#"><u>CSBA District and County Office of Education Legal Services</u></a>
Website	<a href="#"><u>California Healthy Kids Survey</u></a>
Website	<a href="#"><u>California School Climate, Health, and Learning Survey System</u></a>
Website	<a href="#"><u>CSBA</u></a>
Website	<a href="#"><u>Attendance Works</u></a>
Website	<a href="#"><u>California Association of Supervisors of Child Welfare and Attendance</u></a>
Website	<a href="#"><u>California Department of Education</u></a>
<b>Cross References</b>	<b>Description</b>
0400	<a href="#"><u>Comprehensive Plans</u></a>
0410	<a href="#"><u>Nondiscrimination In District Programs And Activities</u></a>
0420	<a href="#"><u>School Plans/Site Councils</u></a>
0420	<a href="#"><u>School Plans/Site Councils</u></a>
0450	<a href="#"><u>Comprehensive Safety Plan</u></a>
0450	<a href="#"><u>Comprehensive Safety Plan</u></a>

0460	<u>Local Control And Accountability Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0500	<u>Accountability</u>
1400	<u>Relations Between Other Governmental Agencies And The Schools</u>
3515.3	<u>District Police/Security Department</u>
3515.3	<u>District Police/Security Department</u>
4119.41	<u>Employees With Infectious Disease</u>
4131	<u>Staff Development</u>
4219.41	<u>Employees With Infectious Disease</u>
4319.41	<u>Employees With Infectious Disease</u>
5030	<u>Student Wellness</u>
5112.1	<u>Exemptions From Attendance</u>

## Cross References

5112.1	<u>Exemptions From Attendance</u>
5112.3	<u>Student Leave Of Absence</u>
5112.3	<u>Student Leave Of Absence</u>
5112.5	<u>Open/Closed Campus</u>
5113	<u>Absences And Excuses</u>
5113	<u>Absences And Excuses</u>
5113.11	<u>Attendance Supervision</u>
5113.12	<u>District School Attendance Review Board</u>
5113.12	<u>District School Attendance Review Board</u>
5113.2	<u>Work Permits</u>
5113.2	<u>Work Permits</u>
5116.2	<u>Involuntary Student Transfers</u>
5117	<u>Interdistrict Attendance</u>
5117	<u>Interdistrict Attendance</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5126	<u>Awards For Achievement</u>
5126	<u>Awards For Achievement</u>
5131	<u>Conduct</u>
5131.2	<u>Bullying</u>
5131.2	<u>Bullying</u>
5131.4	<u>Student Disturbances</u>
5131.4	<u>Student Disturbances</u>
5137	<u>Positive School Climate</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.22	<u>Infectious Diseases</u>
5141.22	<u>Infectious Diseases</u>
5141.33	<u>Head Lice</u>
5141.6	<u>School Health Services</u>
5141.6	<u>School Health Services</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.6	<u>Parent/Guardian Notifications</u>

**Cross References**

5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5146	<u>Married/Pregnant/Parenting Students</u>
5147	<u>Dropout Prevention</u>
5148.2	<u>Before/After School Programs</u>
5148.2	<u>Before/After School Programs</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6158	<u>Independent Study</u>
6158	<u>Independent Study</u>
6164.2	<u>Guidance/Counseling Services</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
6173- E(2)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.4	<u>Education For American Indian Students</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program 6176 Weekend/Saturday Classes 6178</u>
	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6178.1	<u>Work-Based Learning</u>
6178.1	<u>Work-Based Learning</u>
6179	<u>Supplemental Instruction</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6183	<u>Home And Hospital Instruction</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education 6185</u>
	<u>Community Day School</u>
6185	<u>Community Day School</u>

## Regulation 5113.1: Chronic Absence And Truancy

Status: ADOPTED

Original Adopted Date: 11/01/2010 | Last Revised Date: 12/01/2024 | Last Reviewed Date:  
12/01/2024

### Definitions

*Chronic absentee* means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays.

(Education Code 60901)

*Truant* means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

*Habitual truant* means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and the student's parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

*Chronic truant* means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, a valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5, and Administrative Regulation 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

### Addressing Chronic Absence

When a student is identified as a chronic absentee, the Superintendent, attendance supervisor, or designee shall communicate with the student and the student's parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs to assist the student. When necessary, the student may be referred to a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee, in accordance with Education Code 48263 and Item #3 in "Addressing Truancy" below.

A student who is struggling academically may be offered tutoring or other supplemental instruction, expanded learning opportunities, and/or alternative educational options as appropriate.

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

Whenever chronic absenteeism is linked to a health, social-emotional, family, or other nonschool issue, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and the student's family.

### **Addressing Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

The Superintendent, attendance supervisor, or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341.  
(Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies the student has committed:

#### **1. Initial truancy**

- a. The student shall be reported to the Superintendent, attendance supervisor, or designee (Education Code 48260)
- b. The student's parent/guardian shall be notified, by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
  - i. The student is truant
  - ii. The parent/guardian is obligated to compel the student to attend school
  - iii. Alternative educational programs are available in the district
  - iv. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy
  - v. Mental health and supportive services may be available to the student and the family
  - vi. School personnel are available to meet with the student and family to develop strategies to support the student's attendance at school
  - vii. Research shows that missing 10 percent of school for any reason can translate into students having difficulty learning to read by third grade, achieving in middle school, and graduating from high school
- c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223 (Education Code 48264.5)

- d. The student and, as appropriate, the student's parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance (Education Code 48264.5)
- e. The Superintendent, attendance supervisor, or designee may notify the district attorney and/or probation officer of the student's name and the name and address of the student's parents/guardians (Education Code 48260.6)

## 2. Second truancy

- a. Any student who has once been reported as a truant shall again be reported to the Superintendent, attendance supervisor, or designee as a truant if the student is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year (Education Code 48261)
- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223 (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county and, if the student fails to successfully complete this study program, the student shall be subject to Item #3 below (Education Code 48264.5)
- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference  
  
with the student and the student's parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call (Education Code 48262)
- e. The student may be given a written warning by a peace officer  
  
A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)
- f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with Item #1b above (Education Code 48260.6)

## 3. Third truancy (habitual truancy)

- a. A student who is habitually truant, a chronic absentee, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a SARB program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee (Education Code 48263, 48264.5)
- b. Upon making a referral to the SARB or the probation department, the Superintendent, attendance supervisor, or other person designated to make the referral shall provide the student, the student's parent/guardian, and SARB or probation department with documentation of the interventions undertaken at the school

Additionally, the attendance supervisor or designee shall provide the student and the student's parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and the student's parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

- c. If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to Item #4 below (Education Code 48264.5)
- d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or the student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer (Education Code 48263)

#### 4. Fourth truancy

- a. Upon the fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court (Education Code 48264.5; Welfare and Institutions Code 601)
- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school

The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

#### **Attendance Recovery Program**

Beginning July 1, 2025, the district may implement an attendance recovery program for students to make up a maximum of 10 days of attendance for lost instructional time and offset absences incurred during the school year. Any student participating in the program shall not be credited with more than five days of attendance per school week or more than one day of attendance for any calendar day of participation in the program. (Education Code 46211)

The district's program may be operated before or after school, on weekends, or during intersessional periods. The district shall offer access to an attendance recovery program throughout the school year, including, at least once during each term. (Education Code 46211)

The program shall be provided only as a limited-term option for a classroom-based, regular educational program. Students otherwise enrolled in a nonclassroom-based program, such as independent study, shall not participate in an attendance recovery program. (Education Code 46211)

A student shall not be required to participate in the program. Students concurrently participating in both an attendance recovery program and an Expanded Learning Opportunities Program (ELO) pursuant to Education Code

46120, shall retain the ability to participate in the entirety of the ELO's offerings for the duration of the school year.

(Education Code 46211)



The district's attendance recovery program shall be composed of students engaged in educational activities and content aligned to grade level standards that are substantially equivalent to the students' regular instructional program, which may include one-on-one or small group tutoring, and shall be under the immediate supervision and control of a certificated teacher who is also an employee of the district and who possesses a valid certification document. (Education Code 46211)

The district's attendance recovery program shall not exceed a student-to-certificated teacher ratio of 10 to 1 for TK and kindergarten or 20 to 1 for grades 1 to 12. The district shall maintain documentation demonstrating how the attendance recovery program met these applicable ratios. (Education Code 46211)

## Records

The Superintendent, attendance supervisor, or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. In addition, the attendance supervisor, designee, and/or the staff persons who have direct contact with the student or parent/guardian shall document all their contacts regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

The Superintendent, attendance supervisor, or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

Additionally, in regard to the district's attendance recovery program, the Superintendent or designee shall maintain documentation demonstrating how the attendance recovery program met the student-to-teacher ratios specified in Education Code 46211.

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

<b>State References</b>	<b>Description</b>
5 CCR 306	<u>Explanation of absence</u>
5 CCR 420-424	<u>Record of verification of absence due to illness and other causes</u>
Ed. Code 1740	<u>Employment of personnel to supervise attendance</u>
Ed. Code 37223	<u>Weekend classes</u>
Ed. Code 44266	<u>Pupil Personnel Services credential</u>
Ed. Code 46000	<u>Attendance records</u>
Ed. Code 46010-46015	<u>Absences</u>
Ed. Code 46110-46120	<u>Attendance in kindergarten and elementary schools</u>
Ed. Code 46140-46148	<u>Attendance in junior high and high schools</u>
Ed. Code 46210-46211	Attendance recovery programs

	Description
<b>State References</b>	
Ed. Code 48200-48208	<u>Children ages 6-18; compulsory full-time attendance</u>
Ed. Code 48225.5	<u>Work permits; entertainment and allied industries</u>
Ed. Code 48240-48246	<u>Supervisors of attendance</u>
Ed. Code 48260-48273	<u>Truants</u>
Ed. Code 48290-48297	<u>Failure to comply; complaints against parents</u>
Ed. Code 48320-48325	<u>School attendance review boards</u>
Ed. Code 48326	Absence intervention teams
Ed. Code 48340-48341	<u>Improvement of student attendance</u>
Ed. Code 48400-48403	<u>Compulsory continuation education</u>
Ed. Code 48900	<u>Grounds for suspension or expulsion</u>
Ed. Code 49067	<u>Unexcused absences as cause of failing grade</u>
Ed. Code 52052	<u>Accountability; numerically significant student subgroups</u>
Ed. Code 60901	<u>Chronic absence</u>
Gov. Code 54950-54963	<u>The Ralph M. Brown Act</u>
Pen. Code 270.1	<u>Chronic truancy; parent/guardian misdemeanor</u>
Pen. Code 272	<u>Parent/guardian duty to supervise and control minor child; criminal liability for truancy</u>
Pen. Code 830.1	<u>Peace officers</u>
W&I Code 11253.5	<u>Compulsory school attendance; eligibility for aid</u>
W&I Code 256-258	<u>Juvenile hearing officer</u>
W&I Code 601-601.5	<u>Habitually truant minors</u>
<b>Management Resources References</b>	<b>Description</b>
Attendance Works Publication	<u>District Attendance Tracking Tool</u>
Attendance Works Publication	<u>The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014</u>
Attendance Works Publications	<u>Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015</u>
Attendance Works Publications	<u>School Attendance Tracking Tool</u>
Attendance Works Publications	<u>For School Board Members: Frequently Asked Questions About Chronic Absence</u>
California Department of Education Publication	<u>School Attendance Improvement Strategies</u>
California Department of Education Publication	<u>School Attendance Review Boards Handbook &amp; Forms</u>
Court Decision	L.A. v. Superior Court of San Diego County (2012) 209 Cal.App.4th 976
CSBA Publication	<u>Research supported strategies to improve the accuracy and fairness of grades, July 2016</u>
CSBA Publication	<u>Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024</u>

Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Healthy Kids Survey</u>
Website	<u>California School Climate, Health, and Learning Survey System</u>
Website	<u>CSBA</u>
<b>Management Resources References</b>	
Website	<u>Attendance Works</u>
Website	<u>California Association of Supervisors of Child Welfare and Attendance</u>
Website	<u>California Department of Education</u>
<b>Cross References</b>	<b>Description</b>
0400	<u>Comprehensive Plans</u>
0410	<u>Nondiscrimination In District Programs And Activities</u>
0420	<u>School Plans/Site Councils</u>
0420	<u>School Plans/Site Councils</u>
0450	<u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0500	<u>Accountability</u>
1400	<u>Relations Between Other Governmental Agencies And The Schools</u>
3515.3	<u>District Police/Security Department</u>
3515.3	<u>District Police/Security Department</u>
4119.41	<u>Employees With Infectious Disease</u>
4131	<u>Staff Development</u>
4219.41	<u>Employees With Infectious Disease</u>
4319.41	<u>Employees With Infectious Disease</u>
5030	<u>Student Wellness</u>
5112.1	<u>Exemptions From Attendance</u>
5112.1	<u>Exemptions From Attendance</u>
5112.3	<u>Student Leave Of Absence</u>
5112.3	<u>Student Leave Of Absence</u>
5112.5	<u>Open/Closed Campus</u>
5113	<u>Absences And Excuses</u>
5113	<u>Absences And Excuses</u>
5113.11	<u>Attendance Supervision</u>
5113.12	<u>District School Attendance Review Board</u>
5113.12	<u>District School Attendance Review Board</u>
5113.2	<u>Work Permits</u>
5113.2	<u>Work Permits</u>

	<b>Description</b>
5116.2	<u>Involuntary Student Transfers</u>
5117	<u>Interdistrict Attendance</u>
5117	<u>Interdistrict Attendance</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
<b>Cross References</b>	
5125	<u>Student Records</u>
5126	<u>Awards For Achievement</u>
5126	<u>Awards For Achievement</u>
5131	<u>Conduct</u>
5131.2	<u>Bullying</u>
5131.2	<u>Bullying</u>
5131.4	<u>Student Disturbances</u>
5131.4	<u>Student Disturbances</u>
5137	<u>Positive School Climate</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.22	<u>Infectious Diseases</u>
5141.22	<u>Infectious Diseases</u>
5141.33	<u>Head Lice</u>
5141.6	<u>School Health Services</u>
5141.6	<u>School Health Services</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5146	<u>Married/Pregnant/Parenting Students</u>
5147	<u>Dropout Prevention</u>
5148.2	<u>Before/After School Programs</u>
5148.2	<u>Before/After School Programs</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6158	<u>Independent Study</u>
6158	<u>Independent Study</u>

	<b>Description</b>
6164.2	<u>Guidance/Counseling Services</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
<b>Cross References</b>	
6173- E(2)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.4	<u>Education For American Indian Students</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program</u> 6176 <u>Weekend/Saturday Classes</u> 6178
	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6178.1	<u>Work-Based Learning</u>
6178.1	<u>Work-Based Learning</u>
6179	<u>Supplemental Instruction</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6183	<u>Home And Hospital Instruction</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u> 6185
	<u>Community Day School</u>
6185	<u>Community Day School</u>

**Policy 5148.2: Before/After School Programs**

Status:  
ADOPTED

Original Adopted Date: 11/01/2006 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board desires to provide learning opportunities for students beyond the regular school day that support the regular education program in a supervised environment. The content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

Each program offered by the district shall be planned through a collaborative process as required by law. (Education Code 8422, 8482.5, 8484.75, 46120)

The district shall prioritize offering Expanded Learning Opportunities Programs (ELO) at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with ELOs across their attendance area. (Education Code 46120)

To the extent feasible, the district shall give priority to establishing expanded learning opportunities beyond the regular school day in low-performing schools and/or programs that serve low-income and other at-risk students.

