

Blochman Union School District
Benjamin Foxen School * 4949 Foxen Canyon Road
Santa Maria, CA 93454 * (805) 937-1148

BOARD OF TRUSTEES AGENDA

Tuesday, April 12, 2022

Library

5:30 p.m. – Regular Session

IMPORTANT NOTICE REGARDING PUBLIC PARTICIPATION

If you wish to participate in this public meeting through a Zoom webinar, please register in advance at the following address:

You are invited to a Zoom meeting.

When: Apr 12, 2022 05:30 PM Pacific Time (US and Canada)

Register in advance for this meeting:

<https://us06web.zoom.us/join/zoom/register/tZ0qfu2prT8iE9w2iZelBV71KNeCDeSxI-1>

After registering, you will receive a confirmation email containing information about joining the meeting.

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours.

Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date.

Governing Board Members

Shannon Clay, President

Kelly Salas-Ernst, Clerk

Thomas Gibbons, Trustee

Daniella Pearce, Trustee

Jeania Reasner, Trustee

- I. PUBLIC SESSION: 5:30 p.m. Call to Order and Flag Salute**
- II. Welcome Guests**
- III. Reports**
 - A. Charter School Reports**
 - i. Family Partnership Charter School**
 - ii. Trivium Charter School**
 - iii. Trivium Charter School: Adventure**
 - iv. Trivium Charter School: Venture**
 - B. Teacher Reports**
 - C. Principal's Report**

IV. ITEMS SCHEDULED FOR INFORMATION

A. Facilities

i. General maintenance

B. Facilities Use - Taylor Estes; 7 tables/40 chairs; 3/19/2022

V. ITEMS SCHEDULED FOR DISCUSSION

A. 2022/2023 budget and LCAP public hearing and adoption dates

i. June 14, 2022 regular meeting at 5:30 p.m.

ii. June 16, 2022 special meeting at 5:00 p.m.

B. LCAP – The public is invited to make comments and suggestions.

C. Board meeting times for 2022/2023

D. Developer fee study

E. PG & E License Agreement

VI. CONSENT AGENDA ITEMS

A. Approval of Minutes

i. Minutes of March 8, 2022 Regular Meeting

***** IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

B. Approval of Monthly Warrants – March, 2022

i. Payroll \$ 174,845.45

ii. Commercial Warrants \$ 51,417.68

iii. Revolving Fund \$ 0.00

TOTAL \$ 226,263.13

***** IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

C. Approval of the 2021/2022 Second Interim Report for Family Partnership Charter School:

***** IT IS RECOMMENDED THAT the Board of Education approve Family Partnership Charter School's 2021/2022 Second Interim Report as presented:**

MOVED:

VOTE:

Shannon Clay:

Daniella Pearce:

Thomas Gibbons:

SECOND:

Jeania Reasner:

Kelly Salas-Ernst:

D. Approval of the following 2021/2022 Second Interim Reports:

- i. Trivium Charter School**
- ii. Trivium Charter School: Adventure**
- iii. Trivium Charter School: Voyage**

***** IT IS RECOMMENDED THAT the Board of Education approve the 2021/2022 Second Interim Reports as presented:**

MOVED:

VOTE:

Shannon Clay:

Daniella Pearce:

Thomas Gibbons:

SECOND:

Jeania Reasner:

Kelly Salas-Ernst:

VII. ITEMS SCHEDULED FOR ACTION

A. Approval of the Benjamin Foxen Elementary School March 2022 Attendance Report.

***** IT IS RECOMMENDED THAT the Board of Education approve the Benjamin Foxen Elementary School March 2022 Attendance Report as presented:**

MOVED:

VOTE:

Shannon Clay:

Daniella Pearce:

Thomas Gibbons:

SECOND:

Jeania Reasner:

Kelly Salas-Ernst:

B. Approval of First Quarter 2022 Williams Report

***** IT IS RECOMMENDED THAT the Board of Education approve the First Quarter 2022 Williams Report as presented:**

MOVED:

VOTE:

Shannon Clay:

Daniella Pearce:

Thomas Gibbons:

SECOND:

Jeania Reasner:

Kelly Salas-Ernst:

C. Approval of the 2022/2023 Blochman Union School District calendar.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the 2022/2023 Blochman Union School District calendar as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

D. Approval of the Blochman Union School District Public Disclosure of Proposed Collective Bargaining Agreement.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the Public Disclosure of Proposed Collective Bargaining Agreement as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

E. Approval of the Collective Bargaining Agreement between Blochman Union School District and Blochman Teachers' Association for the period July 1, 2022 through June 30, 2024.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the Collective Bargaining Agreement as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

F. Approval of the Blochman Union School District 2022/2023 salary schedules:

- i. Certificated**
- ii. Classified**
- iii. Special Education Director/School Psychologist**
- iv. Superintendent**

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the 2022/2023 salary schedules as presented:**

MOVED:
VOTE:
Shannon Clay:
Daniella Pearce:
Thomas Gibbons:

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

G. Approval of the Blochman Union School District 2023/2024 salary schedules:

- i. Certificated**
- ii. Classified**
- iii. Special Education Director/School Psychologist**
- iv. Superintendent**

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the 2023/2024 salary schedules as presented:**

MOVED:
VOTE:
Shannon Clay:
Daniella Pearce:
Thomas Gibbons:

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

H. Approval of the revised 2020/2021 and 2021/2022 Consolidated Application:

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the revised 2020/2021 and 2021/2022 Consolidated Application as presented:**

MOVED:
VOTE:
Shannon Clay:
Daniella Pearce:
Thomas Gibbons:

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

I. Approval of the contract with Document Tracking Services:

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the contract with Document Tracking Services as presented:**

MOVED:
VOTE:
Shannon Clay:
Daniella Pearce:
Thomas Gibbons:

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

J. Approval of revised board policies:

- i. BP 4030; E 4112.9; E4212.9; E4312.9; AR5111; BP5111; AR5113; E5145.6; AR6173; BP6173; E6173; BYLAW9322**

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the revised board policies as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

K. Approval of the inter-district transfers:

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the inter-district transfers as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

VIII. PUBLIC COMMENTS

PUBLIC COMMENTS ARE WELCOME

The Blochman Union School District will receive public comments about items not appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

IX. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

B. Blochman Union School District Board Member Items

C. Items not on the Agenda

D. Next Scheduled Board Meeting: May 10, 2022; open session at 5:30 p.m.; Library.

X. CLOSED SESSION – The board will consider and may act upon the following items during closed session:

A. Certificated and Classified Personnel Actions

i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations.

B. Stipends for extra work created by the pandemic

- XI. Reconvene in open session**
A. Report of action taken during closed session.

XII. Adjourn

Time: _____

MOVED:

VOTE:

Shannon Clay:

Daniella Pearce:

Thomas Gibbons:

SECOND:

Jeania Reasner:

Kelly Salas-Ernst:

V - B



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Control Agency Name		Local Control Agency
Blochman Union Elementary School District	Doug Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148

Plan Summary [2022-23]

General Information

Blochman is one of the oldest school districts in Santa Barbara County. While the population of the district is fairly small, this area is rich in history and contains several historical landmarks. The Blochman district is home to the oldest business in California as well as multiple successful vineyards and oil companies. The vineyards and oil companies have been and will continue to be loyal financial supporters of our district. The people in this community are extremely proud of this school. Benjamin Foxen Elementary School prides itself on offering a

rigorous academic program as well as a safe environment in which children can thrive. As of October 6, 2021, Benjamin Foxen Elementary School was home to 177 students. This is a K-8 school where currently 47% of the students are socioeconomically disadvantaged and 8% are English Learners. There are no homeless or foster youth enrolled. Student demographics are as follows:

*Hispanic - 49.15%

*White – 45.76%

*Multiple/Other – 2.26%

*American Indian/Alaskan Native - 1.69%

*Black/African American - 1.14%

Reflections: Successes

Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local English/Language Arts (ELA) student performance data for reading shows that 52% are at or above grade level, 33% are one grade level below, 7% were two grade levels below, and 8% were three or more grade levels below. Sixty percent of students met or exceeded growth expectations. ELA performance is addressed in Goal 5.

We plan to continue to help students improve in ELA by utilizing the resources found within the I-Ready program, utilize Step Up to Writing, and other programs that have been introduced over the past three years. We are also using the Fountas & Pinnell program to assess our students' reading abilities. They have developed a systemized approach, the Benchmark Assessment System, which 'levels' students based on a certain complexity of reading skill which includes both phonics and comprehension. All teachers, K - 5, have now been trained on using this system of assessment so that they can use the same standards of analysis when discussing a student's reading level. The system also provides guidelines showing which level a student should be when they enter a grade and then at which level they should be when they exit the grade. This helps us as a school become more consistent when reporting out whether a student is at grade level in reading. Finally, Fountas, of Fountas & Pinnell, was one of the authors of our new Language Arts curriculum - Journeys. The stories in our reading books are leveled based on Fountas and Pinnell's work, so our curriculum and our reading assessments align nicely. We have also introduced a new approach to our teaching of reading called, Reading Workshop. This program can help to improve each student's reading skills more effectively than just using a reading book. Our stakeholders feel that we have a robust English/Language Arts curriculum so we plan to continue with our current strategies and focus the majority of our LCAP resources on math and science as reflected in Goals 1 and 2 of the 2021/2024 LCAP.

* Middle school drop-out rate - Our middle school drop-out rate for 2020/2021 was 0%.

* Suspension Rate – The California School Dashboard was not published in 2020. However, DataQuest shows our 2020/2021 suspension rate to be 1.6%. Our methods for maintaining and building on this success are addressed in Goal 4.

* Expulsion Rate - Our 2020/2021 expulsion rate was 0%.

Reflections: Identified Need

Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 34% are at or above grade level, 47% are one grade level below, 10% were two grade levels below, and 9% were three or more grade levels below. Fifty-seven percent of students met or exceeded growth expectations. Math performance is addressed in Goal 1.

I-Ready testing of our English Language Learner (ELL) students revealed that 29% exceeded growth expectations in reading and 29% made progress toward expected growth in reading. In math, 15% of students exceeded growth expectations and 22% made progress toward expected growth. ELL performance is addressed in Goal 3.

The last standardized testing data available for science is from the 2018-2019 school year. Analysis of the California Science Test (CAST) results for 2018-2019 show that overall, 34.15% of our students met or exceeded the standard for science, 56.10% of our students nearly met the standard, and 9.76% of our students did not meet the standard. An analysis of local report card data for students in grades 5 – 8 from the 2021/2022 school year revealed the following:

1. On average, 62% of students maintained or improved their science grades from one trimester to the next.
2. On average, 67% of students received a B or better in their science course over both trimesters.

We address progress in science with the actions and services listed in Goal 2.

LCAP Highlights

Our LCAP focuses on the following areas:

- Goal 1 - Improve student performance in math;
- Goal 2 - Improve student performance in science;
- Goal 3 - Improve our ELL student performance;

Goal 4 - Improve and enhance our school climate;
Goal 5 - Improve student performance in English/Language Arts.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

All of the schools in the LEA that are eligible for comprehensive support and improvement.

We have no schools that have been identified as eligible for comprehensive support and improvement.

Support for Identified Schools

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

We have no schools that have been identified as eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor the effectiveness of its comprehensive support and improvement plan.

We have no schools that have been identified as eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the LCAP evaluation and development process

The district involved the following educational partners in the LCAP evaluation and development process: parents, students, members of the Blochman Teacher's Association (certificated staff), unrepresented classified staff, school administration, and community members. We do not have an EL Advisory Committee as we do not have more than 51 EL students.

Surveys for students, parents, certificated staff, administrators, classified staff, and community members were conducted at various intervals during the year. Additional information about the purpose and goals of the LCAP was posted on the district's website.

Certificated staff and classified staff were consulted on an ongoing basis. Certificated staff was consulted regarding student achievement. Certificated staff provided data regarding parent conferences and writing prompt achievements that was used to analyze the annual outcomes.

Teachers and administrators consulted with students on an ongoing basis regarding learning progress and school climate. Students in grades 6 through 8 were surveyed regarding school climate.

The LCAP Advisory Committee reviewed and discussed the 2021/2022 – 2023/2024 LCAP on the following dates:

*October 26, 2021

*January 25, 2022 (The committee also reviewed the supplement to the LCAP at this time.)

*May 24, 2022

This committee is made up of parents, classified staff, certificated staff, parents of EL students, and community members. A separate ELAC/DELAC committee is not required because BUSD has less than 51 English Learner students which is the requirement for a separate committee. Committee members reviewed the LCAP and the supplemental data and were given an opportunity to comment and make suggestions for the 2021/2022 - 2023/2024 LCAP. The committee members were provided with data collected throughout the course of the year to demonstrate improved pupil outcomes.

The LCAP Advisory Committee was asked to provide suggestions for the 2022/2023 LCAP on January 25, 2022. Notice of this meeting was posted on the district's website.