Any expanded learning opportunities, including but not limited to After School Education and Safety (ASES), 21st

Century Community Learning Center (21st CCLC), 21st Century High School After School Safety and Enrichment for

Teens (ASSETs), ELO, or any other program to be established pursuant to Education Code 8421, 8482.3, 8484.75, or 46120, shall be approved by the Board. Additionally, the Board shall declare its operational intent to run an ELO to the Superintendent of Public Instruction as specified in Education Code 46120.

The Superintendent or designee shall ensure that all staff who directly supervise students in any expanded learning opportunities possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each before-school, after-school, summer, vacation or intersessional expanded learning opportunity shall include academic and enrichment elements in accordance with law and administrative regulation, and may be used in conjunction with attendance recovery programs. Additionally, each program may include support services that reinforce the educational component and promote student health and well-being.

**OPTION 1: (For districts that do not charge family fees)**

No fee shall be charged for participation in the program.

**OPTION 1 ENDS HERE**

**OPTION 2: (For districts that charge permissible family fees)**

A family fee may be charged to participating families based on the actual cost of services.

However, for the ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

For ASES, 21st CCLC, and/or ELO, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student experiencing homelessness, or in foster care. Family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

**OPTION 2 ENDS HERE**

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child-care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child-care and development services in accordance with the enrollment priorities established in Administrative Regulation 5148 Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years in accordance with law and as specified in Board Policy/Administrative Record 3580 - District Records and Board Policy/Administrative Record 5125 - Student Records. (Education Code 8482.3, 46120)

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

**State References**

Ed. Code 17260-17268

**Description**

Plans and specifications for school facilities

Ed. Code 17264

New construction; accommodation of before- and after-school programs

Ed. Code 35021.3

After-school physical recreation instructors

Ed. Code 41422

Emergency conditions

Ed. Code 45125

Criminal record check

Ed. Code 45330

Paraprofessionals; instructional aides

Ed. Code 45340-45349

Paraprofessionals; instructional aides

Ed. Code 46120

Expanded learning opportunities

Ed. Code 48850

Intersession program; priority access to student experiencing homelessness

Ed. Code 48853.5

Intersession program; priority access to foster youth

Ed. Code 49024

Activity Supervisor Clearance Certificate

Ed. Code 49430-49434

Nutrition standards

Ed. Code 49540-49546

Child care food program

Ed. Code 49553

Free or reduced-price meals

Ed. Code 69430-69460

Cal Grant program

Ed. Code 8263

Ed. Code 8273.1

Ed. Code 8281.5

Ed. Code 8295-8305

Ed. Code 8350-8359.1

Ed. Code 8360-8370

Ed. Code 8420-8428

Ed. Code 8482-8484.65

**State References**

Ed. Code 8484.7-8484.9

Ed. Code 8490-8490.7

W&I Code 10207-10492.2

W&I Code 10273

**Federal References**

20 USC 6311

20 USC 6314

20 USC 7171-7176

42 USC 11434a

42 USC 1766-1766a

7 CFR 226.17

**Management Resources References**

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

U.S. Department of Education Publication

**Description**

Eligibility and priorities for subsidized child development services

Family fees; exemptions

California Prekindergarten Planning and Implementation Grant  
Program

Child development program; personnel qualifications

Programs for CalWORKS recipients

Personnel qualifications

21st Century High School After School Safety and Enrichment  
Program for Teens

After School Education and Safety Program

21st Century Community Learning Centers

Distinguished After School Health Recognition Program

Child Care and Development Services Act

Preferred placement for otherwise eligible children ages 11 or 12

**Description**

State plan

Title I schoolwide program

21st Century Community Learning Centers

Education for homeless children and youths

Child and Adult Care Food Program

Child care center nutrition standards

**Description**

Expanded Learning Funding Opportunities

Expanded Learning Programs Federal Program Monitoring

Early Release and Late Arrival Guidance, rev. December 2021

Quality Program Improvement Plan Instructions: Instructions for  
Completing a Quality Program Improvement Plan for Expanded  
Learning Programs in California, January 2022

After School Education and Safety, 21st Century Community Learning  
Centers, 21st Century High School After School Safety Enrichment for  
Teens Grant Programs, Frequently Asked Questions, November 2022  
Expanded Learning Opportunities Program FAQs, May 2024

Quality Standards and 2014CQI, December 2023

2014Guidance for a Quality Improvement Process, March 2024

California After School Physical Activity Guidelines, 2009

Nita M. Lowey 21st Century Community Learning Centers Program,  
Title IV,

Part B of the Elementary and Secondary Act of 1965, Nonregulatory  
Guidance, September 2024



Website	<a href="#"><u>California Afterschool Network</u></a>
Website	<a href="#"><u>California Child and Adult Care Food Program</u></a>
Website	<a href="#"><u>CSBA District and County Office of Education Legal Services</u></a>
Website	<a href="#"><u>California Department of Education, Expanded Learning</u></a>
Website	<a href="#"><u>U.S. Department of Agriculture</u></a>
Website	<a href="#"><u>California School-Age Consortium</u></a>
Website	<a href="#"><u>Partnership for Children and Youth</u></a>
Website	<a href="#"><u>California Healthy Kids Survey</u></a>
Website	<a href="#"><u>Commission on Teacher Credentialing</u></a>
Website	<a href="#"><u>CSBA</u></a>
Website	<a href="#"><u>U.S. Department of Education</u></a>

**Cross References**

**Description**

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[Vision](#)

<b>Cross References</b>	<b>Description</b>
0200	<u>Goals For The School District</u>
0410	<u>Nondiscrimination In District Programs And Activities</u>
0450	<u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0500	<u>Accountability</u>
1240	<u>Volunteer Assistance</u>
1240	<u>Volunteer Assistance</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1330	<u>Use Of School Facilities</u>
1330	<u>Use Of School Facilities</u>
1330.1	<u>Joint Use Agreements</u>
1400	<u>Relations Between Other Governmental Agencies And The Schools</u>
1700	<u>Relations Between Private Industry And The Schools</u>
3260	<u>Fees And Charges</u>
3260	<u>Fees And Charges</u>
3280	<u>Sale Or Lease Of District-Owned Real Property</u>
3280	<u>Sale Or Lease Of District-Owned Real Property</u>
3516.5	<u>Emergency Schedules</u>
3540	<u>Transportation</u>
3550	<u>Food Service/Child Nutrition Program</u>
3550	<u>Food Service/Child Nutrition Program</u>
3552	<u>Summer Meal Program</u>
3552	<u>Summer Meal Program</u>
3553	<u>Free And Reduced Price Meals</u>
3553	<u>Free And Reduced Price Meals</u>
3554	<u>Other Food Sales</u>
3554	<u>Other Food Sales</u>
3580	<u>District Records</u>
3580	<u>District Records</u>
4112.4	<u>Health Examinations</u>
4112.5	<u>Criminal Record Check</u>
4112.5-E(1)	<u>Criminal Record Check</u>
4131	<u>Staff Development</u>
4212.4	<u>Health Examinations</u>

**Cross References**

	<b>Description</b>
4212.5	<u>Criminal Record Check</u>
4212.5-E(1)	<u>Criminal Record Check</u>
4222	<u>Teacher Aides/Paraprofessionals</u>
4222	<u>Teacher Aides/Paraprofessionals</u>
4231	<u>Staff Development</u>
4312.4	<u>Health Examinations</u>
4312.5	<u>Criminal Record Check</u>
4312.5-E(1)	<u>Criminal Record Check</u>
4331	<u>Staff Development</u>
5030	<u>Student Wellness</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.1	<u>Chronic Absence And Truancy</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5131.6	<u>Alcohol And Other Drugs</u>
5131.6	<u>Alcohol And Other Drugs</u>
5131.62	<u>Tobacco</u>
5131.62	<u>Tobacco</u>
5137	<u>Positive School Climate</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.23	<u>Asthma Management</u>
5141.23	<u>Asthma Management</u>
5141.27	<u>Food Allergies/Special Dietary Needs</u>
5141.27	<u>Food Allergies/Special Dietary Needs</u>
5141.52	<u>Suicide Prevention</u>
5141.52	<u>Suicide Prevention</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5145.9	<u>Hate-Motivated Behavior</u>
5147	<u>Dropout Prevention</u>
5148	<u>Child Care And Development</u>
5148	<u>Child Care And Development</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6142.4	<u>Service Learning/Community Service Classes</u>

Cross References	Description
6142.6	<u>Visual And Performing Arts Education</u>
6142.7	<u>Physical Education And Activity</u>
6142.7	<u>Physical Education And Activity</u>
6142.91	<u>Reading/Language Arts Instruction</u>
6142.92	<u>Mathematics Instruction</u>
6142.93	<u>Science Instruction</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6154	<u>Homework/Makeup Work</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6163.4	<u>Student Use Of Technology</u>
6163.4-E(1)	<u>Student Use Of Technology</u>
6170.1	<u>Transitional Kindergarten</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
6173- E(2)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6173.4	<u>Education For American Indian Students</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program 6176 Weekend/Saturday Classes</u>
6177	<u>Summer Learning Programs</u>
6178	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6179	<u>Supplemental Instruction</u>

**Regulation 5148.2: Before/After School Programs**

Status: ADOPTED

Original Adopted Date: 07/01/2015 | Last Revised Date: 12/01/2024 | Last Reviewed Date:  
12/01/2024

**Definitions**

*Expanded learning opportunities* means before school, after school, summer, vacation, and/or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded learning opportunities does not mean an extension of instructional time, but rather, opportunities to engage students in enrichment, play, nutrition, and other developmentally appropriate activities. (Education Code 8482.1, 46120)

*Intersession program* means an expanded learning program offered by a district on non-school days, including, but not limited to, summer school. (Education Code 48853.5)

*Offer access*, with regard to an Expanded Learning Opportunities Program (ELO), means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels. (Education Code 46120)

*Provide access*, with regard to an ELO, means to enroll a student in an ELO. If a parent/guardian has a signed an ELO registration form and that form is on file, the student shall be considered enrolled in the ELO. (Education Code 46120)

*Unduplicated student* means a student enrolled in a district who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. (Education Code 42238.02, 46120)

**Grades Transitional Kindergarten-9**

The district's After School Education and Safety Program (ASES) or 21st Century Community Learning Center Program (21st CCLC) shall serve students in any of grades Transitional Kindergarten (TK)-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs. (Education Code 8484.8; 20 USC 7173)

The district's ELO shall serve students in grades TK-6. (Education Code 46120)

The district's programs shall be planned through a collaborative process that includes parents/guardians, students, representatives of participating schools, governmental agencies, including city and county parks and recreation departments, local law enforcement, community organizations, and the private sector. As appropriate, the Superintendent or designee may include other stakeholders in such collaborative process. (Education Code 8422, 8482.5, 8483.3, 8484.75, 46120)

The district shall offer access to ELO to all unduplicated students in grades TK-6 and provide access to such program to at least 50 percent of enrolled unduplicated students. (Education Code 46120)

OPTION 1: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of at

least 75 percent)

The district shall offer access to ELO to all classroom-based students in grades TK-6. The district shall provide access to any student whose parent/guardian requests placement in an ELO.

**OPTION 1 ENDS HERE**

**OPTION 2:** (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of less than 75 percent)

The district shall offer access to ELO to all classroom-based unduplicated students in grades TK-6. The district shall provide access to any unduplicated student whose parent/guardian requests placement in an ELO.