The School Site Council reviewed and discussed the 2021/2022 – 2023/2024 LCAP on the following dates:

*October 26, 2021

*January 25, 2022

*May 24, 2022

The members were provided with data collected throughout the course of the year to demonstrate pupil outcomes.

Our Special Education Director attends monthly Special Education Administrator's meetings where he receives updates from the SELPA Director regarding services and actions that are required for students with exceptional needs.

The Board reviewed and the public was invited to comment on the annual update at the following regular board meetings:

- *January 11, 2022
- *February 8, 2022
- *March 8, 2022

The Board reviewed and the public was invited to comment on a draft of the 2021/2022 – 2023/2024 LCAP at the following regular board meetings:

- *April 12, 2022
- *May 10, 2022

The complete draft of the LCAP was available on the district website on June 10, 2022.

A properly noticed public hearing at which the LCAP and the district's budget were presented for discussion and comment was held on June 14, 2022. The LCAP and the district's budget was adopted at a special board meeting on June 16, 2022.

A summary of the feedback provided by specific educational partners:

During the January LCAP Advisory Committee meeting the Principal and teachers discussed the use of the I-Ready multiple measures evaluation tool. The consensus was to continue to use the tool to evaluate student progress in math (Goal1) and ELA (Goal 5).

At various times during the school year the Principal met with parent groups. Parents want to see improvements in math test scores. This item is addressed in Goal 1. All educational partners want to ensure a bully free environment. This is addressed in Goal 4.

Student surveys showed that most students feel connected to the school. School climate is addressed in Goal 4.

Certificated staff provided local data such as participation in Parent/Teacher conferences, writing prompt scores, and information on parent participation at various school events.

The Board reviewed the LCAP progress on a regular basis. They indicated that they would like to continue to see improved school climate for students. This is addressed in Goal 4.

A description of the aspect of the LCAP that was the focus of school improvement activities.

Comments and suggestions gathered through surveys and made available during meetings with stakeholders were used to formulate the actions in Goals 1 – 5.

The data provided by Certificated staff was used in the evaluation of goal progress.

Students expressed the desire to return to normal campus activities. School climate is addressed in Goal 4 of the LCAP.

Keeping board members informed and engaged regarding the LCAP process is an important part of having a positive and productive school environment. Board members were pleased with the efforts district administration and teachers are making to engage other educational partners and the work they are doing to meet the needs of students. Presenting the LCAP to the board at regular intervals gave them an opportunity to make comments and suggestions for the LCAP. Their request to see continued improvement to school climate is addressed in Goal 4.

Goals and Actions

Goal

Goal #	Description
1	Improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

An Explanation of Why the Table Developed this way

<p>2019 Dashboard analysis shows that our students need to make improvements in math. Our overall Dashboard color is Orange for all student groups and overall student scores declined by 5.2 points from the prior year. Our socioeconomically disadvantaged student group scored the lowest with an Orange status while our Hispanic and White subgroups earned a Yellow status. An analysis of 2020/2021 local data also indicates students need additional assistance with math. This goal addresses the following state priorities:</p> <p>4 - Pupil achievement (pupil outcomes) 8 - Other pupil outcomes (pupil outcomes)</p>
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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-24
<p>4. Pupil Achievement</p> <p>a. Dashboard – CAASPP assessment for math</p> <p>8. Other pupil outcomes</p> <p>a. All teachers will be granted professional development opportunities in math.</p>	<p>4a - 18/19 Dashboard for math- Orange status; 31.5 points below standard; declined by 5.2 points.</p> <p>4a - 18/19 Dashboard for math - English learner students are 15.5 points below standard; increased 30.7 points.</p> <p>8a - Teachers annually receive one professional</p>	<p>Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.</p>			<p>4a - Green status on the California School Dashboard for all students, including English learners, in math with no subgroups two or more levels below the status for all students.</p> <p>8a - Teachers will annually receive at least one professional development opportunity in math.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	District Outcome for 2022-23
	<p>development opportunity in math.</p>	<p>Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 34% are at or above grade level, 47% are one grade level below, 10% were two grade levels below, and 9% were three or more grade levels below. Fifty-seven percent of students met or exceeded growth expectations.</p> <p>All teachers have been provided with professional training opportunities in math. At the end of the</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Baseline Outcome
		2020/2021 school year, all teachers were enrolled in the National Council of Teachers of Mathematics program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in math.			

Actions

Action#	Title	Description	Total Funds	Contributing
1.1	Teacher for combination class reduction	In order to improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.	\$85,208.00	Yes
1.2	.5 FTE Intervention teacher and instructional assistants	In order to improve student achievement, we will provide a .5 FTE intervention teacher and two full-time instructional assistants for intervention.	\$141,712.00	Yes

Action Item Title	Description	Total Budget	Comments
	<p>A dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. Students in the low performing category for math will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting.</p> <p>Students in the low performing category for math are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p>		
1.3	Teacher training and professional development	\$1,000.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

Alignment of any substantive differences in planned actions and actual implementation of actions

The only difference between the planned actions and the actual implementation of these actions is the addition of the I-Ready assessment tool.

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The two year disruption to school services caused by the pandemic made it difficult to achieve progress in student outcomes. While we are not seeing progress, we are also not seeing significant learning loss.

A description of any changes made to the plan (the goal, metrics, desired outcomes, or actions) for the coming year and resulting from reflections on prior practices.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores.

An explanation of why the goal has developed this goal

Analysis of the California Science Test (CAST) results for 2018-2019 show that overall 34.15% of our students met or exceeded the standard for science, 56.10% of our students nearly met the standard, and 9.76% of our students did not meet the standard. Our goal is to improve student test scores on the CAST for all students. This goal addresses the following state priorities:

4 - Pupil achievement (pupil outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The metric for priority 4 will be student performance on the CAST.	Test results from the 2018-2019 CAST show that overall 34.15% of our students met or exceeded the state standard in science.	Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the pandemic, the CAST testing results were not available in 2020 and will not be			Test results from the CAST will show that overall 40% of our students met or exceeded the state standard in science.

Metric	Baseline	2020 Outcome	2021 Outcome	2022 Outcome	District Outcome for 2022-23
		<p>available in 2021. Our local measurement tools rely on report card data.</p> <p>An analysis of local report card data for students in grades 5 – 8 from the 2021/2022 school year revealed the following:</p> <ol style="list-style-type: none"> 1. On average, 62% of students maintained or improved their science grades from one trimester to the next. 2. On average, 67% of students received a B or better in their science course over both trimesters. <p>This is a new science curriculum so we do not have prior year data for comparison.</p> <p>Teachers received professional development from the publishers of the science curriculum as part of the new curriculum adoption. The cost of this</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Difference Outcome for 2023-24
		training was included in the cost of the curriculum and was not invoiced separately.			

Actions

Action #	Title	Description	Total Funds	Continuing
2.1	Adopt new standards aligned science course materials	Teachers have been piloting standards aligned science course material during 2019/2020 and 2020/2021. However, they are not pleased with the current materials and are looking at other options. The goal is to make a final course material adoption for the 2021/2022 school year.	\$30,000.00	No
2.2	Teacher training and professional development	We will provide training and professional development opportunities to our teachers to help them effectively utilize the new science curriculum.	\$1,000.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The two year disruption to school services caused by the pandemic made it difficult to achieve progress in student outcomes. While we are not seeing progress, we are also not seeing significant learning loss.

A description of any additional steps taken to the original goal, metrics, desired outcomes, or student learning goals, including your initial assessment, reflections on effectiveness.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students

An explanation of why the LEA has developed this goal:

Improving English language skills for ELL students will help us achieve our other academic goals relating to math and science. Students who have a good grasp of the English language will perform better in all academic areas. English Learners will receive the same services that are available to all students, with an emphasis on access to intervention services. Additionally, teachers will utilize the core and supplemental ELD materials incorporated in the core textbooks.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners.	1. 18/19 Dashboard - 45.5% of students are making progress towards English language proficiency. 2. 19/20 Data Quest - 21% of ELL students are classified as at-risk; no students were classified as long-term English learners.	Goal 3 is to improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students. The metrics for this goal are as follows: 1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners.			1. 55% of ELL students will be making progress toward English language proficiency. 2. ELL student reclassification rate (RFEF) will ensure that no students are classified as at-risk or long-term English learners. .

Measures	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Design Outcome for 2023-24
		<p>Due to the pandemic, Dashboard metrics are not available for 2020 or 2021. A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has increased slightly over the prior year. Part of this increase is due to a change in our student population. Also, some of the students classified in the long- term English learner category should be reclassified by the end of this school year.</p> <p>An analysis of local data using the I-Ready testing system shows the following information for math progress: * Exceeded growth expectations: 15% * Made progress toward expected growth: 22%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Baseline Outcome for 2023-24
		<p>* Made less than 50% progress toward expected growth: 63%</p> <p>An analysis of local data using the I-Ready testing system shows the following information for reading progress:</p> <ul style="list-style-type: none"> * Exceeded growth expectations: 29% * Made progress toward expected growth: 29% * Made less than 50% progress toward expected growth: 42% <p>We are hoping the I-Ready assessment tool will help improve the performance for ELL students because it allows teachers to focus on a student's areas of weakness.</p>			

Actions

Action #	Title	Description	Total Funds	Complying
3.1	ELPAC Coordinators	The district has two bi-lingual ELPAC coordinators to assist in making sure ELL students receive the support they need to reach reclassification as soon as possible. Having ELPAC coordinators is an effective use of funds because it allows us to appropriately track and reclassify our ELL students.	\$1,325.00	No
3.2	ELD on-line programs	Teachers will utilize the following programs to help ELL students improve their English/Language Arts skills: Mind Play, Words Their Way, Read Naturally, Project Read, Primary Phonics, Step Up to Writing, Explode the Code, and Barton Reading. Mind Play is a research-based program designed specifically to aid ELL students improve their ELA skills. Students will be assessed three times per year using the I-Ready assessment tool. We already own these programs so there is no additional cost.	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of those actions.

The only difference between the planned actions and the actual implementation of these actions is the addition of the I-Ready assessment tool.

An explanation of material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The two year disruption to school services caused by the pandemic made it difficult to achieve progress in student outcomes. While we are not seeing progress, we are also not seeing significant learning loss.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions, including your justification for
revisions, or prior practice.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the
Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update
Table.

Goals and Actions

Goal

Goal #	Description
4	Improve school engagement including parent involvement, pupil engagement, and school climate.

An explanation of why the LEA has developed this goal:

<p>We believe it is important for students to feel safe and welcome at school and for parents to feel they have opportunities to be involved in their children's education. It is also important for students to understand the importance of attending school on a regular basis so that no instructional opportunities are missed. This goal addresses the following state priorities regarding engagement:</p>	
<ul style="list-style-type: none"> 1 - Basic 2 - Implementation of state standards 3 - Parent involvement 5 - Pupil engagement 6 - School climate 7 - Course access 	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1. Basic - Dashboard (local)	1 - Met 2 - Met 3 - Met	Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The pandemic has made it difficult for us to provide on-site parent participation opportunities as we have in the past. We have also had to			1 - Met 2 - Met 3 - Met
2. Implementation of the state standards - Dashboard (local)	5a - Student attendance rate was 97.54% (20/21) 5b - Chronic absenteeism rate was 45% (19/20) 5c - Middle school drop out rate was 0% (19/20)				5a - Attendance rate will be 95% or greater 5b - Chronic absenteeism rate will be less than 3% 5c - Middle school drop out rate will be 0%
3. Parental involvement - Dashboard (local)					
5. Pupil Engagement					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
a. Local data - student attendance rate b. Dashboard - chronic absenteeism rates c. Local data - middle school drop out rate 6. School Climate a. Dashboard - suspension rate b. DataQuest - expulsion rate c. Dashboard (local) 7. Course access - Dashboard (local)	6a - Suspension rate was 0.5% (18/19) 6b - Expulsion rate was 0% (19/20) 6c - Met 7 - Met	suspend the student attendance incentives. The school psychologist is available to assist parents and students. We are using the SARB program as necessary. The metrics for this goal are as follows: 1. Basic - Dashboard (local) – metric is met for the current year. 2. Implementation of the state standards - Dashboard (local) – metric is met for the current year. 3. Parental involvement - Dashboard (local) – metric is met to the greatest extent possible due to the pandemic. 5. Pupil Engagement a. Local data - student attendance rate – The current 2021/2022 attendance rate is			6a - Suspension rate will be .5% 6b - Expulsion rate will be 0% 6c - Met 7 - Met

Memo	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		<p>93.91% which is a decrease from the 2020/2021 attendance rate. However, the high attendance rate in 2020/2021 is an anomaly due to the pandemic. Many of our students participated in distance learning until March of 2021 which made it easier for many students to attend school. Once the pandemic ends, we anticipate our attendance rate will return to normal levels.</p> <p>b. Dashboard - chronic absenteeism rates – The Dashboard is not currently available. CALPADS data collected in 2020/2021 shows a slight increase in chronic absenteeism. However, due to the pandemic, we were unable to provide bus service which caused some students to be</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		absent more than they normally would be.			
		c. Local data - middle school drop out rate – Our middle school drop out rate continues to be 0%.			
		6. School Climate a. Dashboard - suspension rate. CALPADS data shows that three students received in- house suspensions during 2020/2021. This is an increase of one in-house suspension from 2019/2020.			
		b. DataQuest - expulsion rate – CALPADS data shows there were no expulsions in 2019/2020 or 2020-2021.			
		c. Dashboard (local) – metric is met for the current year.			
		7. Course access - Dashboard (local) –			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Design Outcome for 2023-24
		metric is met for the current year.			

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent participation opportunities	We will provide opportunities for all parents, including parents of unduplicated pupils and parents of students with exceptional needs, to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	\$0.00	No
4.2	Student attendance incentives	We will provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school. As a way to motivate students to come to school student incentives will be given out. The incentives will be for students with perfect attendance, no tardies, and who are not on independent study. Each Friday students from each grade level who meet the criteria will be entered into a drawing to receive an incentive. One student from each grade level will be chosen to receive an incentive award. Students who do not win the drawing will still receive a recognition certificate. Once a month, a drawing will be held for every class for one student to receive a larger incentive. The monthly drawing is only for students who have had perfect attendance, no tardies, and are not on independent study for the entire month.	\$1,500.00	No
4.3	SARB intervention	Telephone calls will be made to parents when students are absent and Principal makes contact with parents once a student reaches 6	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		absences. SARB letters will be sent to parents of students with unverified absences at 3, 6, and 9 day intervals.		
4.4	School Psychologist	We will provide a .5 FTE school psychologist, maintain contact with parents, and continue to use our current curriculum for our character program.	\$59,836.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the pandemic, we were only able to provide limited parent participation opportunities or student attendance incentives. We hope to resume normal activities during the 2022/2023 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The two year disruption to school services caused by the pandemic made it difficult to achieve progress in student outcomes. While we are not seeing progress, we are also not seeing significant learning loss.

A description of any changes made to the planned goal, metrics, desired outcomes or actions for the coming year that resulted from reflections on prior practice.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Improve student outcomes on state test scores for English/Language Arts by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

An explanation of why the ELA has developed this goal

2019 Dashboard analysis shows that overall our students are performing well in English/Language Arts (ELA). While all student groups improved their test scores over the prior year, our Hispanic and socioeconomically disadvantaged students are performing slightly below the state standard. Our overall Dashboard color is Green for all student groups and overall student scores increased by 11.1 points from the prior year. Our white subgroup scored 38.5 points above the standard. Our Hispanic subgroup scored 8.6 points below the standard. Our socioeconomically disadvantaged student group scored 8.9 points below the standard. An analysis of 2020/2021 local data also indicates that all student groups are performing well in ELA. This goal addresses the following state priorities:

- 4 - Pupil achievement (pupil outcomes)
- 8 - Other pupil outcomes (pupil outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
4. Pupil Achievement a. Dashboard – CAASPP assessment for ELA	4a - 18/19 Dashboard for ELA- Green status; 13.2 points above the standard; increased 11.1 points.	Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to			4a - Green status on the California School Dashboard for all students, including English learners, in ELA with no subgroups two or more levels below the status for all students.
8. Other pupil outcomes a. All teachers will be granted professional development opportunities in ELA.	4a - 18/19 Dashboard for ELA - English learner students are 7.6 points below standard; increased 25.4 points. 8a - Teachers annually receive one				8a - Teachers will annually receive at least one professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Design Outcome for 2023-24
	professional development opportunity in ELA.	<p>the pandemic, the California School Dashboard data was not published in 2020 and will not be published in 2021.</p> <p>An analysis of local I-Ready English/Language Arts (ELA) student performance data for reading shows that 52% are at or above grade level, 33% are one grade level below, 7% were two grade levels below, and 8% were three or more grade levels below. Sixty percent of students met or exceeded growth expectations.</p> <p>All teachers have been provided with professional training opportunities in ELA. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of English program. This</p>			development opportunity in ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in ELA.			

Actions

Action #	Title	Description	Total Funds	Continuing
5.1	Teacher training and professional development	We will continue to provide training and professional development opportunities to our teachers to help them improve their ability to deliver high quality instruction in ELA.	\$1,000.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions

The only difference between the planned actions and the actual implementation of these actions is the addition of the I-Ready assessment tool.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The two year disruption to school services caused by the pandemic made it difficult to achieve progress in student outcomes. While we are not seeing progress, we are also not seeing significant learning loss.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (10 percent)
\$	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0		\$0	

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

Required Descriptions

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

The amount of Supplemental and Concentration grant funds, as calculated pursuant to 5 CCR 15496 (a)(5) is \$XXXXXX for 2021/2022. While the actions provided by these funds benefit all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. These actions are principally directed toward and effective in meeting the goals for our high needs students because dedicated intervention teachers and Instructional Assistants will provide the additional classroom and instructional support that unduplicated pupils often need to perform on par with their peers. Also, reducing combination classes is important for unduplicated pupils because it allows teachers to focus directly on the grade level needs of students.

These funds were expended on meeting the goals for high needs students as demonstrated in Goal 1 as follows:

- * (Goal 1/Action 1) Teacher for combination class reduction: \$85,208
- * (Goal 1/Action 2) Intervention teacher and 2 Instructional Assistants: \$141,712

The measurable outcome related to the above actions is for all students, including unduplicated pupils, to achieve a Green status on the California School Dashboard in math, with no subgroups two or more levels below the status for all students.

Total funds for increased or improved services is \$226,920 which is greater than the \$XXXXXXX supplemental and concentration funds available. The difference is being funded with base LCFF funding.

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

The percentage by which services for high needs students must be increased or improved as compared to the services provided to all pupils, as calculated pursuant to 5 CCR 15496(a) is XX% for 2021/2022.

The use of supplemental and concentration grant monies is essential in allowing us to meet our goals for our population of unduplicated pupils. A qualitative analysis shows the use of these funds is effective in improving results for unduplicated pupils in the following manner:

*(Goal 1/Action 1) Reducing combination classes is important for unduplicated pupils because it allows teachers to focus directly on the grade level needs of students.

*(Goal 1/Action 2) Intervention teacher and dedicated intervention Instructional Assistants: A dedicated intervention teacher and Instructional Assistants will provide the additional classroom and instructional support that unduplicated pupils often need to perform on par with their peers.

These individuals are part of our Student Study Team (SST) and are essential to our early alert program which greatly benefits our unduplicated pupil groups. The early alert program allows us to identify students in the low performing categories for intervention and targeted teaching. Identified students will receive intensive intervention provided by a certificated intervention teacher. Students in the low performing categories are assessed on an ongoing basis using the assessments provided with the evidence-based programs they are using.

A description of the plan to how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing needed services to students at schools that have a high concentration (above 35 percent) of foster youth, English learners, and low-income students as applicable.

N/A

Staff-to-student ratio by type of school and concentration of certificated staff	Schools with a student concentration of 65 percent or less	Schools with a student concentration of greater than 65 percent
Unduplicated students		
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	LCFF Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Goal	Action #	Action Title	Student Group(s)	Local Funds	LCFF Funds	Other State Funds	Total Funds	Local Funds	Federal Funds	Total Funds
1	1.2	5 FTE Intervention teacher and instructional assistants	English Learners Foster Youth Low Income		\$141,712.00					\$141,712.00
2	2.2	Teacher training and professional development	All		\$1,000.00					\$1,000.00
3	3.2	ELD online programs	English Language Learners							\$0.00
4	4.2	Student attendance incentives	All		\$1,500.00					\$1,500.00
4	4.4	School Psychologist	All		\$59,836.00					\$59,836.00

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
						LEA-wide Total:	\$0.00
						Schoolwide Total:	\$226,920.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	5 FTE Intervention teacher and instructional assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools Benjamin Foxen Elementary	\$141,712.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.2	5 FTE Intervention Teacher and instructional assistants	Yes	\$141,712.00	\$141,712.00
2	2.2	Teacher training and professional development	No	\$1,000.00	\$1,000.00
3	3.2	ELD on-line programs	No	\$0.00	\$0.00
4	4.2	Student attendance incentives	No	\$1,500.00	\$1,500.00
4	4.4	School Psychologist	No	\$59,835.00	\$59,835.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	5 FTE intervention teacher and instructional assistants	Yes	\$141,712.00	\$141,712.00	\$141,712.00	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing diverse student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e](1)). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services

- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for

educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs

percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to

grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, use LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated

actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2021



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blochman Union Elementary School District	Doug Brown Superintendent	dbrown@blochmanusd.org 805-937-1148

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

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

The district engaged its educational partners during an all staff meeting on November 5, 2021 and during a properly noticed public board meeting on November 9, 2021. District representatives discussed the funding that was provided through the Budget Act of 2021 and the use of those funds. The use of funds provided by the Budget Act of 2021 are not funds that would typically be included in our LCAP. However, the following is a list of funds received and the use of those funds:

1. ESSER II - \$56,069 - Purchase air purifiers; personal protective equipment and disinfecting supplies; provide mental health support for students and families
2. ESSER III - \$126,013 - Implemented a summer reading program and extended school day program; will purchase touchless drinking fountains
3. Learning Loss Mitigation - GEER - \$10,580 - Purchased computers and instructional supplies to help support distance learning
4. Expanded Learning Opportunities, ESSER I, II, and III - \$62,093 - Instructional aide support; mental health support for students and families
5. Expanded Learning Opportunities, GEER I - \$5,136 - Mental health support for students and families
6. Learning Loss Mitigation CR - \$108,139 - Purchase computers and instructional supplies to help support distance learning; provide COVID testing for employees; repurpose classified employees to new roles made necessary by the pandemic; provide extra maintenance support
7. Learning Loss Mitigation GF - \$18,458 - Purchase computer and instructional supplies to help support distance learning
8. In Person Instruction Grant - \$82,379 - Salaries for teachers who returned to in person teaching prior to the full school reopening
9. Expanded Learning Opportunities - state - \$84,793 - Instructional aide support; benchmark testing

Future educational partner engagement opportunities will take place on a monthly basis from January through April of 2022. This will be facilitated through staff meetings, School Site Council meetings, LCAP meetings, and properly noticed public board meetings.

A description of how the LEA used or plans to use the additional concentration grant set on funding is attached to Appendix A: the number of staff who provided direct services to students at school campuses with an enrollment of students who are low-income, English learners, and/or foster youth (that is greater than 15 percent).

When the 2021/2022 LCAP was originally prepared, we projected that our unduplicated pupil percentage would be slightly higher than actual which would have generated a concentration grant amount of \$3,793. However, actual numbers reported in CALPADS left us with no concentration grant for 2021/2022.

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

The district engaged its educational partners during an all staff meeting on November 5, 2021 and during a properly noticed public board meeting on November 9, 2021. District representatives discussed the one-time federal funds that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Below is a list of the federal funds received and the usage of those funds:

1. ESSER II - \$56,069 - Purchase air purifiers; personal protective equipment and disinfecting supplies; provide mental health support for

students and families

2. ESSER III - \$126,013 - Implemented a summer reading program and extended school day program; will purchase touchless drinking fountains
3. Learning Loss Mitigation - GEER - \$10,580 - Purchased computers and instructional supplies to help support distance learning
4. Expanded Learning Opportunities, ESSER I, II, and III - \$62,093 - Instructional aide support; mental health support for students and families
5. Expanded Learning Opportunities, GEER I - \$5,136 - Mental health support for students and families
6. Learning Loss Mitigation CR - \$108,139 - Purchase computers and instructional supplies to help support distance learning; provide COVID testing for employees; repurpose classified employees to new roles made necessary by the pandemic; provide extra maintenance support

Educational partners were engaged during the development of the Expanded Learning Opportunities Grant Plan. Please see page 2 of the plan for a description of the engagement process. The plan can be found on the Blochman website at the following address: https://www.blochmanusd.org/wp-content/uploads/Flyers/2021_Expanded_Learning_Opportunities_Grant_Plan_BIUUSD-20210331-Board-App.pdf? t=1620840268

Educational partners were also engaged during the development of the ESSER III Expenditure Plan. Please see page 3 of the plan for a description of the engagement process. The plan can be found on the Blochman website at the following address: https://www.blochmanusd.org/wp-content/uploads/District/Business%20Services/ESSER/2021_ESSER_III_Expenditure_Plan_Blochman_Union_Elementary_School_District_20210922%20Board%20Approved%2010.12.2021.pdf? t=1634144357

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

The district's ESSER III Expenditure Plan shows how interventions are addressing student needs on page 6 of the plan. The plan can be found on the Blochman website at the following web address: https://www.blochmanusd.org/wp-content/uploads/District/Business%20Services/ESSER/2021_ESSER_III_Expenditure_Plan_Blochman_Union_Elementary_School_District_20210922%20Board%20Approved%2010.12.2021.pdf? t=1634144357

Below is a description of the actions and services the district has or will provide with the ESSER III funds.