**OPTION 2 ENDS HERE**

The district shall provide transportation to any student who attends a school that is not operating an ELO so that the student may attend at a location that is providing an ELO and return to the original location or another location that is established by the district. (Education Code 46120)

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of children and their families as specified in Board Policy 6170.1 Transitional Kindergarten. (Education Code 8322)

The district's ASES, 21st CCLC, and ELO program(s) shall be operated in accordance with the following:

**1. Program Elements**

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science (Education Code 8482.3, 8484.75, 46120)
- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities (Education Code 8482.3, 8484.75, 46120)

**2. Nutrition**

- a. Snacks or meals made available in the program shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable (Education Code 8482.3, 8484.75, 46120; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants (Education Code 8483.1, 8484.75)

**3. Location of Program**

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility (Education Code 8482.3, 8484.75)

- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site

Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8, 8484.75)

- i. Fewer than 20 students participating in the program component
- ii. Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
- iii. A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8, 8484.75)

#### 4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide (Education Code 8483.4, 8484.75, 45330, 45344, 45344.5)
- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy (Education Code 8483.4, 8484.75)
- c. The student-to-staff ratio shall be no more than 20 to 1, except that programs serving TK or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)

#### 5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day (Education Code 8483.1, 8484.75)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day (Education Code 8483, 8484.75)
- c. An ELO shall provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, shall not be less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day (Education Code 46120)

#### 6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity (Education Code 8482.6, 8484.75)
- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:
  - i. First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by the program as being in foster care, and to students who are eligible for free or reduced-price meals (Education Code 8483, 8483.1, 8484.75)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a student experiencing homelessness or foster youth, or student eligible for free or reduced price meals, of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483, 8484.75)

If a student experiencing homelessness or a foster youth will be moving during an intersession period, the student's educational rights holder, or in the case of an American Indian Student, Indian custodian, may determine which school the student attends for the intersession period. (Education Code 48850, 48853.5)

- ii. Second priority for enrollment of middle or junior high school students shall be given to students who attend daily (Education Code 8483, 8483.1, 8484.75)
- iii. Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulation
- iv. Any remaining capacity shall be filled by students selected at random
- v. A waiting list shall be established to accommodate additional students if space becomes available

## 7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that the student participates

An ELO offered pursuant to Education Code 46120 does not have an attendance requirement, but the district may track student attendance for safety and continuous quality improvement purposes.

- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-school program

The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

## 8. Summer/Intersession/Vacation Programs



- a. ELOs shall offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, during extended school year or intersession periods (Education Code 46120)
- b. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day

An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)

- c. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant (Education Code 8483.76)
- d. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site

When a district is temporarily prevented from operating an ELO because of a school or program site closure due to emergency conditions specified in Education Code 8482.8 or 41422, the Superintendent or designee shall complete and submit to the California Department of Education (CDE) any necessary forms or records substantiating the need for closure, including a resolution adopted by the Governing Board. (Education Code 46120)

The program shall notify CDE of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)

- e. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day (Education Code 8483.76)
- f. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in Item #7 above shall apply (Education Code 8483.76)

## **Grades 9-12**

The district's 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

The district's ASSETs program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422)

The program shall be operated in accordance with the following guidelines:

1. Program Elements

- a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)
  - i. Tutoring
  - ii. Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content
  - iii. Homework assistance
  - iv. College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460
- b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)
  - i. Community service
  - ii. Career and technical education
  - iii. Job readiness
  - iv. Opportunities for mentoring and tutoring younger students
  - v. Service learning
  - vi. Arts
  - vii. Computer and technology training
  - viii. Physical fitness
  - ix. Recreation activities
- c. The program shall include a nutritional snack and/or meal and a physical activity element (Education Code 8423)
- d. The program shall provide for access to, and availability of, computers and technology (Education Code 8423)
- e. The Superintendent or designee shall assess students' preferences for program activities (Education Code 8423)

## 2. Location of Program

- a. The district's program may operate on one or multiple school sites or at another location approved by CDE (Education Code 8421)

- b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites (Education Code 8421)

3. Hours of Operation

- a. The district's program shall operate for a minimum of 15 hours per week (Education Code 8421)
- b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations (Education Code 8422)

**Volunteers**

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. The volunteer shall also submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3) **Reports**

The Superintendent or designee shall annually submit to CDE outcome-based data, including, but not limited to:  
(Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

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

**State References**

Ed. Code 17260-17268

**Description**

Plans and specifications for school facilities

Ed. Code 17264

New construction; accommodation of before- and after-school programs

Ed. Code 35021.3

After-school physical recreation instructors

Ed. Code 41422

Emergency conditions

Ed. Code 45125

Criminal record check

Ed. Code 45330

Paraprofessionals; instructional aides

Ed. Code 45340-45349

Paraprofessionals; instructional aides

Ed. Code 46120

Expanded learning opportunities

Ed. Code 48850	Intersession program; priority access to student experiencing homelessness
Ed. Code 48853.5	Intersession program; priority access to foster youth
Ed. Code 49024	<u>Activity Supervisor Clearance Certificate</u>
Ed. Code 49430-49434	<u>Nutrition standards</u>
Ed. Code 49540-49546	<u>Child care food program</u>
Ed. Code 49553	<u>Free or reduced-price meals</u>
Ed. Code 69430-69460	<u>Cal Grant program</u>
Ed. Code 8263	<u>Eligibility and priorities for subsidized child development services</u>

**State References**

Ed. Code 8273.1  
Ed. Code 8281.5  
  
Ed. Code 8295-8305  
Ed. Code 8350-8359.1  
Ed. Code 8360-8370  
  
Ed. Code 8420-8428  
Ed. Code 8482-8484.65  
Ed. Code 8484.7-8484.9  
Ed. Code 8490-8490.7  
W&I Code 10207-10492.2  
W&I Code 10273

**Federal References**

20 USC 6311  
20 USC 6314  
20 USC 7171-7176  
42 USC 11434a  
42 USC 1766-1766a  
7 CFR 226.17

**Management Resources References**

California Department of Education  
Publication  
California Department of Education  
Publication  
California Department of Education  
Publication  
  
California Department of Education  
Publication  
  
California Department of Education  
Publication  
California Department of Education  
Publication  
California Department of Education  
Publication  
California Department of Education  
Publication

**Description**

Family fees; exemptions  
California Prekindergarten Planning and Implementation Grant  
Program  
Child development program; personnel qualifications  
Programs for CalWORKS recipients  
Personnel qualifications  
21st Century High School After School Safety and Enrichment Program  
for Teens  
After School Education and Safety Program  
21st Century Community Learning Centers  
Distinguished After School Health Recognition Program  
Child Care and Development Services Act  
Preferred placement for otherwise eligible children ages 11 or 12

**Description**

State plan  
Title I schoolwide program  
21st Century Community Learning Centers  
Education for homeless children and youths  
Child and Adult Care Food Program  
Child care center nutrition standards

**Description**

Expanded Learning Funding Opportunities  
  
Expanded Learning Programs Federal Program Monitoring  
  
Early Release and Late Arrival Guidance, rev. December 2021  
  
Quality Program Improvement Plan Instructions: Instructions for  
Completing a Quality Program Improvement Plan for Expanded  
Learning Programs in California, January 2022  
After School Education and Safety, 21st Century Community Learning  
Centers, 21st Century High School After School Safety Enrichment for  
Teens Grant Programs, Frequently Asked Questions, November 2022  
Expanded Learning Opportunities Program FAQs, May 2024  
  
Quality Standards and 2014CQI, December 2023  
  
2014Guidance for a Quality Improvement Process, March 2024  
  
California After School Physical Activity Guidelines, 2009

	<b>Description</b>
U.S. Department of Education Publication	<u>Nita M. Lowey 21st Century Community Learning Centers Program, Title IV, Part B of the Elementary and Secondary Act of 1965, Nonregulatory Guidance, September 2024</u>
Website	<u>California Afterschool Network</u>
Website	<u>California Child and Adult Care Food Program</u>
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Department of Education, Expanded Learning</u>
Website	<u>U.S. Department of Agriculture</u>
<b>Management Resources References</b>	
Website	<u>California School-Age Consortium</u>
Website	<u>Partnership for Children and Youth</u>
Website	<u>California Healthy Kids Survey</u>
Website	<u>Commission on Teacher Credentialing</u>
Website	<u>CSBA</u>
Website	<u>U.S. Department of Education</u>
<b>Cross References</b>	<b>Description</b>
0000	<u>Vision</u>
0200	<u>Goals For The School District</u>
0410	<u>Nondiscrimination In District Programs And Activities</u>
0450	<u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0500	<u>Accountability</u>
1240	<u>Volunteer Assistance</u>
1240	<u>Volunteer Assistance</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1330	<u>Use Of School Facilities</u>
1330	<u>Use Of School Facilities</u>
1330.1	<u>Joint Use Agreements</u>
1400	<u>Relations Between Other Governmental Agencies And The Schools</u>
1700	<u>Relations Between Private Industry And The Schools</u>
3260	<u>Fees And Charges</u>
3260	<u>Fees And Charges</u>
3280	<u>Sale Or Lease Of District-Owned Real Property</u>

	<b>Description</b>
3280	<u>Sale Or Lease Of District-Owned Real Property</u>
3516.5	<u>Emergency Schedules</u>
3540	<u>Transportation</u>
3550	<u>Food Service/Child Nutrition Program</u>
3550	<u>Food Service/Child Nutrition Program</u>
3552	<u>Summer Meal Program</u>
3552	<u>Summer Meal Program</u>
3553	<u>Free And Reduced Price Meals</u>
3553	<u>Free And Reduced Price Meals</u>
3554	<u>Other Food Sales</u>
<b>Cross References</b>	
3554	<u>Other Food Sales</u>
3580	<u>District Records</u>
3580	<u>District Records</u>
4112.4	<u>Health Examinations</u>
4112.5	<u>Criminal Record Check</u>
4112.5-E(1)	<u>Criminal Record Check</u>
4131	<u>Staff Development</u>
4212.4	<u>Health Examinations</u>
4212.5	<u>Criminal Record Check</u>
4212.5-E(1)	<u>Criminal Record Check</u>
4222	<u>Teacher Aides/Paraprofessionals</u>
4222	<u>Teacher Aides/Paraprofessionals</u>
4231	<u>Staff Development</u>
4312.4	<u>Health Examinations</u>
4312.5	<u>Criminal Record Check</u>
4312.5-E(1)	<u>Criminal Record Check</u>
4331	<u>Staff Development</u>
5030	<u>Student Wellness</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.1	<u>Chronic Absence And Truancy</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5131.6	<u>Alcohol And Other Drugs</u>
5131.6	<u>Alcohol And Other Drugs</u>
5131.62	<u>Tobacco</u>
5131.62	<u>Tobacco</u>
5137	<u>Positive School Climate</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>

	<b>Description</b>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.23	<u>Asthma Management</u>
5141.23	<u>Asthma Management</u>
5141.27	<u>Food Allergies/Special Dietary Needs</u>
5141.27	<u>Food Allergies/Special Dietary Needs</u>
5141.52	<u>Suicide Prevention</u>
5141.52	<u>Suicide Prevention</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5145.9	<u>Hate-Motivated Behavior</u>
<b>Cross References</b>	
5147	<u>Dropout Prevention</u>
5148	<u>Child Care And Development</u>
5148	<u>Child Care And Development</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6142.4	<u>Service Learning/Community Service Classes</u>
6142.6	<u>Visual And Performing Arts Education</u>
6142.7	<u>Physical Education And Activity</u>
6142.7	<u>Physical Education And Activity</u>
6142.91	<u>Reading/Language Arts Instruction</u>
6142.92	<u>Mathematics Instruction</u>
6142.93	<u>Science Instruction</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6154	<u>Homework/Makeup Work</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6163.4	<u>Student Use Of Technology</u>
6163.4-E(1)	<u>Student Use Of Technology</u>
6170.1	<u>Transitional Kindergarten</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>



**Description**

6173-	E(2)	<u>Education For Homeless Children</u>
6173.1		<u>Education For Foster Youth</u>
6173.1		<u>Education For Foster Youth</u>
6173.4		<u>Education For American Indian Students</u>
6175		<u>Migrant Education Program</u>
6175		<u>Migrant Education Program 6176 Weekend/Saturday Classes 6177</u> <u>Summer Learning Programs</u>
6178		<u>Career Technical Education</u>
6178		<u>Career Technical Education</u>
6179		<u>Supplemental Instruction</u>

**Policy 6158: Independent Study**

Status: ADOPTED

Original Adopted Date: 03/01/2005 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a fulltime or part-time basis, and/or in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, a charter school, an alternative school or program of choice, and/or an online course.

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

An independent study student shall not be credited with more than one day of attendance per calendar day. (Education Code 46300)

A nutritionally adequate breakfast and lunch shall be made available at no cost to any independent study student scheduled for educational activities lasting two or more hours at a school site, resource center, meeting space, or other satellite facility, who requests a meal. (Education Code 49501.5)

**General Independent Study Requirements**

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for participation and is likely to succeed as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes shall be the same for all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of programs. When necessary, based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent

study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to inperson instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California (UC) or the California State University (CSU) as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that all students participating in independent study for 16 school days or more in a school year receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten (TK)-3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 16 school days or more in a school year who are:  
(Education Code 51747)

1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar

2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span
3. In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall, for students who participate in an independent study program for 16 school days or more in a school year, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in "Master Agreement," below, the district shall conduct a telephone, videoconference, or in-person student-parenteducator conference or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747) **Master Agreement**

A written agreement shall be developed and implemented for each student participating in independent study.  
(Education Code 46300, 51747)

For student participation lasting 16 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of 15 school days or fewer, a signed written agreement may be obtained at any time during the school year in which the independent study program takes place. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will give rise to an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
8. A statement that independent study is an optional educational alternative and no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

All learning agreements shall be signed by the student, the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee responsible for the general supervision of independent study, and as applicable for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student. If the independent study program is projected to last for more than 15 school days, the learning agreement shall be signed before

the commencement of the program. For an independent study program that is projected to last for 15 or fewer school days, the learning agreement shall be signed at any time during the school year in which the independent study program is to take place. (Education Code 51747)

For purposes of the above paragraph, caregiver means a person who has met the requirements of Family Code 6550-6552.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

### **Course-Based Independent Study**

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards

For high schools, this shall include access to all courses offered by the district for graduation and approved by UC or CSU as creditable under the A-G admissions criteria.

The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that a student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. Additionally, the certification shall include plans to provide opportunities throughout the school year for all students in TK-3 to receive daily synchronous instruction, for all students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for all students in grades 9-12 to receive at least weekly synchronous instruction.