The district hosted a summer reading program, called Camp Read A Lot, for students in grades K – 3 who were identified as needing additional reading intervention. Students were identified for intervention using evidence-based benchmark testing from the I-Ready program. We did face some challenges getting students to commit to coming to school over the summer. Students were re-tested in the fall using the I-Ready program. The district just started using the I-Ready program in the spring of 2021 and we were unaware that testing that crosses

grade years does not provide comparable data so we do not have any metrics to demonstrate student achievement in this program.

The district has implemented an extended day program for any student identified as needing intervention in any subject. Students will be identified for the extended day program based on teacher recommendations and using evidence-based benchmark testing from the I-Ready program. Student progress will be measured using I-Ready benchmark testing once each trimester and intervention strategies will be adjusted, as necessary. Evidence-based interventions used will include personalized I-Ready lessons for students, Project Read and Seeing Stars for more individualized reading and math support. It is too early to tell if this program will be successful in improving student achievement. However, the program is well attended and our current staff has been willing to extend their hours to assist with the program.

Due to the pandemic, we need to remove our current drinking fountains and replace them with touchless drinking water refill stations. Also, in order to keep the water refill stations from clogging with sediments, we need to replace some of our water pipes. We are still working out the details of this project. However, the age of our building could pose some challenges.

The district has set aside funds to implement and maintain a COVID-19 testing program. This program will allow students and staff to remain, to the greatest extent possible, on campus for in-person learning. This will also help parents feel more comfortable that their children are in a safe environment. So far, we have been successful in avoiding any COVID-19 outbreaks. We have had some students needing to quarantine and move to independent study. This is difficult for the student, their parents, and the teacher.

A description of how the LEA is using federal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans are outlined with the LEA's 2021-22 LCAP and Annual Update.

The district is using the funding received for the 2021/2022 school year to implement the goals of our Safe Return to In-person Instruction Plan, our Continuity of Services Plan, and our ESSER III Expenditure Plan to ensure that our students and staff have a safe environment to participate in in-person instruction. This, in turn, aligns with our LCAP goals of improving student achievement in math (LCAP Goal 1), science (LCAP Goal 2), English language arts (LCAP Goal 5), and improve achieve for our English language learners (LCAP Goal 3). We are also using our fiscal resources to improve engagement with our education partners (LCAP Goal 4).

The Safe Return to In-Person Instruction Plan, the Continuity of Services Plan, and our ESSER III plan can all be found on the districts' home page located at www.blochmanusd.org.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

V - E

LICENSE AGREEMENT
(PUBLIC SAFETY POWER SHUTOFF)

This License Agreement ("**License Agreement**") is made and entered into this _____ day of _____, 2022 (the "**Effective Date**") by Blochman Union School District, hereinafter called "**LICENSOR**," and PACIFIC GAS AND ELECTRIC COMPANY, a California corporation, hereinafter called "**PG&E**." PG&E and LICENSOR are sometimes hereinafter each singularly referred to as "PARTY" and collectively as "PARTIES".

R E C I T A L S:

A. LICENSOR owns or leases that certain real property commonly known as Benjamin Foxen Elementary School located at 4949 Foxen Canyon Road, Assessor's Parcel Number 129-190-001, hereinafter called the "**Property**," located in the City of Santa Maria, County of Santa Barbara, State of California.

B. PG&E desires to partner with LICENSOR in connection with a Public Safety Power Shutoff Event ("**PSPS Event**") as defined in Section 3 below.

C. The PARTIES desire to memorialize this mutual understanding and agreement for making the Property available to PG&E in connection with a PSPS Event.

NOW, THEREFORE, for good and valuable consideration, LICENSOR and PG&E agree as follows:

1. License Area. The real property that is the subject of this License Agreement is described in **EXHIBIT A** (the "**License Area**").

2. Grant of License. Subject to the terms and conditions set forth in this License Agreement, LICENSOR grants PG&E, PG&E's Representatives, and PG&E's customers, the right to use the License Area in connection with a PSPS Event, together with rights of ingress and egress to and from the License Area. PG&E shall give LICENSOR at least 8 hours' prior notice of the date and time that PG&E needs to access and use the License Area. If the License Area is not available for access and use by PG&E on the date and time specified in PG&E's notice, LICENSOR must so notify PG&E within 4 hours after receipt of PG&E's notice.

3. Use of License Area. During Use Days (as defined in Section 4 below), PG&E and its employees, contractors, agents, and representatives ("**PG&E's Representatives**") may enter the License Area for purposes of establishing and operating a customer resource center in the case of a PSPS Event. LICENSOR acknowledges that PG&E's Activities may include the following: setting up tents with tables and seating where PG&E customers can obtain water and snacks, charge phones, and get up-to-date information on outages; installing trailers, portable toilets, portable back-up generators, and temporary fencing; parking mobile vehicle units and other vehicles. For purposes of this License Agreement, a "**PSPS Event**" means the existence of one or more environmental conditions creating extreme fire danger that results in the shutoff of power for public safety. Examples of PSPS Events include red flag warnings issued by the United States National Weather Service, low humidity levels, high winds, and dry vegetation.

(a) Personnel. During Use Days PG&E shall have the exclusive right to use the License Area, up to twenty-four (24) hours per day. Hours for use to PG&E customers shall be from 8:00 am to 10:00 pm. On Use Days, the License Area shall be fully staffed by PG&E and its representatives, at PG&E's sole cost and expense. PG&E shall provide uniformed unarmed security at its cost and expense to ensure the protection of its equipment, the safety of the public and to prevent any damage to the Property.

4. Term. This License Agreement shall be for a term of two (2) years, commencing on July 1, 2022 (the "**Commencement Date**"), and expiring July 1, 2024 (the "**Termination Date**"). The license granted herein shall be revocable at the option of either LICENSOR or PG&E, provided that the revoking party provides at least one hundred eighty (180) days' written notice of the revocation to the other party. Notwithstanding the term of this License Agreement, PG&E anticipates that it will use the License Area on an occasional basis, if at all, for periods of two (2) to ten (10) days at a time. The days (including any partial days) during which any of PG&E's Activities are occurring in or on the License Area are referred to herein as "**Use Days**." During Use Days, PG&E shall have the exclusive right to use the License Area twenty-four (24) hours per day.

5. License Fee. PG&E shall pay a license fee of One Hundred Dollars (\$100) per day for each Use Day.

6. Use of License Area.

(a) As Is. To LICENSOR'S current actual knowledge, the Property complies with all laws, including the Americans with Disabilities Act and other accessibility laws. PG&E accepts the License Area "AS-IS," "WHERE-IS" and "WITH ALL-FAULTS," subject to all applicable zoning, municipal, county and state laws, ordinances, and regulations governing and regulating the use of the License Area. PG&E may request LICENSOR to perform alterations, repairs, or improvements to the License Area, but PG&E understands and agrees that LICENSOR shall not be obligated to make any such alterations, repairs or improvements at any time.

(b) Restoration. PG&E shall exercise reasonable care in the conduct of PG&E's Activities in the License Area. Upon PG&E's ceasing to use the License Area in connection with a particular PSPS Event, PG&E shall remove all vehicles and personal property of PG&E and PG&E's Representatives, remove all debris and waste material resulting from PG&E's Activities, and repair and restore the License Area as nearly as possible to the condition that existed prior to PG&E's entry hereunder.

(c) Water Discharge. PG&E's activities may require potable water-filled equipment, such as barrels or water barriers to weigh down tents or other equipment, or to delineate outside areas on the Property. All potable water-filled equipment shall be cleaned prior to use and filled with water from a potable water source only. Any water discharged from the water-filled equipment shall be discharged to onsite unpaved land (i.e., soil) only. PG&E and PG&E's representatives shall ensure best management practices are implemented including but not limited to ensuring water is observed for any potential sediments, trash or other contaminants; the discharge area selected is 100 feet from a water body; and the discharge is

done to avoid ponding and erosion. If the water needs to be discharged to a storm drain, PG&E will obtain local stormwater agency approval. This License Agreement authorizes the discharge of potable water from water-filled equipment on to the Property as described above. PG&E shall notify LICENSOR if water discharge is necessary.

(d) Safe Condition. PG&E, at PG&E's sole cost and expense, shall maintain the License Area in a good, clean, safe and sanitary condition during Use Days.

(e) Lawful Use Only. PG&E shall not use the License Area or permit anything to be done in or about the License Area during Use Days that will in any way conflict with any law, statute, zoning restriction, ordinance or governmental rule or regulation or requirement relating to the use or occupancy of the License Area. During Use Days, PG&E shall not allow the License Area to be used for any unlawful or objectionable purpose, nor shall PG&E cause, maintain or permit any nuisance in, on or about the License Area.

(f) Mechanic's Liens. PG&E shall keep the Property free and clear of all mechanic's liens arising, or alleged to arise, in connection with any work performed, labor or materials supplied or delivered, or similar activities performed by PG&E or at PG&E's request or for PG&E's benefit. If any mechanic's liens are placed on the Property in connection with PG&E's use or PG&E's Activities, PG&E shall diligently pursue all necessary actions to remove such liens from title, either by payment or by recording a lien release bond in the manner specified in California Civil Code Section 8424 or any successor statute.

7. Notices. All notices under this License Agreement shall be sent by email to the addresses set forth in **EXHIBIT B**. In addition, LICENSOR will provide PG&E with telephone or cellphone numbers of staff in calling order to contact in an emergency as set forth in **EXHIBIT B**. **EXHIBIT B** shall be updated as needed to reflect current names and contact information.

8. Indemnity. PG&E shall indemnify, defend and hold harmless LICENSOR and its governing body, officers, agents, and employees from and against all claims, losses, actions, demands, damages, costs, expenses (including, but not limited to, reasonable attorneys' fees and court costs) (collectively, "**Claims**") which arise from or are connected with PG&E's Activities, or the entry on, occupancy or use of, the Property by PG&E or PG&E's Representatives under this License Agreement, including, but not limited to, Claims arising out of (i) injury to or death of persons, including, but not limited to, employees of LICENSOR or PG&E; (ii) injury to property or other interest of LICENSOR and (iii) violation of any applicable federal, state, or local laws, statutes, regulations, or ordinances by PG&E or PG&E's Representatives. The indemnification obligations of PG&E under this Section 8 shall survive the expiration or earlier termination of this License Agreement.

9. Insurance. PG&E shall at all times during the Term of this License Agreement self-insure for PG&E's activities pursuant to this License Agreement in accordance with **EXHIBIT C**.

10. Miscellaneous.

(a) Governing Law. This License Agreement shall in all respects be interpreted, enforced, and governed by and under the laws of the State of California.

(b) Attorneys' Fees. Should either party bring an action against the other party, by reason of or alleging the failure of the other party with respect to any or all of its obligations hereunder, whether for declaratory or other relief, and including any appeal thereof, then the party which prevails in such action shall be entitled to its reasonable attorneys' fees and expenses related to such action, in addition to all other recovery or relief.

(c) No Waiver. Any waiver with respect to any provision of this License Agreement shall not be effective unless in writing and signed by the party against whom it is asserted. The waiver of any provision of this License Agreement by a party shall not be construed as a waiver of a subsequent breach or failure of the same term or condition or as a waiver of any other provision of this License Agreement.

(d) Counterparts. This License Agreement may be executed in identical counterpart copies, each of which shall be an original, but all of which taken together shall constitute one and the same agreement.

(e) Authority. Each party to this License Agreement warrants to the other that it has the right and authority to enter into and to perform its obligations under this License Agreement, without the consent of any third party, and that the person signing below is authorized to bind such party.

(f) Exhibits. Exhibits A, B, and C attached to this License Agreement are a part hereof and incorporated herein by this reference.

(g) Electronic Signatures. This License Agreement may be executed by electronic signatures (e.g., using DocuSign or e-SignLive) or signatures transmitted in portable document format ("pdf"), and copies of this License Agreement executed and delivered by means of electronic or pdf signatures shall have the same force and effect as copies hereof executed and delivered with original manually executed signatures. The parties may rely upon electronic and pdf signatures as if such signatures were manually executed originals and agree that an electronic or pdf signature page may be introduced into evidence in any proceeding arising out of or related to this License Agreement as if it were an original manually executed signature page.

(h) Successors and Assigns. This License Agreement shall be binding upon and inure to the benefit of the heirs, personal representatives, successors, and assigns of each party.

(i) Entire Agreement. This License Agreement supersedes all previous oral and written agreements between and representations by or on behalf of the parties and constitutes the entire agreement of the parties with respect to the subject matter hereof. This License Agreement may not be amended, except by a written agreement executed by both parties.