4. Students enrolled in independent study courses shall meet the applicable age requirements established

pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3

5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program as indicated by the student's performance on applicable student-level measures of student achievement and engagement set forth in Education Code 52060; completion of

assignments, assessments, or other indicators that evidence that the student is working on assignments; learning of required concepts, as determined by the supervising teacher; and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher

If satisfactory educational progress in one or more independent study courses is not being made, the teacher providing instruction shall notify the student and, if the student is under 18 years of age, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student; a plan for outreach from the school to determine student needs, including connection with health and social services as necessary; and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district  
  
Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
8. A student shall not be required to enroll in courses included in the course-based independent study program
9. The student-teacher ratio in the courses in this program shall be in accordance with Education Code 51745.6
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208
11. Courses required for high school graduation or for admission to UC or CSU shall not be offered exclusively through independent study
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011
13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course
14. A student with disabilities, as defined in Education Code 56026, may participate in course-based independent study if the student's individualized education program specifically provides for that participation

15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days

#### **Learning Agreement for Course-Based Independent Study**

Before enrolling a student in a course within a course-based independent study program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian, with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to Item #3 of "Course-Based Independent Study" above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
7. A statement that enrollment is an optional educational alternative and no student may be required to participate

In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through coursebased independent study only if the student is offered the alternative of classroom instruction.

8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress



9. The objectives and methods of study for the student's work, and the methods used to evaluate that work
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.

All learning agreements shall be signed by the student, the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee responsible for the general supervision of the independent study course, and as applicable for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student. If the independent study program is projected to last for more than 15 school days, the learning agreement shall be signed before the commencement of the program. For an independent study program that is projected to last for 15 or fewer school days, the learning agreement shall be signed at any time during the school year in which the independent study program is to take place. (Education Code 51749.6)

For purposes of the above paragraph, caregiver means a person who has met the requirements of Family Code 6550-6552.

Learning agreements may be signed using an electronic signature that complies with state and federal standards, as determined by CDE. (Education Code 51749.6)

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study.

(Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a learning agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian, an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study.

(Education Code 51749.6)

### **Student-Parent-Educator Conferences**

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

### **Records**

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

Additionally, the district shall maintain documentation of hours or fraction of an hour for student work products and the time that students engaged in asynchronous instruction. (Education Code 54747.5)

5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as non-participatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

Signed written and supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

### **Program Evaluation**

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement, as needed.

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

**State References**

	<b>Description</b>
5 CCR 11700-11705	<u>Independent study</u>
Ed. Code 147610-47615	<u>Charter School Operation</u>
Ed. Code 17289	<u>Exemption for facilities</u>
Ed. Code 41020	<u>Requirement for annual audit</u>
Ed. Code 41422	<u>Emergency conditions and apportionments</u>
Ed. Code 42238	<u>Revenue limits</u>
Ed. Code 42238.05	<u>Local control funding formula; average daily attendance</u>
Ed. Code 44865	<u>Qualifications for independent study teachers</u>
Ed. Code 46100	<u>Length of school day</u>
Ed. Code 46200-46208	<u>Incentives for longer instructional day and year</u>
Ed. Code 46300-46307.1	<u>Methods of computing average daily attendance</u>
Ed. Code 46390-46393	<u>Emergency average daily attendance</u>
Ed. Code 46600	<u>Interdistrict attendance computation</u>
Ed. Code 47612.5	<u>Charter schools operations; general requirements</u>
Ed. Code 48204	<u>Residency requirements for school attendance</u>
Ed. Code 48206.3	<u>Home or hospital instruction; students with temporary disabilities</u>
Ed. Code 48220	<u>Classes of children exempted</u>
Ed. Code 48340	<u>Improvement of pupil attendance</u>
Ed. Code 48915	<u>Expulsion; particular circumstances</u>
Ed. Code 48916.1	<u>Educational program requirements for expelled students</u>
Ed. Code 48917	<u>Suspension of expulsion order</u>
Ed. Code 49010	<u>Educational activity; definition</u>
Ed. Code 49011	<u>Student fees; definition</u>
Ed. Code 49501.5	School Meals
Ed. Code 51225.3	<u>High school graduation requirements</u>
Ed. Code 51744-51749.6	<u>Independent study</u>
Ed. Code 52060	<u>Local control and accountability plan</u>
Ed. Code 52523	<u>Adult education as supplement to high school curriculum; criteria</u>

**State References**

Ed. Code 56026  
 Ed. Code 58500-58512  
 Fam. Code 6550-6552

**Federal References**

20 USC 6311

**Management Resources References**

California Department of Education  
 Publication  
 California Department of Education  
 Publication  
 California Department of Education  
 Publication  
 California Department of Education  
 Publication

Court Decision

Education Audit Appeals Panel Publication

Website

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**Cross References**

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**Description**

Individual with exceptional needs; definition  
Alternative schools and programs of choice  
Caregivers

**Description**

State plan

**Description**

Legal Requirements for Independent Study  
Conducting Individualized Determinations of Need  
California Digital Learning Integration and Standards Guidance, May 2021  
 Elements of Exemplary Independent Study  
 Modesto City Schools v. Education Audits Appeal Panel (2004) 123 Cal.App.4th 1365  
 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting  
CSBA District and County Office of Education Legal Services  
California Consortium for Independent Study  
California Department of Education, Independent Study  
Education Audit Appeals Panel

**Description**

Nondiscrimination In District Programs And Activities  
Charter School Authorization  
Charter School Authorization  
Comprehensive Safety Plan  
Comprehensive Safety Plan  
Accountability  
Fees And Charges  
Fees And Charges  
Emergency Schedules  
Food Service/Child Nutrition Program  
Food Service/Child Nutrition Program  
District Records  
District Records  
Certification  
Certification  
Staff Development

	<b>Description</b>
5111.1	<u>District Residency</u>
5111.1	<u>District Residency</u>
5112.3	<u>Student Leave Of Absence</u>
5112.3	<u>Student Leave Of Absence</u>
<b>Cross References</b>	
5113	<u>Absences And Excuses</u>
5113	<u>Absences And Excuses</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.1	<u>Chronic Absence And Truancy</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5126	<u>Awards For Achievement</u>
5126	<u>Awards For Achievement</u>
5141.22	<u>Infectious Diseases</u>
5141.22	<u>Infectious Diseases</u>
5141.31	<u>Immunizations</u>
5141.31	<u>Immunizations</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5146	<u>Married/Pregnant/Parenting Students</u>
5147	<u>Dropout Prevention 6000</u>
	<u>Concepts And Roles 6011</u>
	<u>Academic Standards</u>
6111	<u>School Calendar</u>
6112	<u>School Day</u>
6112	<u>School Day</u>
6142.4	<u>Service Learning/Community Service Classes</u>
6143	<u>Courses Of Study</u>
6143	<u>Courses Of Study</u>
6146.1	<u>High School Graduation Requirements</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6152	<u>Class Assignment</u>
6159	<u>Individualized Education Program</u>

	<b>Description</b>
6159	<u>Individualized Education Program</u>
6162.5	<u>Student Assessment</u>
6162.51	<u>State Academic Achievement Tests</u>
6162.51	<u>State Academic Achievement Tests</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6172	<u>Gifted And Talented Student Program</u>

**Cross References**

6172	<u>Gifted And Talented Student Program</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6183	<u>Home And Hospital Instruction</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education 6185</u>
	<u>Community Day School</u>
6185	<u>Community Day School</u>
6200	<u>Adult Education</u>
6200	<u>Adult Education</u>

## Regulation 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 10/01/2015 | Last Revised Date: 12/01/2024 | Last Reviewed Date:  
12/01/2024

### Definitions

*Live interaction* means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in-person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

*Student-parent-educator conference* means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

*Synchronous instruction* means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by a teacher(s) of record for that student pursuant to Education Code 51747.5 or the certificated employee providing instruction for coursebased independent study. (Education Code 51745.5)

### Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Continuing and special study during travel
4. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
5. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

### Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study

within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and district-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3) **Eligibility for Independent Study**

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

The Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study shall be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with disabilities, as defined in Education Code 56026, may participate in independent study if the student's individualized education program (IEP) specifically provides for such participation. If a parent/guardian of a student with disabilities requests independent study because the student's health would be put at risk by in-person instruction, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education (FAPE) in an independent study placement. A student's inability to work independently, need for adult support, or need for special education or related services shall not preclude the IEP team from determining that the student can receive FAPE in an independent study placement. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through independent study. (Education Code 51745)

Except for students participating in independent study due to an emergency as described in Education Code 41422 and 46392 and pregnant and parenting students who are the primary caregiver for their child(ren), no more than 10 percent of the students enrolled in a continuation high school or opportunity school or program shall be enrolled in independent study. (Education Code 51745)



## **Monitoring Student Progress**

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether independent study is in the student's best interest. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program. (Education Code 51747, 51749.5; 5 CCR 11701)

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation, and if the student transfers to another public school in California, the record shall be forwarded to that school. (Education Code 51747, 51749.5)

## **Responsibilities of Independent Study Administrator**

The responsibilities of the independent study administrator include, but are not limited to:

1. 1. Recommending certificated staff to be assigned as independent study teachers at the required teacher/student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. 2. Approving or denying the participation of students requesting independent study
3. 3. Facilitating the completion of written independent study agreements
4. 4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. 5. Approving all credits earned through independent study
6. 6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

## **Assignment and Responsibilities of Independent Study Teachers**

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district

enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with Item #4 in "Records" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student, including time that the student engaged in asynchronous instruction
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

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<b>State References</b>	<b>Description</b>
5 CCR 11700-11705	Independent study
Ed. Code 147610-47615	<u>Charter School Operation</u>
Ed. Code 17289	<u>Exemption for facilities</u>
Ed. Code 41020	<u>Requirement for annual audit</u>
Ed. Code 41422	<u>Emergency conditions and apportionments</u>
Ed. Code 42238	<u>Revenue limits</u>
Ed. Code 42238.05	<u>Local control funding formula; average daily attendance</u>
Ed. Code 44865	<u>Qualifications for independent study teachers</u>
Ed. Code 46100	<u>Length of school day</u>
Ed. Code 46200-46208	<u>Incentives for longer instructional day and year</u>
Ed. Code 46300-46307.1	<u>Methods of computing average daily attendance</u>

Ed. Code 46390-46393	<u>Emergency average daily attendance</u>
Ed. Code 46600	<u>Interdistrict attendance computation</u>
Ed. Code 47612.5	<u>Charter schools operations; general requirements</u>
Ed. Code 48204	<u>Residency requirements for school attendance</u>
Ed. Code 48206.3	<u>Home or hospital instruction; students with temporary disabilities</u>
Ed. Code 48220	<u>Classes of children exempted</u>
Ed. Code 48340	<u>Improvement of pupil attendance</u>
Ed. Code 48915	<u>Expulsion; particular circumstances</u>
Ed. Code 48916.1	<u>Educational program requirements for expelled students</u>
Ed. Code 48917	<u>Suspension of expulsion order</u>
Ed. Code 49010	<u>Educational activity; definition</u>
Ed. Code 49011	<u>Student fees; definition</u>
Ed. Code 49501.5	School Meals
Ed. Code 51225.3	<u>High school graduation requirements</u>
Ed. Code 51744-51749.6	<u>Independent study</u>
Ed. Code 52060	<u>Local control and accountability plan</u>
Ed. Code 52523	<u>Adult education as supplement to high school curriculum; criteria</u>
Ed. Code 56026	<u>Individual with exceptional needs; definition</u>
Ed. Code 58500-58512	<u>Alternative schools and programs of choice</u>
Fam. Code 6550-6552	<u>Caregivers</u>

**Federal References**

**Description**

20 USC 6311 State plan

**Management Resources References**

**Description**

California Department of Education Publication Legal Requirements for Independent Study

**Management Resources References**

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

Court Decision

Education Audit Appeals Panel Publication

Website

Website

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Website

**Cross References**

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**Description**

Conducting Individualized Determinations of Need

California Digital Learning Integration and Standards Guidance, May 2021

Elements of Exemplary Independent Study

Modesto City Schools v. Education Audits Appeal Panel (2004) 123 Cal.App.4th 1365

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

CSBA District and County Office of Education Legal Services

California Consortium for Independent Study

California Department of Education, Independent Study

Education Audit Appeals Panel

**Description**

Nondiscrimination In District Programs And Activities

Charter School Authorization

Charter School Authorization

Comprehensive Safety Plan

Comprehensive Safety Plan

Accountability

Fees And Charges

Fees And Charges

Emergency Schedules

Food Service/Child Nutrition Program

Food Service/Child Nutrition Program

District Records

District Records

Certification

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## Description

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CSBA Policy Management Console

### Policy 6170.1: Transitional Kindergarten

Status: ADOPTED

Original Adopted Date: 10/01/2015 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

#### Eligibility

The district's TK program shall admit children as follows: (Education Code 48000)

1. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
2. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program, including, but not limited to, a Head Start program, a child care center serving children through an alternative payment program, a general child care and development program, a California State Preschool Program (CSPP), a migrant child care and development program, child care and development services for children with special needs, or a program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee, determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that upon the recommendation of the Superintendent or designee, the Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and

### **Description**

disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Additionally, the district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. The Superintendent or designee shall maintain any classroom that includes an early enrollment child with a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, if an early enrollment child is enrolled in TK, the district shall concurrently offer enrollment to the child in the district's CSPP, subject to available space. (Education Code 48000.15)

### **Curriculum and Instruction**

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

Students in TK are not required to be assessed in English listening and speaking for purposes of initial identification as an English learner. However the district shall conduct the Home Language Survey during enrollment to identify whether the primary or native language of a student is other than English.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long, including recess but excluding noon intermission, except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered fullday, part-day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

The Superintendent or designee shall collaborate with parents/guardians and relevant community groups, in accordance with the plan developed for how all children in the attendance area of the district will have access to fullday learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning opportunities, the After School Education and Safety Program, CSPP, Head Start programs, and other community-based early learning and care programs.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements:  
(Education Code 8207, 48000)



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1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environmental tool are completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

The district shall maintain an average TK class enrollment of not more than 24 students for each school site, not including students who are continuously enrolled in and meet the minimum day requirement for independent study for more than 14 school days in a school year. (Education Code 48000)

### **Staffing**

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from CTC that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2025, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit or an early childhood specialist credential issued by CTC.  
(Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2025-26 school year. (Education Code 48000)

### **Continuation to Kindergarten**

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

### Description

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in kindergarten or a combination of TK and kindergarten. (Education Code 46300)

### Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

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

#### State References

5 CCR 18000-18308

5 CCR 80067-80067.3

Ed. Code 17375

Ed. Code 313

Ed. Code 33050

Ed. Code 37202

Ed. Code 44065

Ed. Code 44256

Ed. Code 44258.9

Ed. Code 44300

Ed. Code 46111

Ed. Code 46114-46119

#### State References

Ed. Code 46120

Ed. Code 46300

Ed. Code 48000

Ed. Code 48000.15

Ed. Code 48002

Ed. Code 48003

Ed. Code 48010

Ed. Code 48011

#### Description

Early Learning and Care Programs

Prekindergarten-3 Early Childhood Education Specialist Instruction Credential

California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program

English Language Proficiency Assessment

Waiver authority and exceptions

Equal time in all schools

Issuance of and functions requiring credentials

Authorization for teaching credentials

County superintendent review of teacher assignment

Emergency permits

Kindergarten; hours of attendance

Minimum school day; kindergarten

Expanded learning opportunities

Method of computing average daily attendance

Minimum age of admission for kindergarten; transitional kindergarten

Early enrollment in transitional kindergarten

Evidence of minimum age required to enter kindergarten or first grade

Kindergarten annual report

Minimum age of admission to first grade

Promotion/retention following one year of kindergarten

Ed. Code 48200

Ed. Code 8203.3

Ed. Code 8207

Ed. Code 8241

Ed. Code 8281.5

Ed. Code 8970-8974

#### Management Resources References

CA Commission on Teacher Credentialing  
Publication

California Department of Education  
Communication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
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CSBA Publication

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Website

Website

Website

#### Description

[Compulsory attendance](#)

[Development of pre-kindergarten learning development guidelines](#)

[California State Preschool Program administration](#)

[Staffing ratios for center-based program](#)

[California Prekindergarten Planning and Implementation Grant Program](#)

[Early primary program, including extended-day kindergarten](#)

#### Description

[Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024](#)

[Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing, June 2024](#)

[Proposed Tools and Process for the Early identification of Developmental Delays and Learning Disabilities, October 2023](#)

[Universal Prekindergarten FAQs](#)

[Implementation of the Classroom Assessment Scoring System \(CLASS\) and](#)

[CLASS Environment and Removal of the Environment Rating Scale for the](#)

[California State Preschool Program \(CSPP\), Early Education Division Management Bulletin 23-10, December 2023](#)

[Transitional Kindergarten FAQs](#)

[Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015](#)

[California Preschool Curriculum Framework, Vol. 1, 2010](#)

[California Preschool Curriculum Framework, Vol. 2, 2011](#)

[California Preschool Curriculum Framework, Vol. 3, 2013](#)

[California Preschool Learning Foundations, Vol. 1, 2008](#)

[California Preschool Learning Foundations, Vol. 2, 2010](#)

[California Preschool Learning Foundations, Vol. 3, 2012](#)

[Advancing Universal Transitional Kindergarten, April 2022](#)

[The Importance of Early Childhood Education Programs, September 2019](#)

[Universal PreKindergarten, California's Great Start](#)

[California Office of Administrative Law](#)

[CSBA District and County Office of Education Legal Services](#)

Website	<u>Transitional Kindergarten California</u>
<b>Management Resources References</b>	
Website	<u>California Kindergarten Association</u>
Website	<u>Commission on Teacher Credentialing</u>
Website	<u>CSBA</u>
Website	<u>California Department of Education</u>
<b>Cross References</b>	<b>Description</b>
0500	<u>Accountability</u>
1220	<u>Citizen Advisory Committees</u>
1220	<u>Citizen Advisory Committees</u>
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4112.2	<u>Certification</u>
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5148.3	<u>Preschool/Early Childhood Education</u>
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6151	<u>Class Size</u>
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6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
6162.5	<u>Student Assessment</u>
6174	<u>Education For English Learners</u>
6174	<u>Education For English Learners</u>

## Description

CSBA Sample District Policy Manual  
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### Policy 6174: Education For English Learners

Status: ADOPTED

Original Adopted Date: 03/01/2017 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No middle or high school student who is an English learner shall be denied enrollment in any of the following:

(Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history/social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

However, a middle or high school student who is a newcomer student or an immigrant child or youth, as defined in 20 USC 7011, or is a student participating in a program designed to meet the academic and transitional needs of newcomer students and that has as its primary objective the development of English language proficiency, may be denied enrollment in any of the courses stated above if the course of study provided to the student is designed to remedy academic deficits incurred during participation and is reasonably calculated to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in Item #1 above
3. Other courses that meet the "A-G" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners and long-term English learners, in accordance with Board Policy and Administrative Regulation 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

## **Description**

### **Staff Qualifications and Training**

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

### **Identification and Assessment**

The Superintendent or designee shall maintain procedures for the early identification and assessment of the proficiency of English learners at all grade levels, except transitional kindergarten, using the English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

### **Language Acquisition Programs**

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

### **Description**

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following:

(Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding
  
2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)



## Description

### Reclassification/Redesignation

When an English learner has acquired a reasonable level of English proficiency, as determined based on state and district reclassification criteria pursuant to Education Code 52164.6, or upon the request of the parent/guardian of an English learner, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The criteria for determining whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Evaluation by the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student, including, but not limited to, a review of the student's curriculum mastery and academic performance
3. Parent/guardian involvement, including:
  - a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
  - b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process
  - c. Provision of an interpreter for the parent/guardian, when necessary
4. Comparison of student performance on an objective assessment of basic skills in English against an empirically established range of performance in basic skills, based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure the students have not prematurely exited, any academic deficit incurred through participation in the English learner program has been remedied, and the students are

### Description

meaningfully participating in the standard instructional program compared to students who had never participated in an English learner program. (5 CCR 11304; 20 USC 6841)

### Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners as defined in Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals identified in the district's LCAP for English learners and long-term English learners as defined in Education Code 52052
7. A comparison of current data with data from at least the previous year in regard to Items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

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

#### State References

5 CCR 11300-11316  
5 CCR 11510-11517.5  
5 CCR 11517.6-11519.5  
5 CCR 853  
5 CCR 854.9

Ed. Code 200  
Ed. Code 300-340  
Ed. Code 310  
Ed. Code 313-313.5  
Ed. Code 33050

#### Description

English learner education  
California English Language Development Test  
English Language Proficiency Assessments for California  
Administration of CAASPP  
CAASPP and unlisted resources for students with disabilities  
Prohibition of discrimination  
English language education for immigrant children  
Language acquisition programs  
Assessment of English proficiency  
Nonwaivable provisions

Ed. Code 361

Ed. Code 42238.02

Ed. Code 430-446

Ed. Code 44253.1-44253.11

Ed. Code 48345

**State References**

Ed. Code 48980

Ed. Code 48985

Ed. Code 52052

Ed. Code 52060-52077

Ed. Code 52160-52178

Ed. Code 56305

Ed. Code 60603

Ed. Code 60640

Ed. Code 60811.8

Ed. Code 62002.5

**Federal References**

20 USC 1412

20 USC 1701-1721

20 USC 6311

20 USC 6312

20 USC 6801-7014

20 USC 7011

20 USC 7801

34 CFR 100.3

**Management Resources References**

Attorney General Opinion

California Department of Education  
Communication

California Department of Education  
Communication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

California Department of Education  
Publication

**Description**

Statewide implementation plan for the "EL Roadmap Policy"

Local Control Funding Formula

English Learner and Immigrant Pupil Federal Conformity Act

Qualifications of teachers of English learners

Interdistrict instruction collaboration agreements

Parent/Guardian notifications

Notices to parents in language other than English

Accountability; numerically significant student subgroups

Local control and accountability plan

Bilingual Bicultural Act of 1976

CDE manual on English learners with disabilities

Definition; recently arrived English learner

California Assessment of Student Performance and Progress

Newcomer student; definition

Continuation of advisory committee after program sunsets

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State eligibility

Equal Educational Opportunities Act

State plan

Local educational agency plan

Limited English proficient and immigrant students

Definition of immigrant children and youth

Definition of English learner

Prohibition of discrimination on basis of race, color or national origin

**Description**

83 Ops.Cal.Atty.Gen. 40 (2000)

Updated Reclassification Guidance for 2018-19

Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing, June 2024

EL Roadmap Policy

Summative English Language Proficiency Assessments for California, Assessment Fact Sheet, July 2023

English Learner, Federal Program Monitoring Instrument

Monitoring Reclassified Students, December 2019

	<b>Description</b>
California Department of Education Publication	<a href="#"><u>California Practitioners' Guide for Educating English Learners with Disabilities, 2019</u></a>
California Department of Education Publication	<a href="#"><u>English Language Proficiency Assessments for California Information Guide, July 2023</u></a>
California Department of Education Publication	<a href="#"><u>California Digital Learning Integration and Standards Guidance, May 2021</u></a>
California Department of Education Publication	<a href="#"><u>Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015</u></a>
California Department of Education Publication	<a href="#"><u>Accessibility Resources Matrix, 2022</u></a>
California Department of Education Publication	<a href="#"><u>Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015</u></a>
California Department of Education Publication	<a href="#"><u>Reclassification Guidance for 2020-21 and Statewide Testing Window Extension, CDE Correspondence, June 14, 2021</u></a>

### **Management Resources References**

	<a href="#"><u>California English Learner Roadmap: Strengthening Comprehensive</u></a>
California Department of Education Publication	<a href="#"><u>Educational Policies, Programs and Practices for English Learners, 2017</u></a>
California Department of Education Publication	<a href="#"><u>Common Core State Standards for Mathematics, 2013</u></a>
California Department of Education Publication	<a href="#"><u>English Language Development Standards for California Public Schools:</u></a>
California Department of Education Publication	<a href="#"><u>Kindergarten Through Grade Twelve, 2012</u></a>
California Department of Education Publication	<a href="#"><u>English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve, 2014</u></a>
Commission on Teacher Credentialing Publication	<a href="#"><u>Bilingual Authorization Educator Preparation Preconditions, Program Standards, and Bilingual Teaching Performance Expectations, December 2021</u></a>
Court Decision	Valeria O. v. Davis (2002) 307 F.3d 1036
Court Decision	California Teachers Association v. State Board of Education et al. (9th Circuit, 2001) 271 F.3d 1141
Court Decision	McLaughlin v. State Board of Education (1999) 75 Cal.App.4th 196
Court Decision	Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698
CSBA Publication	<a href="#"><u>English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, September 2016</u></a>
CSBA Publication	<a href="#"><u>English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016</u></a>
CSBA Publication	<a href="#"><u>English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017</u></a>

	<b>Description</b>
CSBA Publication	<a href="#"><u>English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018</u></a>
CSBA Publication	<a href="#"><u>English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014</u></a>
The Education Trust- West Publication	<a href="#"><u>Unlocking Learning: Science as a Lever for English Learner Equity, January 2017</u></a>
The Education Trust- West Publication	<a href="#"><u>Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018</u></a>
U.S. Department of Education Publication	<a href="#"><u>English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), September 2016</u></a>
U.S. Department of Education Publication	<a href="#"><u>Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017</u></a>
U.S. Department of Education Publication	<a href="#"><u>English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016</u></a>
U.S. Department of Education Publication	<a href="#"><u>Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015</u></a>
Website	<a href="#"><u>Observation Protocol for Teachers of English Learners (OPTEL)</u></a>
Website	<a href="#"><u>California Department of Education home language survey</u></a>
Website	<a href="#"><u>Bilingual teacher professional development program</u></a>
Website	<a href="#"><u>Bilingual teacher training programs</u></a>
Website	<a href="#"><u>California Department of Education, English Language Proficiency Assessments for California (ELPAC)</u></a>
Website	<a href="#"><u>CSBA District and County Office of Education Legal Services</u></a>
Website	<a href="#"><u>National Clearinghouse for English Language Acquisition</u></a>
<b>Management Resources References</b>	
Website	<a href="#"><u>The Education Trust-West</u></a>
Website	<a href="#"><u>California Department of Education, English Learners</u></a>
Website	<a href="#"><u>California Association for Bilingual Education</u></a>
Website	<a href="#"><u>CSBA</u></a>
Website	<a href="#"><u>U.S. Department of Education</u></a>
<b>Cross References</b>	<b>Description</b>
0200	<a href="#"><u>Goals For The School District</u></a>
0415	<a href="#"><u>Equity</u></a>
0420	<a href="#"><u>School Plans/Site Councils</u></a>
0420	<a href="#"><u>School Plans/Site Councils</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
1220	<a href="#"><u>Citizen Advisory Committees</u></a>
1220	<a href="#"><u>Citizen Advisory Committees</u></a>
3100	<a href="#"><u>Budget</u></a>
3100	<a href="#"><u>Budget</u></a>

	<b>Description</b>
3580	<u>District Records</u>
3580	<u>District Records</u>
4112.22	<u>Staff Teaching English Learners</u>
4131	<u>Staff Development</u>
4231	<u>Staff Development</u>
4331	<u>Staff Development</u>
5020	<u>Parent Rights And Responsibilities</u>
5020	<u>Parent Rights And Responsibilities</u>
5126	<u>Awards For Achievement</u>
5126	<u>Awards For Achievement</u>
5148	<u>Child Care And Development</u>
5148	<u>Child Care And Development</u>
5148.3	<u>Preschool/Early Childhood Education</u>
5148.3	<u>Preschool/Early Childhood Education</u>
6000	<u>Concepts And Roles</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6120	<u>Response To Instruction And Intervention</u>
6141	<u>Curriculum Development And Evaluation</u>
6141	<u>Curriculum Development And Evaluation</u>
6142.1	<u>Sexual Health And HIV/AIDS Prevention Instruction</u>
6142.1	<u>Sexual Health And HIV/AIDS Prevention Instruction</u>

#### **Cross References**

6142.2	<u>World Language Instruction</u>
6142.2	<u>World Language Instruction</u>
6142.91	<u>Reading/Language Arts Instruction</u>
6151	<u>Class Size</u>
6152.1	<u>Placement In Mathematics Courses</u>
6152.1	<u>Placement In Mathematics Courses</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
6161.11	<u>Supplementary Instructional Materials</u>
6162.5	<u>Student Assessment</u>
6162.51	<u>State Academic Achievement Tests</u>

	<b>Description</b>
6162.51	<u>State Academic Achievement Tests</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6170.1	<u>Transitional Kindergarten</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
6173- E(2)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.2	<u>Education Of Children Of Military Families</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program</u>
6190	<u>Evaluation Of The Instructional Program</u>

## Description

CSBA Sample District Policy Manual  
CSBA Policy Management Console

### Regulation 6174: Education For English Learners

Status: ADOPTED

Original Adopted Date: 03/01/2017 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024

#### Definitions

*English learner* means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

*Designated English language development* means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

*Integrated English language development* means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

*Long-term English learner* means:

1. For the purpose of setting the local control and accountability plan (LCAP) priorities, a student who has not attained English language proficiency within seven years of initial classification as an English learner (Education Code 52052)
2. For the purpose of English language proficiency assessment, an English learner in grades 6- 12 who has been enrolled in school in the United States for six years or more and who either:  
(Education Code 313.1)
  - a. Has remained at the same English language proficiency level for two or more consecutive years, or has regressed to a lower proficiency level; or
  - b. Is a student in grades 6-9 who has scored far below basic or below basic on the prior year's English language arts standards-based achievement test, or a score determined by the Superintendent of Public Instruction on any successor test

*Native speaker of English* means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)



## Description

### Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307, 11518.5)

Any student in kindergarten or grades 1-12, not including transitional kindergarten, who is identified as having a primary language other than English, as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11518.5)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.37.