IN WITNESS WHEREOF, the parties have executed this License Agreement as of the date set forth below each signature, effective upon the Effective Date first written above.

"PG&E"

"LICENSOR"

PACIFIC GAS AND ELECTRIC COMPANY, Blochman Union School District
a California corporation

By: _____

By: _____

Name: _____

Name: Douglas Brown

Its: _____

Its: Superintendent

Date: _____

Date: _____

EXHIBIT A

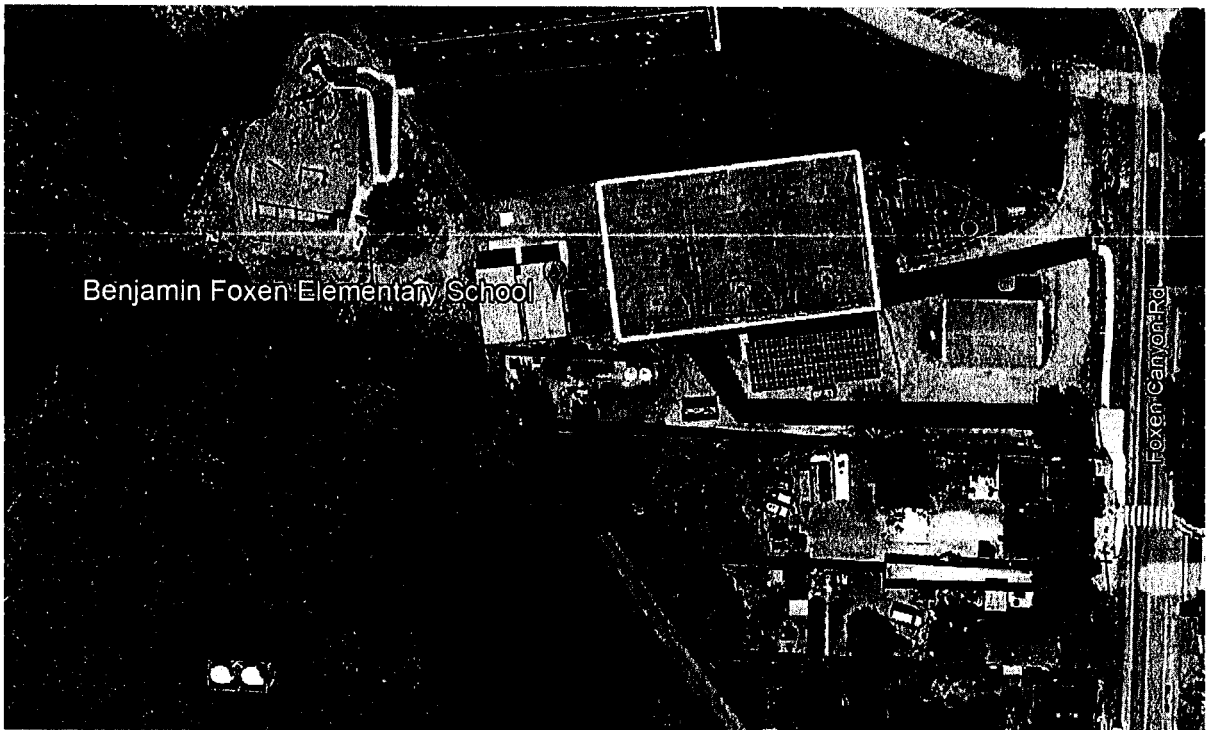


EXHIBIT B

NOTICES

TO LICENSOR:

Any notice to Licensor, including the notice to be given pursuant to Section 7 of the License Agreement, shall be sent to **Douglas Brown** at the following:

Email address: dbrown@blochmanusd.org Phone Number: 805-937-1148 ext.2114

In addition, in the event of an emergency, PG&E shall contact the following persons in the calling order set forth below:

1st Douglas Brown Phone: 805-937-1148 ext.2114/ Cell:805-878-1984

2nd Joe Shank Phone: 805-268-4404

Weekends and After Hours: Same as Above

TO PG&E:

Any notice to PG&E, including the notice pursuant to Section 7 of the License Agreement shall be sent to Jessica Melton at the following email address:
Jessica.Melton@pge.com, cc'ing CRCHelp@pge.com.

PG&E contacts for use during emergency use and post emergency for claims and reimbursements:

Jessica Melton, Land Acquisition Consultant, PG&E
(925) 655-7085 – cell
Jessica.Melton@pge.com – email

Alex Grant, Land Acquisition Program Manager, PG&E
(707) 331-2466 – cell
Alex.Grant@pge.com – email

EXHIBIT C



**Pacific Gas and
Electric Company®**

EORM & Insurance Department
245 Market Street / N4S
4th Floor
San Francisco, CA 94105

STATEMENT OF SELF-INSURANCE PROGRAM

April 1, 2021

Issued to: Whom it May Concern

Re: Insurance requirements for Pacific Gas and Electric Company (PG&E) to use property for the purposes of establishing and operating a Community Resource Center in the case of a Public Safety Power Shutoff Event (PSPS).

This letter certifies PG&E is insured under a major risk management program with large self-insured retentions. The program provides coverage for the insurance types and limits reflected in the agreement which includes:

Commercial General Liability: \$5,000,000 each occurrence / \$10,000,000 aggregate
Employer's Liability: \$1,000,000 each accident
Business Auto Liability: \$1,000,000 each accident

Further, PG&E has qualified as a self-insurer under the laws of the State of California with respect to Workers' Compensation. Our identification number for this purpose is 2-0012-01-099.

*Please note a certificate of insurance is not applicable when an entity is self-insured, such as PG&E.

Stephen Cairns
Vice President and Chief Audit Officer



**Pacific Gas and
Electric Company®**

SI Certification Letter
File: PGE-246.01

VI – A

**MINUTES OF THE BOARD OF TRUSTEES
BLOCHMAN UNION SCHOOL DISTRICT
MARCH 8, 2022**

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School Library on March 8, 2022.

Members present: Shannon Clay, Thomas Gibbons, Daniella Pearce, Jeania Reasner, and Kelly Salas-Ernst.

PUBLIC SESSION: Mrs. Clay called the meeting to order and led the flag salute at 5:31 p.m. and then welcomed guests. She noted no one attended via Zoom.

I. Reports

i. Charter School Reports

- a. Family Partnership Charter School** – See attached for the complete report from Stephanie Eggert.
- b. Trivium Charter Schools** – Trisha Vais reported that current enrollment is 865. Enrollment for next year is very high. They are hoping to add another classroom in Santa Barbara. The older students are putting on a dance for students in kindergarten through 5th grade. Prom and grad night at Disneyland is coming up. Also, state testing is coming up soon. They may need to hire more teachers next year.

ii. Teacher Reports – none.

- iii. Superintendent/Principal's Report** – Doug Brown reported that current enrollment is 174. Last month students completed I-Ready testing and teachers are seeing improvement. Teachers received helpful training from I-Ready. Grades 6 – 8 went to Cal Poly for a hands-on learning camp. Cal Poly students then followed up with them on science experiments. Basketball is almost over. There are two games left plus the end of the year tournament at VCA. The end of the trimester is tomorrow, and report cards go home next week. The 8th grade trip will be to Universal Studios. There will also be a parent sponsored bonfire. COVID statistics: 72.1% of residents 5 and older are vaccinated; 73% of staff are vaccinated; the case rate in Santa Barbara County is 6.54 per 100,000.

II. ITEMS SCHEDULED FOR INFORMATION

A. Form 700 – Statement of Economic Interests is due April 1, 2022.

B. Facilities Use – Eric Kattan; parking lot; October 22, 2022; 2:00 p.m. – 10:30 p.m.

III. ITEMS SCHEDULED FOR DISCUSSION

A. Facilities

- i. **General maintenance** – Doug Brown reported that the district is still moving forward with installing drinking fountains. Carol Walker has been hired to paint a mural on the bus barn. We are still looking for someone to do letter placing on the solar panels. Mr. Brown thanked Michael Reasner for all his volunteer work around the campus.
- B. **Mask mandate** – Doug Brown reported that effective March 14, California will strongly recommend masking in schools. However, they are leaving up to the individual schools to determine this policy. Mr. Brown and the board agreed that the district policy for masking will be parent choice for their children and staff choice for themselves. It will be up to the parents to discuss the option of wearing masks with their children.
- C. **Board meeting times for 2022/2023** – The board discussed changing the time to start board meetings. They will revisit this issue at the next meeting.
- D. **Developer fee increase** – The board discussed whether to conduct a new developer fee study. The last study was done in 2017. The board asked Mrs. Shafer to determine the cost of a new study and report back at the next board meeting.

IV. CONSENT AGENDA ITEMS

A. Approval of Minutes

i. Minutes of the February 8, 2022 Regular Meeting

***** IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

MOVED:	Thomas Gibbons	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Yes		

B. Approval of Monthly Warrants – February, 2022

i. Payroll	\$ 176,520.41
ii. Commercial Warrants	\$ 175,291.65
iii. Revolving	\$ 0.00
TOTAL	\$ 351,812.06

***** IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

MOVED:	Kelly Salas-Ernst	SECOND:	Thomas Gibbons
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Yes		

C. Approval of Family Partnership Charter School's 2020/2021 Audit Adjustments to CALPADS.

***** IT IS RECOMMENDED THAT the Board of Education approve Family Partnership Charter School's 2020/2021 Audit Adjustments to CALPADS as presented:**

MOVED:	Kelly Salas-Ernst	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Yes		

V. ITEMS SCHEDULED FOR ACTION

A. Approval of the Benjamin Foxen Elementary School February 2022 Attendance Report

***** IT IS RECOMMENDED THAT the Board of Education approve Benjamin Foxen Elementary School February 2022 Attendance Report as presented:**

MOVED:	Thomas Gibbons	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Yes		

B. Approval of the contract with Fighting Back Santa Maria Valley.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the contract with Fighting Back Santa Maria Valley as presented:**

MOVED:	Jeania Reasner	SECOND:	Thomas Gibbons
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Yes		

C. Approval of Blochman Union School District's 2021/2022 Second Interim Report.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2021/2022 Second Interim report as presented:**

MOVED:	Thomas Gibbons	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Yes		

VI. PUBLIC COMMENTS - Trisha Vais recognized the contributions of Peggy Salas and offered condolences on her passing.

VII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion - none

B. Blochman Union School District Board Member Items – Shannon Clay offered condolences to Peggy Salas’ family. She would like to see a plaque in Peggy’s honor placed on the playground. She noted Peggy Salas’ strong presence in both the community and at the school. Kelly Salas-Ernst noted that her mother was honored to serve as a board member at the district for so many years. She also shared memories her mother shared with her about the board members and staff present at the meeting.

C. Items not on the Agenda - none

D. Next Scheduled Board Meeting: April 13, 2021; open session at 5:30 p.m.; Library.

VIII. CLOSED SESSION – The board adjourned to closed session and announced that they will consider and may act upon the following items during closes session:

A. Certificated and Classified Personnel Actions

i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations

B. Conference with labor negotiator; Doug Brown, district negotiator.

IX. Reconvene in open session at 6:40 p.m.

A. Mrs. Salas-Ernst reported the following action taken:

i. Hire temporary maintenance/grounds from 3/7/2022 – 6/15/2022; 3 hours per day

MOVED:	Kelly Salas-Ernst	SECOND:	Thomas Gibbons
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Yes		

The board also gave Mr. Brown instructions regarding negotiations.

X. Adjourn

TIME: 6:41 p.m.

MOVED:	Jeania Reasner	SECOND:	Thomas Gibbons
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Yes		

FPCS Administration and Center Reports

March 7th, 2022

Administration

TOTAL ENROLLMENT:416 MB:57 Orcutt:123 SLO:88 K-5 HS:41 Solvang:50 SM:57

- FPCS Parent Advisory Meeting February 2nd
 - *ELPAC Data*
 - *EEBG*
 - *SARC*
 - *Supplement LCAP Annual Update*
- First common Writing Benchmark completed at the end of February
- WASC Submission 2/28/22 and Virtual Visit is second week of April
- ELPAC and PFT Testing starting this month
-

Morro Bay Montessori - Semu Torres

K: 11 1st: 6 2nd: 7 3rd: 12 4th: 8 5th: 14

- We got a new K student and a new 1st grader.
- We are hearing from parents interested in next year, but we also had a small group of parents interested in joining this year. Those two mentioned have already joined and a few more are still deciding.
- Staffing for next year: We will most likely need to find two new IAs out of the three. One needs to leave to do student teaching and the other has some shifting family/work responsibilities. Both are very sad to be leaving. Our clerical is not yet sure if she will be returning. This is related to summer work and how that might carry over.
- We had our annual Poetry Festival this year. Parents tuned in over Zoom.
- We finished up the Writing Assessments and had 100% participation.
- Lisa and the SLO middle school teacher came to Morro Bay for our annual Middle School Info Meeting.
- Our "Open House" is ongoing and is being done one family at a time by appointment. The teachers organized a signup list.
- On March 3rd, we had a special "Open House" meeting for next year's prospective kindergarten students. It was a great excuse to do some extra cleaning and tidying up, outside and in the K/1st class.
- The 4th/5th class will be going on a field trip on March 10th. It will be an overnight stay at an outdoor-education-focused science camp in Cambria called Camp Ocean Pines
- The 4th/5th class is also planning a trip to the La Purisima mission but the details are not completely finalized yet.