Based on the initial assessment, the student shall be classified either as Initial Fluent English Proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The Superintendent or designee shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided no later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

### **Description**

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
  - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
  - b. The manner in which the program will meet the educational strengths and needs of the student
  - c. The manner in which the program will help the student develop English proficiency and meet ageappropriate academic standards for grade promotion and graduation
  - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
  - e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's individualized education program
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

### **Language Acquisition Programs**

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request

As needed, the school shall assist the parent/guardian in clarifying the request.

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All requests shall be maintained for at least three years from the date of the request in accordance with Board Policy 3580 - District Records.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program

If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in Item #2 is attained, the Superintendent or designee shall:
  - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English Learner Parent Advisory Committee and parent advisory committee, in writing, of the requests for a language acquisition program
  - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
  - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in Item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided. The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

## Description

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught

The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302) **Advisory Committees**

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of regular school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English

Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

The DELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. Developing a district master plan, including policy(ies), for education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting a districtwide needs assessment on a school-by-school basis
3. Establishing a district program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements

## Description

5. Administering the annual language census
6. Reviewing and commenting on the district's reclassification procedures
7. Reviewing and commenting on the required written parental notifications

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that DELAC and ELAC committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

### Local Control and Accountability Plan (LCAP) Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English Learner Parent Advisory Committee shall be established to review and comment on the district's LCAP. Such advisory committee shall provide input regarding the district's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs, in accordance with Board Policy 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. If the DELAC acts as the ELAC pursuant to Education Code 52063 and 52062, the DELAC shall also review and comment on the development or annual update of the LCAP. (Education Code 52062, 52063; 5 CCR 11301, 15495)

The DELAC may also serve as the LCAP ELAC, as specified in Board Policy 0460 - Local Control and Accountability Plan

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

#### State References

5 CCR 11300-11316

5 CCR 11510-11517.5

5 CCR 11517.6-11519.5

5 CCR 853

5 CCR 854.9

Ed. Code 200

Ed. Code 300-340

Ed. Code 310

Ed. Code 313-313.5

Ed. Code 33050

Ed. Code 361

Ed. Code 42238.02

Ed. Code 430-446

Ed. Code 44253.1-44253.11

#### Description

English learner education

California English Language Development Test

English Language Proficiency Assessments for California

Administration of CAASPP

CAASPP and unlisted resources for students with disabilities

Prohibition of discrimination

English language education for immigrant children

Language acquisition programs

Assessment of English proficiency

Nonwaivable provisions

Statewide implementation plan for the "EL Roadmap Policy"

Local Control Funding Formula

English Learner and Immigrant Pupil Federal Conformity Act

Qualifications of teachers of English learners

	<b>Description</b>
Ed. Code 48345	<u>Interdistrict instruction collaboration agreements</u>
Ed. Code 48980	<u>Parent/Guardian notifications</u>
Ed. Code 48985	<u>Notices to parents in language other than English</u>
Ed. Code 52052	<u>Accountability; numerically significant student subgroups</u>
Ed. Code 52060-52077	<u>Local control and accountability plan</u>
Ed. Code 52160-52178	<u>Bilingual Bicultural Act of 1976</u>
Ed. Code 56305	<u>CDE manual on English learners with disabilities</u>
Ed. Code 60603	<u>Definition; recently arrived English learner</u>
Ed. Code 60640	<u>California Assessment of Student Performance and Progress</u>
Ed. Code 60811.8	Newcomer student; definition
Ed. Code 62002.5	<u>Continuation of advisory committee after program sunsets</u>

#### **Federal References**

	<b>Description</b>
20 USC 1412	<u>State eligibility</u>
<b>Federal References</b>	
20 USC 1701-1721	<u>Equal Educational Opportunities Act</u>
20 USC 6311	<u>State plan</u>
20 USC 6312	<u>Local educational agency plan</u>
20 USC 6801-7014	Limited English proficient and immigrant students
20 USC 7011	Definition of immigrant children and youth
20 USC 7801	<u>Definition of English learner</u>
34 CFR 100.3	<u>Prohibition of discrimination on basis of race, color or national origin</u>

#### **Management Resources References**

	<b>Description</b>
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 40 (2000)
California Department of Education Communication	<u>Updated Reclassification Guidance for 2018-19</u>
California Department of Education Communication	<u>Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing, June 2024</u>
California Department of Education Publication	<u>EL Roadmap Policy</u>
California Department of Education Publication	<u>Summative English Language Proficiency Assessments for California, Assessment Fact Sheet, July 2023</u>
California Department of Education Publication	<u>English Learner, Federal Program Monitoring Instrument</u>
California Department of Education Publication	<u>Monitoring Reclassified Students, December 2019</u>
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Website	<a href="#"><u>Bilingual teacher training programs</u></a>
Website	<a href="#"><u>California Department of Education, English Language Proficiency Assessments for California (ELPAC)</u></a>
Website	<a href="#"><u>CSBA District and County Office of Education Legal Services</u></a>
Website	<a href="#"><u>National Clearinghouse for English Language Acquisition</u></a>
Website	<a href="#"><u>The Education Trust-West</u></a>
Website	<a href="#"><u>California Department of Education, English Learners</u></a>
Website	<a href="#"><u>California Association for Bilingual Education</u></a>
Website	<a href="#"><u>CSBA</u></a>
Website	<a href="#"><u>U.S. Department of Education</u></a>

**Cross References**

0200	<a href="#"><u>Goals For The School District</u></a>
0415	<a href="#"><u>Equity</u></a>
0420	<a href="#"><u>School Plans/Site Councils</u></a>
0420	<a href="#"><u>School Plans/Site Councils</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>

**Cross References**

	<b>Description</b>
1220	<a href="#"><u>Citizen Advisory Committees</u></a>
1220	<a href="#"><u>Citizen Advisory Committees</u></a>
3100	<a href="#"><u>Budget</u></a>
3100	<a href="#"><u>Budget</u></a>
3580	<a href="#"><u>District Records</u></a>
3580	<a href="#"><u>District Records</u></a>
4112.22	<a href="#"><u>Staff Teaching English Learners</u></a>
4131	<a href="#"><u>Staff Development</u></a>
4231	<a href="#"><u>Staff Development</u></a>
4331	<a href="#"><u>Staff Development</u></a>
5020	<a href="#"><u>Parent Rights And Responsibilities</u></a>
5020	<a href="#"><u>Parent Rights And Responsibilities</u></a>
5126	<a href="#"><u>Awards For Achievement</u></a>
5126	<a href="#"><u>Awards For Achievement</u></a>



	<b>Description</b>
5148	<u>Child Care And Development</u>
5148	<u>Child Care And Development</u>
5148.3	<u>Preschool/Early Childhood Education</u>
5148.3	<u>Preschool/Early Childhood Education</u>
6000	<u>Concepts And Roles 6011Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6120	<u>Response To Instruction And Intervention</u>
6141	<u>Curriculum Development And Evaluation</u>
6141	<u>Curriculum Development And Evaluation</u>
6142.1	<u>Sexual Health And HIV/AIDS Prevention Instruction</u>
6142.1	<u>Sexual Health And HIV/AIDS Prevention Instruction</u>
6142.2	<u>World Language Instruction</u>
6142.2	<u>World Language Instruction</u>
6142.91	<u>Reading/Language Arts Instruction</u>
6151	<u>Class Size</u>
6152.1	<u>Placement In Mathematics Courses</u>
6152.1	<u>Placement In Mathematics Courses</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
6161.11	<u>Supplementary Instructional Materials</u>
6162.5	<u>Student Assessment</u>
<b>Cross References</b>	
6162.51	<u>State Academic Achievement Tests</u>
6162.51	<u>State Academic Achievement Tests</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6170.1	<u>Transitional Kindergarten</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>

**Description**

6173-E(1)		<u>Education For Homeless Children</u>
6173-	E(2)	<u>Education For Homeless Children</u>
	6173.1	<u>Education For Foster Youth</u>
	6173.1	<u>Education For Foster Youth</u>
	6173.2	<u>Education Of Children Of Military Families</u>
	6173.2	<u>Education Of Children Of Military Families</u>
6175		<u>Migrant Education Program</u>
6175		<u>Migrant Education Program</u>
6190		<u>Evaluation Of The Instructional Program</u>

**Description**

**CSBA Sample District Policy Manual  
CSBA Policy Management Console**

**Bylaw 9240: Board Training**

**Status: ADOPTED**

**Original Adopted Date: 12/01/1987 | Last Revised Date: 12/01/2024 | Last Reviewed Date: 12/01/2024**

The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall participate in mandatory ethics training, as outlined below, and are encouraged to participate in ongoing opportunities for professional development sufficient to help them understand their responsibilities, stay abreast of new developments in education, and improve governance skills.

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter. (Government Code 53235)

Once completed, the Board member shall inform the Board president and Superintendent, who shall ensure that records are retained for each Board member's participation in the required ethics training.

The Board president and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members consistent with Board Bylaw 9230 - Orientation.

The Board president shall work with the Superintendent or designee to include funds for professional development and associated reasonable travel expenses for the Board as a whole and for each individual Board member in the district's proposed annual budget.

Consistent with the availability of funds in the district's adopted annual budget, the Board president or designee shall annually develop, and bring to the Board for adoption at a Board meeting, a Board professional development calendar designed to assist the Board as a whole in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Consistent with the availability of funds in the district's adopted annual budget, individual Board members may identify and participate in additional professional development opportunities, and shall timely inform the Board president and the Superintendent upon doing so. Additionally, the Superintendent or designee shall establish timelines and procedures for how an individual Board member shall request that the district pay for such professional development opportunities, whether in advance or by reimbursement.

### Description

Board members are encouraged to consider participating in the professional development opportunities offered by CSBA such as the Institute for New and First-Term Board Members, Masters in Governance Program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Policy Update Webinars, and Ethics Trainings.

Individual Board members are encouraged to share the knowledge or skills acquired from individual professional development opportunities with the full Board, thereby benefiting the Board and district.

Consistent with Board Bylaw 9320 - Meetings And Notices, Board members may attend a professional development opportunity as part of a conference or similar public gathering, such as the Annual Education Conference and Trade Show hosted by CSBA, so long as a majority of the Board members do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction

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

#### State References

Gov. Code 53234-53235.2

#### Description

Ethics training

#### State References

Gov. Code 54950-54963

#### Description

The Ralph M. Brown Act

Gov. Code 54952.2

Meeting; defined

#### Management Resources References

#### Description

CSBA Publication

Professional Governance Standards for School Boards

CSBA Publication

Call to Order: A Blueprint for Great Board Meetings

Website

CSBA District and County Office of Education Legal Services

Website

CSBA

#### Cross References

#### Description

0000

Vision

0100

Philosophy

0200

Goals For The School District

1112

Media Relations

2111

Superintendent Governance Standards

2140

Evaluation Of The Superintendent

3100

Budget

3100

Budget

	<b>Description</b>
6000	<u>Concepts And Roles</u>
9000	<u>Role Of The Board</u>
9005	<u>Governance Standards</u>
9100	<u>Organization</u>
9121	<u>President</u>
9150	<u>Student Board Members</u>
9220	<u>Governing Board Elections</u>
9220-E(1)	<u>Governing Board Elections</u>
9230	<u>Orientation</u>
9250	<u>Remuneration, Reimbursement And Other Benefits</u>
9250-E(1)	<u>Remuneration, Reimbursement And Other Benefits</u>
9270	<u>Conflict Of Interest</u>
9270-E(1)	<u>Conflict Of Interest</u>
9320	<u>Meetings And Notices</u>
9400	<u>Board Self-Evaluation</u>

**CSBA Sample District Policy Manual  
CSBA Policy Management Console**

**Bylaw 9270: Conflict Of Interest**

**Status:** ADOPTED

**Original Adopted Date:** 07/01/2010 | **Last Revised Date:** 12/01/2024 | **Last Reviewed Date:** 12/01/2024

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no "District Official," defined as a Board member or position designated in the district's conflict of interest code, shall participate in the making of any decision for the district when the decision will or may be affected by the District Official's financial, family, or other personal interest or consideration, as defined by law.

Additionally, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner, unless the individual is widowed or divorced.

**Conflict of Interest Code**

The Board shall adopt a conflict of interest code for the district that incorporates the provisions of 2 CCR 18730 by reference, delineates the District Officials, and provides

### **Description**

the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body.

Upon direction by the code reviewing body, the Board shall review its conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new District Officials or changes to the duties of District Officials, the Board shall amend the code, which shall then be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

### **Conflict of Interest under the Political Reform Act**

A District Official shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the District Official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the District Official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A District Official makes a governmental decision when, acting within the authority of the office or position, the District Official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before other District Officials for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a District Official is not prohibited from participating in the making of a contract in which the District Official has a financial interest if such participation is required by the rule of necessity or legally required

participation pursuant to Government Code 87101 and 2 CCR 18705.

### **Conflict of Interest from Campaign Contributions**

Prior to the district rendering a decision in a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, a Board member whose campaign committee received a contribution

### **Description**

of more than \$500 from any party or participant to the proceeding, or from an agent of such a party or participant, in the prior 12 months, and the party who made such a contribution, shall both publicly disclose that fact on the record of the proceeding. Additionally, if a Board member willfully or knowingly received a contribution to the Board member's campaign committee of more than \$500 from any party or participant to such a proceeding, or from an agent of a party or participant, in the prior 12 months, and knows or has reason to know that the participant has a financial interest in the district's decision, the Board member shall not make, participate in making, or in any way attempt to use the Board member's official position to influence the district's decision in the proceeding. However, a Board member may make, participate in making, or attempt to use the Board member's official position to influence the decision if the contribution is returned within 30 days after the decision was made or after the Board member knows or should have known about the contribution and the proceeding, whichever is later.

All Board members and the Superintendent are prohibited from accepting, soliciting, or directing a contribution of more than \$500 to a candidate or ballot measure campaign committee from any party or participant to a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, or from an agent of a party or participant, while the proceeding is pending before the district and for 12 months following the date the district renders a final decision in the proceeding, if the Board member or Superintendent knows or has reason to know that the participant has a financial interest in the district's decision. However, if a Board member or the Superintendent does accept, solicit, or direct such a contribution during those 12 months but did not do so knowingly or willingly, the Board member or the Superintendent may cure the violation by ensuring that the contribution, or the portion exceeding \$500, is returned within 30 days of accepting, soliciting, or directing the contribution. The Board member or Superintendent shall maintain records of curing the violation. (Government Code 84308)

For a Board member or the Superintendent, a proceeding becomes "pending" when an item involving the contract, license, permit, or other entitlement for use, as defined by Government Code 84308, is placed on a Board agenda for discussion or decision or when it is reasonably foreseeable that the proceeding will come before the district for a decision. For a party or participant, and the agent of a party of participant, a proceeding becomes "pending" when an application is filed with the district, or, if the proceeding process does not require an application, when the proceeding is before the district for a decision or other action. (Government Code 84308)

The contributions disclosure requirements and restrictions above do not apply to contracts that are required to be competitively bid, labor contracts, personal employment contracts, contracts valued under \$50,000, contracts where no party receives financial compensation, or contracts with another governmental agency. (Government Code 84308)

### **Form 700**

Each District Official shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of

### **Description**

interest code. An individual who ceases to be a District Official shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date the individual ceased to be a District Official. (Government Code 87302)

### **Additional Requirements for Boards that Manage Public Investments**

Any Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required
2. Not discuss or vote on the matter, or otherwise act in violation of Government Code 87100

For a Board member, the Board member shall not be counted toward achieving a quorum while the item is discussed.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded

However, the Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, may speak on the issue during the time that the general public speaks on it. Additionally, for a Board member, if the matter has been placed on the consent calendar, the Board member shall abstain from voting on the consent calendar or, if the Board removes the item from the consent calendar, the Board member shall abstain from voting on the item. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

4. If a decision is made during closed session, disclose the interest orally during the open session preceding the closed session

This disclosure shall be limited to a declaration that the recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the decision.



## **Description**

### **Conflict of Interest under Government Code 1090 - Financial Interest in a Contract**

A District Official shall not be financially interested in any contract made by the district, including in the development, internal discussions, negotiations, modifications, planning, deliberation of issues, and specifications and solicitations for bids. If a District Official has such a financial interest in a contract made by the district, the contract is void. (Government Code 1090)

### **Remote Interest Exception to Government Code 1090**

A Board member shall not be considered to be financially interested in a contract in which there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

### **Noninterest Exception to Government Code 1090**

A District Official shall not be considered to be financially interested in a contract if the interest is reimbursement for actual and necessary expenses incurred in the performance of official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other "noninterest" specified in Government Code 1091.5.

### **Common Law Doctrine Against Conflict of Interest**

A District Official shall abstain from any official action in which the District Official's private or personal interest may conflict with official duties pursuant to the common law doctrine against conflict of interest.

### **Incompatible Offices and Activities**

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

### **Gifts**

District Officials may accept gifts only under the conditions and limitations specified in law including, but not limited to, Government Code 89503 and 2 CCR 18730.

Gifts of travel and related lodging and subsistence shall be subject to the current gift conditions and limitations, except when: (Government Code 89506)

### **Description**

1. The travel is in connection with a speech given by a District Official, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States
2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for District Officials.

### **(Government Code 89506) Honoraria**

District Officials shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

### **Advice**

Any District Official, who, in good faith, believes that they may be subject to the requirements of this Bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of this Bylaw to any particular instance or situation, may seek advice from the district's legal counsel with the permission of the Superintendent, Board President, or majority of the Board.

### **Training**

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter as specified in Board Bylaw 9240 - Board Training.

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

**State References**

2 CCR 18110-18997

2 CCR 18438.1-18438.8

2 CCR 18700-18760

**State References**

2 CCR 18722-18740

2 CCR 18753-18756

2 CCR 18940.2

Ed. Code 1006

Ed. Code 35107

Ed. Code 35230-35240

Ed. Code 35233

Ed. Code 41000-41003

Ed. Code 41015

Fam. Code 297.5

Gov. Code 1090-1099

Gov. Code 1125-1129

Gov. Code 53234-53235.2

Gov. Code 81000-91014

Gov. Code 82011

Gov. Code 82019

Gov. Code 82028

Gov. Code 82030

Gov. Code 82033

Gov. Code 82034

Gov. Code 84308

Gov. Code 87100-87505

Gov. Code 89501-89503

Gov. Code 89506

Gov. Code 91000-91014

Pen. Code 85-88

Pub. Cont. Code 6102

Rev. &amp; Tax Code 203

**Management Resources References**

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

**Description****Description**

Regulations of the Fair Political Practices Commission

Campaign contribution-based conflicts of interest

Conflicts of Interest

Disclosure of interestsConflict of interest codes

Gift limit amount

Prohibition against school district employees serving on county board of educationSchool district employeesCorrupt practicesProhibitions applicable to members of governing boardsMoneys received by school districtsInvestmentsRights, protections, and benefits of registered domestic partnersProhibitions applicable to specified officersIncompatible activitiesEthics trainingPolitical Reform ActCode reviewing bodyDefinition; designated employeeDefinition; giftDefinition; incomeDefinition; interest in real propertyDefinition; investmentCampaign Disclosure

Political Reform Act; conflict of interest

Honoraria and giftsEthics; travelEnforcementBribesBribery of public official; voidable contractTaxable and exempt property - colleges**Description**

105 Ops.Cal.Atty.Gen.69 (2022)

63 Ops.Cal.Atty.Gen. 868 (1980)

65 Ops.Cal.Atty.Gen. 606 (1982)

68 Ops.Cal.Atty.Gen. 171 (1985)

	<b>Description</b>
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 255 (1986)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 320 (1997)
Attorney General Opinion	81 Ops.Cal.Atty.Gen. 327 (1998)
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 83 (1999)
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 60 (2002)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 138(2003)
<b>Management Resources References</b>	
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 217 (2006)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 19 (2009)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 26 (2009)
Court Decision	Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261
Court Decision	Klistoff v. Superior Court (2007) 157 Cal.App.4th 469
Court Decision	Kunec v. Brea Redevelopment Agency (1997) 55 Cal.App.4th 511
Court Decision	McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235
Court Decision	Thorpe v. Long Beach Community College District (2000) 83 Cal.App.4th 655
CSBA Publication	Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
Fair Political Practices Commission Publication	Advice Letter: A-96-314 (December 18, 1996)
Fair Political Practices Commission Publication	Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005
Institute For Local Government Publication	Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Institute for Local Government Publication	Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
Website	<a href="#"><u>CSBA District and County Office of Education Legal Services</u></a>
Website	<a href="#"><u>Institute for Local Government</u></a>
Website	<a href="#"><u>Fair Political Practices Commission</u></a>
Website	<a href="#"><u>CSBA</u></a>
<b>Cross References</b>	
1340	<a href="#"><u>Access To District Records</u></a>
1340	<a href="#"><u>Access To District Records</u></a>
1700	<a href="#"><u>Relations Between Private Industry And The Schools</u></a>
3230	<a href="#"><u>Federal Grant Funds</u></a>
3230	<a href="#"><u>Federal Grant Funds</u></a>
3300	<a href="#"><u>Expenditures And Purchases</u></a>
3311	<a href="#"><u>Bids</u></a>
3311	<a href="#"><u>Bids</u></a>
3400	<a href="#"><u>Management Of District Assets/Accounts</u></a>
3400	<a href="#"><u>Management Of District Assets/Accounts</u></a>
3430	<a href="#"><u>Investing</u></a>

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3430	<u>Investing</u>
3470	<u>Debt Issuance And Management</u>
3600	<u>Consultants</u>
4112.8	<u>Employment Of Relatives</u>
4117.2	<u>Resignation</u>
4136	<u>Nonschool Employment</u>
4212.8	<u>Employment Of Relatives</u>
<b>Cross References</b>	
4217.2	<u>Resignation</u>
4236	<u>Nonschool Employment</u>
4312.8	<u>Employment Of Relatives</u>
4317.2	<u>Resignation</u>
4336	<u>Nonschool Employment</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
7140	<u>Architectural And Engineering Services</u>
7140	<u>Architectural And Engineering Services</u>
7214	<u>General Obligation Bonds</u>
7214	<u>General Obligation Bonds</u>
9000	<u>Role Of The Board</u>
9005	<u>Governance Standards</u> 9140
	<u>Board Representatives</u>
9200	<u>Limits Of Board Member Authority</u>
9220	<u>Governing Board Elections</u>
9220-E(1)	<u>Governing Board Elections</u>
9222	<u>Resignation</u> 9230
	<u>Orientation</u>
9240	<u>Board Training</u>
9320	<u>Meetings And Notices</u>
9321	<u>Closed Session</u>
9321-E(1)	<u>Closed Session</u>
9321-E(2)	<u>Closed Session</u>
9323	<u>Meeting Conduct</u>

**Exhibit 9270-E(1): Conflict Of Interest**

Status: ADOPTED

Original Adopted Date: 07/01/2010 | Last Revised Date: 12/01/2024 | Last Reviewed Date:  
12/01/2024

**RESOLUTION ADOPTING A  
CONFLICT OF INTEREST CODE**

WHEREAS, the Political Reform Act, Government Code 87300-87313, require each public agency in California, including each school district, to adopt a conflict of interest code;

WHEREAS, a district is permitted to create its conflict of interest code by incorporating by reference the terms of 2 CCR 18730, along with a list of District Officials to whom the code applies and disclosure categories, in accordance with Government Code 87300 and 87306;

WHEREAS, the Governing Board of the Happy Valley School District ("District") has previously adopted a local conflict of interest code in this manner; and

WHEREAS, the District has recently reviewed its list of District Officials, and the duties of each, and has determined that (changes/no changes) to the current conflict of interest code are necessary.

NOW THEREFORE BE IT RESOLVED, the Governing Board of the District adopts the following Conflict of Interest Code, including the accompanying Appendix of District Officials and Disclosure Categories, and

BE IT FURTHER RESOLVED, any earlier resolutions, bylaws, and/or appendices containing the District's conflict of interest code are hereby rescinded and superseded by this Resolution and Appendix.

[Add final resolution language template including date of passage, vote count, and requisite signatures]

**Conflict of Interest Code ("Code") of the  
\_\_\_\_\_ School District ("District")**

The Political Reform Act (PRA) (Government Code 81000-87505) requires the District to adopt a conflict of interest code. 2 CCR 18730 contains the terms of a conflict of interest code, which may be amended by the Fair Political Practices Commission (FPPC) to conform to amendments in the PRA. Therefore, the terms of 2 CCR 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This Code and the attached Appendix, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the district.

District Officials, defined as those positions listed herein, shall file a Form 700 (also known as a Statement of Economic Interest) in accordance with the disclosure categories listed in the attached Appendix. The Form 700 shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

**APPENDIX**

**Disclosure Categories**

Category 1: A District Official designated "Category 1" shall disclose the following:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district

b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district  
 Category 2: A District Official designated "Category 2" shall disclose the following:

a. Investments or business positions in or income from sources which are contractors or subcontractors

engaged in work or services of the type used by the department which the designated person manages or directs

b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs

For a principal in this category, the principal's department is the principal's entire school.