FPCS Administration and Center Reports

Orcutt - Kenny Eggert

6: 13 7: 9 8: 26 9: 9 10: 15 11: 31 12: 20 Total: 123

- Our Middle School Program is close to capacity with two spots remaining to be filled. There are three parents that have inquired about the program and one is scheduled for an intake appointment on Friday. FPCS continues to be of interest to many parents seeking alternatives for their children because of our flexibility, curriculum, and online platforms to assist students in their education. Both Gina Andrews and Stefanie Poland works hard at meeting the expectations of each student to create a climate of educational rigor and inclusiveness.
- The middle school field trip to Refugio State Beach had to be postponed due to COVID regulations and the closure of some of the activities scheduled. They are currently working on plans to reschedule another learning trip in the near future.
- Furthermore, the middle school classes celebrated "Friends Day" on February 10th and 11th. This was a special day to honor each of their classmates as Friends Day. They had an hour in the afternoon to enjoy each other's company and build Ice Cream Sundaes. The students and staff went a bit further and brought cards to memorialize this special day. The event was a hit and led to furthering the camaraderie between the students.
- Our High School Program is also close to capacity with a couple spots remaining. Like our middle school program, there are several inquiries that have been made in the last week. Currently, there are two intake meetings scheduled in hopes to fill those vacancies as soon as possible.
- The High School Advisors are beginning to step up the pressure to ensure each of our 20-12 grade students are doing everything they can to graduate on time in June 2022.
- We are definitely gearing up and looking forward to the 2022-2023 school year with the open enrollment just around the corner to fill the open spots. We are also excited with the number of students choosing to return to the Orcutt Center.

San Luis Obispo - Lisa Simard

6: 12 7: 6 8: 19 9: 11 10: 13 11: 26 12: 12

- Our Middle School Team met with the 5th grade students and families at Morro Bay Montessori to give an overview of our program. Parents and students alike were able to ask staff and guest students questions about our program and get familiar with what we offer. Students are looking forward to our Learn by Doing Lab at Cal Poly on Friday, March 11. Students will participate in two labs, "Atoms and Molecules" and "Evidence and Explanations", complete a walking tour of Poly, and enjoy their sack lunch in the Leaning Pine Arboretum. Students and Staff are excited to return to a "normal" field trip! Students shared their argumentative essays in a formal google slide presentation in ELA with Ms. Taren. Their presentations showed the different issues

FPCS Administration and Center Reports

that our students are passionate about.

- We have welcomed four new students to our high school program over the last month, which is edging our program closer to being at capacity. Only 3 current high school students are planning to attend a different school for the 2022-23 school year and we have 11 of our current 8th graders choosing to stay with FPCS for high school. This gives us a good start to solid enrollment numbers for the fall! Our HS Team will be presenting to the 8th grade parents at our transitional meeting on Friday, March 18. This meeting will provide information on how our high school program is designed including curriculum, support class schedule and Cuesta enrichment. Our seniors and 3 early graduates continue to complete the steps for the Cuesta Promise with support from our Enrollment Specialist, Belem. Summer and Fall Cuesta Enrichment enrollment is just around the corner.

K-5 Home Study - Lisa Simard

K: 12 1: 5 2: 5 3: 5 4: 6 5: 4

- The K-5 Home Study program continues to be full with a waitlist. Advisors continue to support families with daily check-ins for our K-3 with Ms. Rebecca and on Mondays with Mr. Semu for our 4th and 5th graders. Families are being offered more reading/comprehension support with the option of Lexia accounts for their students and students continue to enjoy their weekly art enrichment with Ms Tina! The K-3 students enjoyed the Leonardo and Sam Virtual Field Trip through the Cal Poly PAC and had fun reading the book with the same title with Ms. Rebecca in the daily morning meetings. The majority of students in our program have committed to continue with FPCS, with only three families leaving for other schools. We anticipate all open spots to be filled during the open enrollment period. Families are looking forward to the NASA virtual field trip on March 28th.

Solvang - Carl Krugmeier

6: 0 7: 5 8: 8 9: 7 10: 7 11: 12 12: 11

- The Solvang Center continues at maximum capacity with a waitlist. We have completed our re-enrollment survey for next year. Anticipated enrollment for 22-23 looks promising for this time of year with 17 students for Shannon and 18 for Elaine. Open enrollment for next year will take place March 3-17.
- All 50 students had completed their writing assessment by Friday, February 25. Elaine and Shannon joined PLC groups to score writing samples for the afternoon of February 28.

Santa Maria Montessori - Carl Krugmeier

K: 8 1: 13 2: 8 3: 10 4: 8 5: 11

- There have been some big changes at Santa Maria Montessori. Katrina Homer Darg

FPCS Administration and Center Reports

moved out of state because her husband just got a job in Arizona. We have hired Blaga Nichols, a long-time FP parent and substitute teacher. Blaga, who has recently completed her multiple subject credential, is currently serving as a long-term substitute until a permanent teacher can be hired.

- Coordinator, Carl Krugmeier is also planning his second retirement at the end of this school year. It has been an honor and a pleasure serving with such a professional and strong team over these past years.
- The departure date for Tiela Black-Law (Kindergarten and first grade teacher) moved up to Monday, February 28. As a result, Stephanie Anderson has stepped in as the substitute until a long term sub and/ or a permanent teacher can be hired. Jenny Cheverez continues as the instructional assistant.
- Teachers in all 3 classes have been working on helping students complete their writing assessments. Scoring the writing assessments is scheduled for Monday, March 7.
- Several special events are scheduled. Katrina took the $\frac{4}{5}$ class on a field trip to La Purisima Mission on February 16. Blaga, though she is just getting started, is planning a "Gold Mining" experience for her students, and is setting up a time that the "Nature Trailer" can visit Santa Maria also this month. Kari is planning a trip to the public library with the $\frac{2}{3}$ class for March 23.

VI – B

Pay Date 03/31/2022

EARNINGS by Earnings Code		Income	Adjustments
No Gross Pay			1.00
Regular		131,554.21	

TOTAL 131,554.21 1.00

EARNINGS by Group		Income	Adjustments
Base Pay		127,981.68	
Docks		1,099.65	
Miscellaneous		2,495.36	1.00
Overtime		668.01	
Stipends		1,508.81	
TOTAL		<u>131,554.21</u>	<u>1.00</u>

EARNINGS		Person Type	Female Employees
Certificated	14	92,379.38	8
Classified	16	39,174.83	11
TOTAL	30	131,554.21	19
			79,256.06

Vendor Summary for Pay Date 03/31/2022

Vendor Checks	1,451.34	4
Vendor Liabilities	82,367.41	25
	<u>83,818.75</u>	<u>29</u>

BALANCING DATA

Gross Earnings	131,554.21	91,026.70	Net Pay
District Liability	43,291.24	40,527.51	Deductions
	<u>174,845.45</u>	<u>43,291.24</u>	Contributions
		<u>174,845.45</u>	

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	9,443.15		9,443.15	117,454.25
State Withholding	3,227.05		3,227.05	117,454.25
Social Security	2,343.23	2,343.23	4,686.46	37,793.89
Medicare	1,866.77	1,866.77	3,733.54	128,743.12
SUI		643.71	643.71	128,743.12
Workers' Comp		899.93	899.93	128,743.12
SUBTOTAL	16,880.20	5,753.64	22,633.84	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	379.68	1,242.64	1,622.32	5,424.00
PERS / 62	2,506.10	8,202.11	10,708.21	35,801.24
STRS / 60	7,208.44	11,899.18	19,107.62	70,326.16
STRS / 62	1,194.65	1,980.74	3,175.39	11,706.50
Benefits	2,562.73	609.85	3,172.58	
Misc	248.36		248.36	
SUBTOTAL	14,099.96	23,934.52	38,034.48	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Benefits		13,603.08	13,603.08	
Misc	1,202.98		1,202.98	9.00
Summer Savings	7,971.85		7,971.85	55,739.04
Taxes	372.52		372.52	33,866.28
SUBTOTAL	9,547.35	13,603.08	23,150.43	
TOTALS	40,527.51	43,291.24	83,818.75	

Cancel/Reissue for Process Date 03/31/2022

Reissued	
Cancel Checks	
Void ACH	

NET

Direct Deposits	89,481.79	29
Checks	1,544.91	1
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	91,026.70	30

Selection Grouped by Org, Filtered by (Org = 2, Starting Pay Date = 3/1/2022, Ending Pay Date = 3/31/2022)

ESCAPE ONLINE

Page 1 of 1

Checks Dated 03/01/2022 through 03/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-684122	03/07/2022	805 Dairy Distributing LLC	13-4710		296.00
01-684123	03/07/2022	Coast Networkx, Inc.	01-4300		50.00
01-684124	03/07/2022	Frontier Communications	01-5910		1,266.33
01-684125	03/07/2022	LogMeIn Communications Inc.	01-5910		417.56
01-684126	03/07/2022	Medical Billing Technology Inc	01-5800		250.00
01-684127	03/07/2022	Mission Linen Supply Inc.	01-4300		232.44
01-684128	03/07/2022	Nancy B Shafer, CPA	01-5800		7,870.00
01-684129	03/07/2022	Procare Janitorial Supply	01-4300		77.58
01-684130	03/07/2022	Sisc III Insurance	67-5450		18,197.40
01-685196	03/14/2022	Wells, William P	01-4300		86.16
01-685197	03/14/2022	805 Dairy Distributing LLC	13-4710		129.50
01-685198	03/14/2022	Amazon Capital Services	01-4300		116.24
01-685199	03/14/2022	Coast to Coast Computer	01-4300		116.38
01-685200	03/14/2022	Culligan San Paso	01-5800		98.98
01-685201	03/14/2022	Industrial Medical Group	01-5800		20.00
01-685202	03/14/2022	Jordanos Food Service Division	13-4300	400.67	
			13-4710	4,533.56	4,934.23
01-685203	03/14/2022	Koehler Plumbing Inc	01-5800		100.00
01-685204	03/14/2022	Mission Linen Supply Inc.	01-4300		126.59
01-685205	03/14/2022	Procare Janitorial Supply	01-4300		1,519.51
01-685206	03/14/2022	Staples Business Credit	01-4300		93.90
01-685207	03/14/2022	US OMNI & TSACG Compliance	01-5800		50.00
01-685208	03/14/2022	WM CORPORATE SERVICES, INC.	01-5570		489.28
01-686142	03/21/2022	Arkinson, Jennifer M	01-4300		45.73
01-686143	03/21/2022	805 Dairy Distributing LLC	13-4710		370.00
01-686144	03/21/2022	Amazon Capital Services	01-4300	62.46	
			13-4300	45.18	107.64
01-686145	03/21/2022	Cal-Coast Machinery	01-4300		220.37
01-686146	03/21/2022	Employment Development Dept.	01-3501		482.99
01-686147	03/21/2022	Golden State Water Company	01-5530		247.51
01-686148	03/21/2022	Mission Linen Supply Inc.	01-4300		286.88
01-686149	03/21/2022	Pacific Gas & Electric	01-5520		967.36
01-686150	03/21/2022	Santa Barbara County Education	01-7142		5,371.81
01-686151	03/21/2022	Smith's Alarms & Elect Inc.	01-5800		395.00
01-686152	03/21/2022	So California Pizza Co	13-4710		450.66
01-686153	03/21/2022	US Bank Corporate Payments	01-4300	324.63	
			01-5300	180.00	
			01-5919	16.60	
			13-4300	91.82	
			13-4710	360.50	
			Unpaid Tax	5.73-	967.82
01-686154	03/21/2022	Verizon Wireless	01-5910		202.80
01-686155	03/21/2022	XEROX FINANCIAL SERVICES	01-5630		604.44
01-687085	03/28/2022	Dekorte, Holly J	01-4300		9.95
01-687086	03/28/2022	805 Dairy Distributing LLC	13-4710		222.50
01-687087	03/28/2022	ALD TELECOM	01-5910		15.84