Category 3 (Applicable to positions that "manage public investments," as defined by Government Code 87200): A District Official designated "Category 3" shall disclose, in accordance with Government Code 87200-87210, the following:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district

b. Investments, business positions, and sources of income, including gifts, loans, and travel payments

**Designated Positions**

District Officials	Disclosure Category
Governing Board Members	1 or 3
Superintendent	1 or 3
Assistant/Associate Superintendent	1 or 3
Purchasing Agent	1
Director	2
Principal	2

**Disclosures for Consultants**

The Superintendent or designee shall annually determine, on a case-by-case basis, which district consultants, if any, shall constitute District Officials and who shall disclose financial interests. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law

3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

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

**State References**

2 CCR 18110-18997

**Description**

Regulations of the Fair Political Practices Commission

2 CCR 18438.1-18438.8

Campaign contribution-based conflicts of interest

2 CCR 18700-18760

Conflicts of Interest

2 CCR 18722-18740

Disclosure of interests

2 CCR 18753-18756

Conflict of interest codes

2 CCR 18940.2

Gift limit amount

Ed. Code 1006

Prohibition against school district employees serving on county board of education

Ed. Code 35107

School district employees

Ed. Code 35230-35240

Corrupt practices

Ed. Code 35233

Prohibitions applicable to members of governing boards

Ed. Code 41000-41003

Moneys received by school districts

Ed. Code 41015

Investments

Fam. Code 297.5

Rights, protections, and benefits of registered domestic partners

Gov. Code 1090-1099

Prohibitions applicable to specified officers

Gov. Code 1125-1129

Incompatible activities

Gov. Code 53234-53235.2

Ethics training

Gov. Code 81000-91014

Political Reform Act

Gov. Code 82011

Code reviewing body

Gov. Code 82019

Definition; designated employee

Gov. Code 82028

Definition; gift

Gov. Code 82030

Definition; income

Gov. Code 82033

Definition; interest in real property

Gov. Code 82034

Definition; investment



Gov. Code 84308  
Gov. Code 87100-87505  
Gov. Code 89501-89503  
Gov. Code 89506  
Gov. Code 91000-91014  
Pen. Code 85-88  
Pub. Cont. Code 6102  
Rev. & Tax Code 203

Campaign Disclosure  
Political Reform Act; conflict of interest  
Honoraria and gifts  
Ethics; travel  
Enforcement  
Bribes  
Bribery of public official; voidable contract  
Taxable and exempt property - colleges

**Management Resources References**

Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion

**Description**

105 Ops.Cal.Atty.Gen.69 (2022)  
63 Ops.Cal.Atty.Gen. 868 (1980)  
65 Ops.Cal.Atty.Gen. 606 (1982)  
68 Ops.Cal.Atty.Gen. 171 (1985)  
69 Ops.Cal.Atty.Gen. 255 (1986)

**Management Resources References**

Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion  
Attorney General Opinion

**Description**

80 Ops.Cal.Atty.Gen. 320 (1997)  
81 Ops.Cal.Atty.Gen. 327 (1998)  
82 Ops.Cal.Atty.Gen. 83 (1999)  
85 Ops.Cal.Atty.Gen. 60 (2002)  
86 Ops.Cal.Atty.Gen. 138(2003)  
89 Ops.Cal.Atty.Gen. 217 (2006)  
92 Ops.Cal.Atty.Gen. 19 (2009)  
92 Ops.Cal.Atty.Gen. 26 (2009)  
Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261  
Klistoff v. Superior Court (2007) 157 Cal.App.4th 469  
Kunec v. Brea Redevelopment Agency (1997) 55 Cal.App.4th 511  
McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235  
Thorpe v. Long Beach Community College District (2000) 83 Cal.App.4th 655

Court Decision  
Court Decision  
Court Decision  
Court Decision  
Court Decision

CSBA Publication

Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010

Fair Political Practices Commission Publication

Advice Letter: A-96-314 (December 18, 1996)

Fair Political Practices Commission Publication

Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005

Institute For Local Government Publication

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009

Institute for Local Government Publication

Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

Website

CSBA District and County Office of Education Legal Services

Website

Institute for Local Government

Website

Fair Political Practices Commission

Website

CSBA

**Cross References****Description**

1340	<u>Access To District Records</u>
1340	<u>Access To District Records</u>
1700	<u>Relations Between Private Industry And The Schools</u>
3230	<u>Federal Grant Funds</u>
3230	<u>Federal Grant Funds</u>
3300	<u>Expenditures And Purchases</u>
3311	<u>Bids</u>
3311	<u>Bids</u>
3400	<u>Management Of District Assets/Accounts</u>
3400	<u>Management Of District Assets/Accounts</u>
3430	<u>Investing</u>
3430	<u>Investing</u>
3470	<u>Debt Issuance And Management</u>

**Cross References****Description**

3600	<u>Consultants</u>
4112.8	<u>Employment Of Relatives</u>
4117.2	<u>Resignation</u>
4136	<u>Nonschool Employment</u>
4212.8	<u>Employment Of Relatives</u>
4217.2	<u>Resignation</u>
4236	<u>Nonschool Employment</u>
4312.8	<u>Employment Of Relatives</u>
4317.2	<u>Resignation</u>
4336	<u>Nonschool Employment</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
7140	<u>Architectural And Engineering Services</u>
7140	<u>Architectural And Engineering Services</u>
7214	<u>General Obligation Bonds</u>
7214	<u>General Obligation Bonds</u>
9000	<u>Role Of The Board</u>
9005	<u>Governance Standards 9140</u> <u>Board Representatives</u>
9200	<u>Limits Of Board Member Authority</u>
9220	<u>Governing Board Elections</u>
9220-E(1)	<u>Governing Board Elections</u>
9222	<u>Resignation 9230</u> <u>Orientation</u>
9240	<u>Board Training</u>
9320	<u>Meetings And Notices</u>
9321	<u>Closed Session</u>

9321-E(1)  
9321-E(2)  
9323

Closed Session

Closed Session

Meeting Conduct

Checks Dated 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-O000-SSS-MMM	Comment	Expensed Amount	Check Amount
1085451	12/09/2024	ABRITE		01-6500-0-5760-1180-5100-200-1304 NPS OCT 14 DAYS 01-6500-0-5760-1190-5100-200-1304 OCT SPED AIDE	8,190.00 9,457.87	17,647.87
1085452	12/09/2024	ACE PORTABLE SERVICES		01-0000-0-0000-8100-5514-200-2801 PORTABLE TOILETS		1,363.22
1085453	12/09/2024	ACSA		01-0000-0-0000-7200-5800-200-2801 SUPT SYMPOSIUM		949.00
1085454	12/09/2024	AT&T		01-0000-0-0000-2700-5900-200-2801 INTERNET		107.54
1085455	12/09/2024	AT&T MOBILITY		01-0000-0-0000-2700-5900-200-2801 MOBILE PHONE 01-0000-0-0000-7200-5900-200-2801 MOBILE PHONE	41.57 13.85	55.42
1085456	12/09/2024	BLOOM PEDIATRIC OT		01-6500-0-5760-3140-5800-200-1304 NOV OT OCT OT	1,012.50 993.75	2,006.25
1085457	12/09/2024	BOWIE, CRAIG		01-9009-0-1110-1000-5800-200-OPLL GARDEN COORDINATOR		1,440.00
1085458	12/09/2024	CARLY PERLMAN		01-0700-0-1110-1000-5800-200-2801 COUNSELING 01-3327-0-5760-3120-5800-200-1320 COUNSELING	585.00 195.00	780.00
1085459	12/09/2024	CONEXWEST		35-9719-0-0000-8500-5600-200-0000 MODERNIZATION STORAGE		130.01
1085460	12/09/2024	HARSHWAL & COMPANY, LLP		01-0000-0-0000-7191-5809-200-2801 23-24 AUDIT LESS 10% RETENTION		13,680.00
1085461	12/09/2024	LEARNING WITHOUT TEARS		01-9009-0-1110-1000-4300-200-RM06 ROOM 6 MATERIALS		36.70
1085462	12/09/2024	MICHELLE HODSDON		01-6546-0-1110-3120-5800-200-0000 PSYCH TESTING NON SPED		5,468.75
1085463	12/09/2024	MRC SMART TECHNOLOGY SOLUTIONS		01-1100-0-0000-7100-5600-200-3000 COPIER USAGE 01-1100-0-0000-7200-5600-200-3000 COPIER USAGE 01-1100-0-1110-1000-5600-200-3000 COPIER USAGE	47.18 11.79 176.93	235.90
1085464	12/09/2024	OHLSSEN FOODS		01-0000-0-0000-3700-5800-200-3007 NOV LUNCHES		1,515.00
1085465	12/09/2024	PALACE BUSINESS SOLUTIONS C/O TROWBRIDGE ENTERPRISES		01-9009-0-1110-1000-4300-200-RM04 ROOM 4 MATERIALS AND SUPPLIES		133.18

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

Checks Dated 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-OOOO-SSS-MMMM	Comment	Expensed Amount	Check Amount
1085466	12/09/2024	PROJECT SUPPORT SERVICES, INC	01-0000-0-0000-8100-5800-200-2801	DSA CLOSEOUT PROJECT		393.75
1085467	12/09/2024	SAN LORENZO LUMBER	01-0000-0-0000-8100-4350-200-2801	MAINT MATERIALS AND SUPPLIES		117.94
1085468	12/09/2024	SANTA CRUZ FIRE EQUIPMENT CO	01-0000-0-0000-8100-5800-200-2801	FIRE EXT SERVICE		127.38
1085469	12/09/2024	SANTA CRUZ MUNICIPAL UTILITIES	01-1100-0-0000-8100-4350-200-3000	WATER	63.39	
			01-2600-0-0000-8100-5514-200-0000	WATER	21.13	84.52
1085470	12/09/2024	SANTA CRUZ SENTINEL	01-0000-0-0000-7100-5900-200-2801	ERATE LEGAL NOTICE		176.00
1085471	12/09/2024	SISC 3	01- - - - -9514- - DEC MEDICAL		11,331.00	
			01-0000-0- - -9524- - DEC MEDICAL		2,205.00	13,536.00
1085472	12/09/2024	SPROUTS SC	01-2600-0-1110-1000-5800-200-0000	OCT AFTERSCHOOL PROGRAM		1,066.50
1085473	12/09/2024	STAPLES	01-1100-0-0000-2700-4350-200-3000	OFFICE SUPPLIES	16.02	
				SCHOOL OFFICE SUPPLIES	273.24	
1085474	12/09/2024	US BANK	01-1100-0-0000-7200-4350-200-3000	SCHOOL OFFICE SUPPLIES	91.07	380.33
			01-0000-0-0000-2700-5900-200-2801	POSTAGE, OFFICE, OPLL, MURT, COMP, BOARD WORKSHOP	164.25	
			01-0000-0-0000-7100-5200-200-2801	POSTAGE, OFFICE, OPLL, MURT, COMP, BOARD WORKSHOP	450.00	
			01-0000-0-0000-7200-5900-200-2801	POSTAGE, OFFICE, OPLL, MURT, COMP, BOARD WORKSHOP	54.75	
			01-1100-0-0000-2700-4350-200-3000	POSTAGE, OFFICE, OPLL, MURT, COMP, BOARD WORKSHOP	710.62	
			01-9009-0-1110-1000-4300-200-COMP	POSTAGE, OFFICE, OPLL, MURT, COMP, BOARD WORKSHOP	23.82	
			01-9009-0-1110-1000-4300-200-MURT	POSTAGE, OFFICE, OPLL, MURT, COMP, BOARD WORKSHOP	58.11	
			01-9009-0-1110-1000-4300-200-OPLL	POSTAGE, OFFICE, OPLL, MURT, COMP, BOARD WORKSHOP	121.96	1,583.51
1086266	12/16/2024	19six Architects	01-0000-0-0000-8100-5800-200-2801	DSA CLOSEOUT		5,772.00

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Checks Dated 12/01/2024 through 12/31/2024						
Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-O000-SSS-MMM	Comment	Expensed Amount	Check Amount
1086267	12/16/2024	AT&T		01-0000-0-0000-2700-5900-200-2801 PHONE	120.57	
				01-0000-0-0000-7200-5900-200-2801 PHONE	40.19	160.76
1086268	12/16/2024	ATLAS PEN & PENCIL CORP		01-0700-0-1110-1000-4300-200-2801 STUDENT PENCILS		116.34
1086269	12/16/2024	BETHEL JANITORIAL SERVICE		01-0000-0-0000-8100-5524-200-2801 NOVEMBER JANITORIAL	2,499.98	
				01-2600-0-0000-8100-5524-200-0000 NOVEMBER JANITORIAL	833.32	3,333.30
1086270	12/16/2024	Doolan, Lindsey A		01-9009-0-1110-1000-4300-200-RM03 REIMBURSE ROOM 3 MATERIALS AND SUPPLIES		48.38
1086271	12/16/2024	ESTRADA HERRERA, CARLOS		01-0000-0-0000-8100-5800-200-2801 YARD MAINT		1,550.00
1086272	12/16/2024	GREENWASTE RECOVERY INC		01-0000-0-0000-8100-5523-200-2801 GARBAGE		591.09
1086273	12/16/2024	Ruwe, Carey L		01-9009-0-1110-1000-4300-200-RM04 ROOM 4 MATERIALS AND SUPPLIES		170.81
1086274	12/16/2024	SAN LORENZO LUMBER		01-0000-0-0000-8100-4350-200-2801 MAINT MATERIALS AND SUPPLIES		15.35
1086275	12/16/2024	SANTA CRUZ CO OFC OF EDUCATION		01-0000-0-1110-1000-5808-200-2801 OUTDOOR SCIENCE SCHOOL		7,660.00
1086276	12/16/2024	SPROUTS SC		01-2600-0-1110-1000-5800-200-0000 NOVEMBER AFTER SCHOOL ENRICHMENT PROGRAM		624.00
1086277	12/16/2024	STAPLES		01-0000-0-0000-2700-4350-200-2801 SAFETY MATS	47.73	
				SAFETY MONEY FOR MATS	188.53	
				01-1100-0-0000-2700-4350-200-3000 OFFICE PAPERCLIPS	4.57	
				OFFICE SUPPLIES	89.33	
				01-1100-0-0000-7200-4350-200-3000 OFFICE SUPPLIES	29.78	
				01-9009-0-1110-1000-4300-200-RM05 ROOM 5 MATERIALS AND SUPPLIES	40.50	
				ROOM 5 MATERIALS AND SUPPLIES	194.55	594.99
1086278	12/16/2024	US BANK EQUIPMENT FINANCE		01-1100-0-0000-7100-5600-200-3000 COPIER LEASE	81.30	
				01-1100-0-0000-7200-5600-200-3000 COPIER LEASE	20.32	
				01-1100-0-1110-1000-5600-200-3000 COPIER LEASE	304.88	406.50
<b>Total Number of Checks</b>					<b>37</b>	<b>84,058.29</b>

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

Checks Dated 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
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Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	36	83,928.28
35	COUNTY SCHOOL FACILITIE:	1	130.01
Total Number of Checks		37	84,058.29
Less Unpaid Tax Liability			00
Net (Check Amount)			84,058.29

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