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

ESCAPE ONLINE

Page 1 of 2

Checks Dated 03/01/2022 through 03/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-687088	03/28/2022	DOCUMENT TRACKING SERVICES,LLC	01-5800		395.00
01-687089	03/28/2022	Edna's Bakery	13-4710		239.30
01-687090	03/28/2022	FlagHouse, Inc.	01-4300		262.35
01-687091	03/28/2022	Frontier Communications	01-5910		1,100.00
01-687092	03/28/2022	HOME DEPOT CREDIT SERVICES	01-4300		58.66
01-687093	03/28/2022	Mission Linen Supply Inc.	01-4300		240.20
01-687094	03/28/2022	O'Connor Pest Control	01-5800		75.00
01-687095	03/28/2022	Procure Janitorial Supply	01-4300		188.16
01-687096	03/28/2022	Smart & Final	01-4300	40.29	
			13-4300	47.26	
			13-4710	41.32	128.87
01-687097	03/28/2022	SoCalGas	01-5510		1,025.57
01-687098	03/28/2022	Staples Business Credit	01-4300	125.63	
			13-4300	11.56	137.19
01-687099	03/28/2022	Whittle Fire Protection	01-5800		60.00
Total Number of Checks			51		51,417.68

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	43	25,986.18
13	Cafeteria Spec Rev Fund	11	7,239.83
67	Self-Insurance Fund 1	1	18,197.40
Total Number of Checks		51	51,423.41
Less Unpaid Tax Liability			5.73-
Net (Check Amount)			51,417.68

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

ESCAPE **ONLINE**

Page 2 of 2

10:00 AM

04/01/22

Accrual Basis

BLOCHMAN REVOLVING FUND
Expenses by Vendor Detail

March 2022

Type	Date	Num	Memo	Account	Clr	Split	Amount	Balance
TOTAL								0.00

VI – C

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM**
July 1, 2021 to January 31, 2022

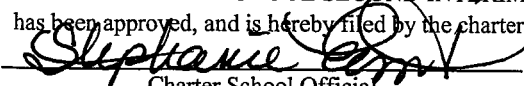
CHARTER SCHOOL CERTIFICATION

Charter School Name: Family Partnership Home Study Charter School
CDS #: 42691120111773
Charter Approving Entity: Blochman Union School District
County: Santa Barbara
Charter #: 7630

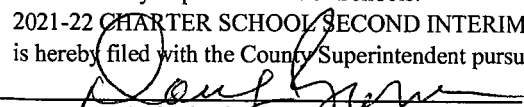
valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Nicole Evenson</u>	<u>Doug Brown</u>	<u>Stephanie Eggert</u>
Name	Name	Name
<u>District Financial Manager</u>	<u>Superintendent</u>	<u>Interim Executive Director</u>
Title	Title	Title
<u>805-934-4710 ext. 5271</u>	<u>(805) 937-1148 ext 114</u>	<u>(805) 348-3333 ext. 1025</u>
Telephone	Telephone	Telephone
<u>nevenson@sbceo.org</u>	<u>dbrown@blochmanusd.org</u>	<u>stephanie.eggert@fpcharter.org</u>
Email address	E-mail address	E-mail address

To the entity that approved the charter school:
(X) 2021-22 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report
has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).
Signed:  Date: March 7, 2022
Charter School Official
(Original signature required)

Printed
Name: Stephanie Eggert Title: Interim Executive Director

To the County Superintendent of Schools:
(X) 2021-22 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report
is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).
Signed:  Date: 3-9-2022
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed
Name: Doug Brown Title: Superintendent

To the Superintendent of Public Instruction:
(X) 2021-22 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report
verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).
Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

e.	Unassigned/Unappropriated			0.00
	Reserve for Economic Uncertainties	9789		0.00
	Unassigned / Unappropriated Amount	9790M		0.00
#	Components of Ending Net Position (Accrual Basis only)			
a.	Net Investment in Capital Assets	9796	1,446,166.32	0.00
b.	Restricted Net Position	9797		350,000.00
c.	Unrestricted Net Position	9790A	213,587.21	213,587.21
				0.00
	Description	Object Code	Unrestricted	Restricted
G. ASSETS				Total
1.	Cash			
	In County Treasury	9110	1,314,612.93	52,741.00
	Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00
	In Banks	9120	137,046.84	0.00
	In Revolving Fund	9130	0.00	0.00
	With Fiscal Agent/Trustee	9135	0.00	0.00
	Collections Awaiting Deposit	9140	0.00	0.00
2.	Investments	9150	0.00	0.00
3.	Accounts Receivable	9200	284,543.75	0.00
4.	Due from Grantor Government	9290	0.00	0.00
5.	Stores	9320	0.00	0.00
6.	Prepaid Expenditures (Expenses)	9330	9,354.30	0.00
7.	Other Current Assets	9340	300.00	0.00
8.	Capital Assets (for accrual basis only)	9400-9499	0.00	0.00
9.	TOTAL ASSETS		1,745,857.82	52,741.00
				1,798,598.82
H. DEFERRED OUTFLOWS OF RESOURCES				
#	Deferred Outlaws of Resources	9490	0.00	0.00
#	TOTAL DEFERRED OUTFLOWS		0.00	0.00
I. LIABILITIES				
1.	Accounts Payable	9500	2,432.50	0.00
2.	Due to Grantor Government	9590	0.00	0.00
3.	Current Loans	9640	0.00	0.00
4.	Deferred Revenue	9650	0.00	0.00
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0.00	0.00
6.	TOTAL LIABILITIES		2,432.50	0.00
				2,432.50
J. Deferred Inflows of Resources				
#	Deferred Inflows of Resources	9690	0.00	0.00
	TOTAL DEFERRED INFLOWS		0.00	0.00
K. FUND BALANCE				
	Ending Fund Balance, June 30 (G9-H6)		1,743,425.32	52,741.00
	(must agree with Line F2)			1,796,166.32

K. FEDERAL EVERY STUDENT ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT
NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Include in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds

Federal Program Name (If no amounts, indicate "NONE")

	Capital Outlay	Debt Service	Total
a. None	0.00	0.00	0.00
b. None	0.00	0.00	0.00
c. None	0.00	0.00	0.00
d. None	0.00	0.00	0.00
e. None	0.00	0.00	0.00
f. None	0.00	0.00	0.00
g. None	0.00	0.00	0.00
h. None	0.00	0.00	0.00
i. None	0.00	0.00	0.00
j. None	0.00	0.00	0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local Funds reported in section B that were expended for Community Services Activities
Objects of Expenditures Amount

**CHARTER SCHOOL 2021-22 SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
JULY 1, 2021 to JANUARY 31, 2022**

Charter School Name: Family Partnership Home Study Charter School
CDS #: 42-69112-0111773
Charter Approving Entity: Blochman Union School District
County: Santa Barbara County
Charter #: 0763

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☒ **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**
☐ **Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFE Sources				
State Aid - Current Years	8011	1,454,260.00		1,454,260.00
Education Protection Account	8012	1,612,316.00		1,612,316.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	422,014.00		422,014.00
Other Revenue Limit Transfers	8091, 8097	132,615.00	95,111.00	227,726.00
Total, LCFE Sources		3,621,205.00	95,111.00	3,716,316.00
2. Federal Revenues (see NOTE in section L)				
No Child Left Behind/Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		92,549.00	92,549.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	110, 8260-829	0.00	0.00	0.00
Total, Federal Revenues		0.00	92,549.00	92,549.00
3. Other State Revenues				
Special Education State	StateRevSE		159,743.00	159,743.00
All Other State Revenues	StateRevAO	74,217.29	246,846.74	321,064.03
Total, Other State Revenues		74,217.29	406,589.74	480,807.03
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	79,061.92	0.00	79,061.92
Total, Local Revenues		79,061.92	0.00	79,061.92
5. TOTAL REVENUES		3,774,484.21	594,249.74	4,368,733.95
B. EXPENDITURES				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,445,393.94	340,960.66	1,786,354.60
Certificated Pupil Support Salaries	1200	98,383.00	0.00	98,383.00
Certificated Supervisors' and Administrators' Salaries	1300	115,757.04	0.00	115,757.04
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,659,533.98	340,960.66	2,000,494.64
2. Non-certificated Salaries				
Non-certificated Instructional Salaries	2100	148,080.13	0.00	148,080.13
Non-certificated Support Salaries	2200	109,633.42	0.00	109,633.42
Non-certificated Supervisors' and Administrators' Salaries	2300	46,146.74	0.00	46,146.74
Clerical and Office Salaries	2400	76,333.54	11,986.70	88,320.24
Other Non-certificated Salaries	2900	0.00	0.00	0.00
Total, Non-certificated Salaries		380,193.83	11,986.70	392,180.53
3. Employee Benefits				
STRS	3101-3102	269,440.78	21,106.63	290,547.41
PERS	3201-3202	58,387.36	0.00	58,387.36
OASDI / Medicare / Alternative	3301-3304	52,029.94	3,437.56	55,467.50
Health and Welfare Benefits	3401-3402	219,061.37	11,043.83	230,105.20
Unemployment Insurance	3501-3502	10,835.09	97.67	10,932.76
Workers' Compensation Insurance	3601-3602	34,524.36	558.00	35,082.36
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		644,278.90	36,243.69	680,522.59
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00
Books and Other Reference Materials	4200	83,517.24	12,408.84	95,926.08

Materials and Supplies	4300	50,660.24	21,883.76	72,544.00
Noncapitalized Equipment	4400	52,990.65	13,000.00	65,990.65
Food	4700	8,810.94	0.00	8,810.94
Total, Books and Supplies		195,979.07	47,292.60	243,271.67
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	20,445.63	21,483.45	41,929.08
Dues and Memberships	5300	9,086.67	0.00	9,086.67
Insurance	5400	52,222.79	0.00	52,222.79
Operations and Housekeeping Services	5500	90,027.38	0.00	90,027.38
Rentals, Leases, Repairs, and Noncap. Improvements	5600	364,490.58	0.00	364,490.58
Transfers of Direct Costs	5700-5799	140,355.61	0.00	140,355.61
Professional/Consulting Services and Operating Expend.	5800	211,579.66	74,472.17	286,051.83
Communications	5900	46,239.27	0.00	46,239.27
Total, Services and Other Operating Expenditures		934,447.58	95,955.62	1,030,403.20
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AC	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,814,433.36	532,439.27	4,346,872.63
Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(39,949.15)	61,810.47	21,861.32
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(21,861.32)	21,861.32	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(21,861.32)	21,861.32	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(61,810.47)	83,671.79	21,861.32
F. FUND BALANCE/NET POSITON				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,721,566.09	52,741.00	1,774,307.09
9 b. Adjustments/Restatements	9793, 9795	(2.09)		(2.09)
c. Adjusted Beginning Fund Balance/Net Position		1,721,564.00	52,741.00	1,774,305.00
2. Ending Fund Balance/Net Position June 30 (E + F1c)		1,659,753.53	136,412.79	1,796,166.32
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
# Revolving Cash (equals Object 9130)	9711			0.00
# Stores (equals Object 9320)	9712			0.00
# Prepaid Expenditures (equals Object 9330)	9713			0.00
# All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				0.00
# Stabilization Arrangments	9750			0.00
# Other Commitments	9760			0.00
d. Assigned	9780			0.00

		(Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

3. State and Local Expenditures to be Used for 2017-18 ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with expenditures. Failure to maintain the required 90 percent expenditures level on either an aggregate or per capita expenditures basis will result in reduction to allocations for covered programs in 2020-21

a. Total Expenditures (B8)	4,346,872.63
b. Less Federal Expenditures (Total A2)	
(Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred)	92,549.00
c. Subtotal of State & Local Expenditures (a minus b)	4,254,323.63
d. Less Community Services (L2 Total)	0.00
e. Less Capital Outlay & Debt Service (Total B6 plus objects 7438 and 7439, less L1 Total)	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE (c minus d minus e)	4,254,323.63

VI – D

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Trivium Charter
(continued) _____
CDS #: 42691120124255
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1319
Fiscal Year: 2021/22

CERTIFICATION OF FINANCIAL CONDITION

- ☒ **POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ☐ **QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- ☐ **NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

- (☒) 2021/22 CHARTER SCHOOL Second INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____

Charter School Official
(Original signature required)

Date: _____

Print

Name: Trisha Vais

Title: Executive Director

To the County Superintendent of Schools:

- (☒) 2021/22 CHARTER SCHOOL Second INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Print

Name: Doug Brown

Title: Superintendent

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Nancy Shafer
Name

Interim Business Manager
Title

805-937-1148 x113
Phone

blochman@blochmanusd.org
E-mail

For Charter School:

Aaron Guibord
Name

Business Manager
Title

805-390-1813
Phone

aguibord@csmci.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter
(continued) _____
CDS #: 42691120124255
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1319
Fiscal Year: 2021/22

					2nd Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,269,036.00	753,390.00	1,424,878.02	(844,157.98)	-37.20%
Education Protection Account State Aid - Current Year	8012	698,117.00	373,526.00	1,163,329.01	465,212.01	66.64%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	378,043.00	177,828.83	378,667.86	624.86	0.17%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		3,345,196.00	1,304,744.83	2,966,874.89	(378,321.11)	-11.31%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	71,528.00	69,217.25	74,539.99	3,011.99	4.21%
Special Education - Federal	8181, 8182	42,853.00	-	40,750.00	(2,103.00)	-4.91%
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	70,723.00	149,128.90	127,393.72	56,670.72	80.13%
Total, Federal Revenues		185,104.00	218,346.15	242,683.71	57,579.71	31.11%
3. Other State Revenues						
Special Education - State	StateRevSE	222,944.00	115,861.00	202,366.99	(20,577.01)	-9.23%
All Other State Revenues	StateRevAO	268,757.00	89,136.45	82,904.67	(185,852.33)	-69.15%
Total, Other State Revenues		491,701.00	204,997.45	285,271.66	(206,429.34)	-41.98%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	-	1,613.66	996.81	996.81	New
Total, Local Revenues		-	1,613.66	996.81	996.81	New
5. TOTAL REVENUES		4,022,001.00	1,729,702.09	3,495,827.07	(526,173.93)	-13.08%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,641,934.00	1,041,709.48	1,325,346.50	(316,587.50)	-19.28%
Certificated Pupil Support Salaries	1200	57,331.00	27,510.91	37,740.02	(19,590.98)	-34.17%
Certificated Supervisors' and Administrators' Salaries	1300	164,115.00	95,271.92	151,733.25	(12,381.75)	-7.54%
Other Certificated Salaries	1900	-	4,776.70	-	-	-
Total, Certificated Salaries		1,863,380.00	1,169,269.01	1,514,819.77	(348,560.23)	-18.71%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	157,651.00	86,052.16	147,810.58	(9,840.42)	-6.24%
Non-certificated Support Salaries	2200	167,709.00	73,762.18	87,477.10	(80,231.90)	-47.84%
Non-certificated Supervisors' and Administrators' Sal.	2300	288,831.00	110,079.44	163,774.63	(125,056.37)	-43.30%
Clerical and Office Salaries	2400	-	27,458.82	61,112.12	61,112.12	New
Other Non-certificated Salaries	2900	-	26,426.94	24,704.16	24,704.16	New
Total, Non-certificated Salaries		614,191.00	323,779.54	484,878.59	(129,312.41)	-21.05%
3. Employee Benefits						
STRS	3101-3102	283,660.00	188,610.04	255,591.85	(28,068.15)	-9.89%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	74,005.00	40,568.37	59,058.00	(14,947.00)	-20.20%
Health and Welfare Benefits	3401-3402	165,616.00	119,622.54	89,828.68	(75,787.32)	-45.76%
Unemployment Insurance	3501-3502	20,039.00	11,267.99	19,418.22	(620.78)	-3.10%
Workers' Compensation Insurance	3601-3602	52,029.00	11,543.93	41,993.64	(10,035.36)	-19.29%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	6,107.01	4,194.99	4,194.99	New
Total, Employee Benefits		595,349.00	377,719.88	470,085.38	(125,263.62)	-21.04%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter
(continued)
CDS #: 42691120124255
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1319
Fiscal Year: 2021/22

					2nd Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	69,586.00	98,343.03	74,985.33	5,399.33	7.76%
Books and Other Reference Materials	4200	8,435.00	984.37	3,749.27	(4,685.73)	-55.55%
Materials and Supplies	4300	31,630.00	31,487.32	34,118.42	2,488.42	7.87%
Noncapitalized Equipment	4400	67,478.00	175,872.95	209,958.95	142,480.95	211.15%
Food	4700	1,054.00	1,230.86	1,124.80	70.80	6.72%
Total, Books and Supplies		178,183.00	307,918.53	323,936.77	145,753.77	81.80%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	11,809.00	7,772.20	5,623.90	(6,185.10)	-52.38%
Dues and Memberships	5300	10,122.00	7,510.49	8,998.22	(1,123.78)	-11.10%
Insurance	5400	16,869.00	16,122.79	15,121.92	(1,747.08)	-10.36%
Operations and Housekeeping Services	5500	2,109.00	2,127.66	3,749.26	1,640.26	77.77%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	149,565.00	96,313.18	138,272.18	(11,292.82)	-7.55%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	306,247.00	260,339.30	330,318.47	24,071.47	7.86%
Communications	5900	44,282.00	29,556.75	48,740.50	4,458.50	10.07%
Total, Services and Other Operating Expenditures		541,003.00	419,742.37	550,824.45	9,821.45	1.82%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	4,593.00	-	4,083.33	(509.67)	-11.10%
Total, Capital Outlay		4,593.00	-	4,083.33	(509.67)	-11.10%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		3,796,699.00	2,598,429.33	3,348,628.29	(448,070.71)	-11.80%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		225,302.00	(868,727.24)	147,198.78	(78,103.22)	-34.67%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter
(continued) _____
CDS #: 42691120124255
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1319
Fiscal Year: 2021/22

					2nd Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		225,302.00	(868,727.24)	147,198.78	(78,103.22)	-34.67%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	-	137,187.97	137,187.97	137,187.97	New
b. Adjustments/Restatements	9793, 9795	-	(39,352.97)	(39,352.97)	(39,352.97)	New
c. Adjusted Beginning Fund Balance		-	97,835.00	97,835.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		225,302.00	(770,892.24)	245,033.78		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	225,302.00	(770,892.24)	245,033.78	19,731.78	8.76%

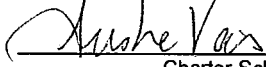
**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Trivium Adventure
(continued) _____
CDS #: 42691120137877
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1994
Fiscal Year: 2021/22

CERTIFICATION OF FINANCIAL CONDITION

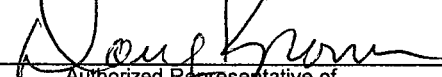
- x **POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- **QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- **NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:
(x) 2021/22 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed:  Date: 3/8/2022
Charter School Official
(Original signature required)

Print
Name: Trisha Vais Title: Executive Director

To the County Superintendent of Schools:
(x) 2021/22 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed:  Date: 3/9/2022
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print
Name: Doug Brown Title: Superintendent

For additional information on the First Interim Report, please contact:

For Approving Entity:

Nancy Shafer
Name
Interim Business Manager
Title
805-937-1148 x113
Phone
blochman@blochmanusd.org
E-mail

For Charter School:

Aaron Guibord
Name
Business Manager
Title
805-390-1813
Phone
aguibord@csneci.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Adventure
(continued)
CDS #: 42691120137877
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1994
Fiscal Year: 2021/22

					2nd Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	1,862,570.00	992,370.00	1,789,973.02	(72,596.98)	-3.90%
Education Protection Account State Aid - Current Year	8012	45,738.00	22,771.00	44,946.01	(791.99)	-1.73%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	244,616.00	126,790.97	268,617.51	24,001.51	9.81%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		2,152,924.00	1,141,931.97	2,103,536.54	(49,387.46)	-2.29%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	35,185.00	28,327.58	43,052.00	7,867.00	22.36%
Special Education - Federal	8181, 8182	27,729.00	-	27,625.00	(104.00)	-0.38%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	51,704.00	92,644.86	91,983.48	40,279.48	77.90%
Total, Federal Revenues		114,618.00	120,972.44	162,660.48	48,042.48	41.92%
3. Other State Revenues						
Special Education - State	StateRevSE	144,258.00	86,405.00	165,308.99	21,050.99	14.59%
All Other State Revenues	StateRevAO	192,117.00	66,399.44	56,409.97	(135,707.03)	-70.64%
Total, Other State Revenues		336,375.00	152,804.44	221,718.96	(114,656.04)	-34.09%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	-	1,061.88	707.14	707.14	New
Total, Local Revenues		-	1,061.88	707.14	707.14	New
5. TOTAL REVENUES		2,603,917.00	1,416,770.73	2,488,623.12	(115,293.88)	-4.43%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,107,395.00	481,013.56	1,011,741.36	(95,653.64)	-8.64%
Certificated Pupil Support Salaries	1200	36,855.00	19,112.16	104,088.51	67,233.51	182.43%
Certificated Supervisors' and Administrators' Salaries	1300	105,503.00	65,266.49	34,175.72	(71,327.28)	-67.61%
Other Certificated Salaries	1900	-	3,485.70	-	-	
Total, Certificated Salaries		1,249,753.00	568,877.91	1,150,005.59	(99,747.41)	-7.98%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	103,387.00	29,592.36	96,573.60	(6,813.40)	-6.59%
Non-certificated Support Salaries	2200	117,812.00	21,225.49	52,863.38	(64,948.62)	-55.13%
Non-certificated Supervisors' and Administrators' Sal.	2300	185,678.00	74,419.53	118,637.16	(67,040.84)	-36.11%
Clerical and Office Salaries	2400	-	18,581.26	44,595.33	44,595.33	New
Other Non-certificated Salaries	2900	-	-	18,027.36	18,027.36	New
Total, Non-certificated Salaries		406,877.00	143,818.64	330,696.83	(76,180.17)	-18.72%
3. Employee Benefits						
STRS	3101-3102	191,129.00	90,646.01	194,058.76	2,929.76	1.53%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	49,247.00	18,904.44	41,973.36	(7,273.64)	-14.77%
Health and Welfare Benefits	3401-3402	112,900.00	59,249.06	45,821.33	(67,078.67)	-59.41%
Unemployment Insurance	3501-3502	13,661.00	4,846.66	12,790.52	(870.48)	-6.37%
Workers' Compensation Insurance	3601-3602	34,789.00	6,264.41	31,094.77	(3,694.23)	-10.62%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	2,842.22	1,681.99	1,681.99	New
Total, Employee Benefits		401,726.00	182,752.80	327,420.73	(74,305.27)	-18.50%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Adventure
(continued)
CDS #: 42691120137877
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1994
Fiscal Year: 2021/22

					2nd Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	45,052.00	62,431.73	53,380.85	8,328.85	18.49%
Books and Other Reference Materials	4200	5,461.00	666.50	2,669.06	(2,791.94)	-51.13%
Materials and Supplies	4300	20,478.00	22,106.94	24,288.32	3,810.32	18.61%
Noncapitalized Equipment	4400	43,686.00	123,613.47	149,466.38	105,780.38	242.14%
Food	4700	683.00	1,045.20	800.70	117.70	17.23%
Total, Books and Supplies		115,360.00	209,863.84	230,605.31	115,245.31	99.90%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	7,645.00	5,460.25	4,003.54	(3,641.46)	-47.63%
Dues and Memberships	5300	6,553.00	4,145.28	6,405.72	(147.28)	-2.25%
Insurance	5400	10,922.00	11,121.56	10,765.06	(156.94)	-1.44%
Operations and Housekeeping Services	5500	1,365.00	1,384.88	2,669.02	1,304.02	95.53%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	109,402.00	69,323.91	105,743.94	(3,658.06)	-3.34%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	197,884.00	170,588.32	234,892.37	37,008.37	18.70%
Communications	5900	28,669.00	23,579.93	34,697.57	6,028.57	21.03%
Total, Services and Other Operating Expenditures		362,440.00	285,604.13	399,177.22	36,737.22	10.14%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	2,974.00	-	2,906.85	(67.15)	-2.26%
Total, Capital Outlay		2,974.00	-	2,906.85	(67.15)	-2.26%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		2,539,130.00	1,390,917.32	2,440,812.53	(98,317.47)	-3.87%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		64,787.00	25,853.41	47,810.59	(16,976.41)	-26.20%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Adventure
(continued)
CDS #: 42691120137877
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1994
Fiscal Year: 2021/22

					2nd Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		64,787.00	25,853.41	47,810.59	(16,976.41)	-26.20%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	162,776.00	100,976.60	100,976.60	(61,799.40)	-37.97%
b. Adjustments/Restatements	9793, 9795	-	(25,726.60)	(25,726.60)	(25,726.60)	New
c. Adjusted Beginning Fund Balance		162,776.00	75,250.00	75,250.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		227,563.00	101,103.41	123,060.59		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	227,563.00	101,103.41	123,060.59	(104,502.41)	-45.92%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Trivium Voyage
(continued) _____
CDS #: 42691120137885
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1995
Fiscal Year: 2021/22

CERTIFICATION OF FINANCIAL CONDITION

☒ **POSITIVE CERTIFICATION**

As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ **QUALIFIED CERTIFICATION**

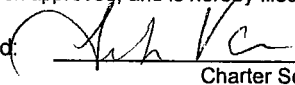
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ **NEGATIVE CERTIFICATION**

As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

(☒) 2021/22 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT – ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: 
Charter School Official
(Original signature required)

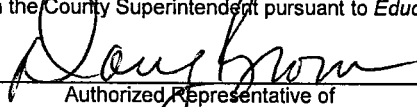
Date: 3/8/2022

Print
Name: Trisha Vais

Title: Executive Director

To the County Superintendent of Schools:

(☒) 2021/22 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT – ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: 
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: 3/9/2022

Print
Name: Doug Brown

Title: Superintendent

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Nancy Shafer
Name
Interim Business Manager
Title
805-937-1148 x113
Phone
blochman@blochmanusd.org
E-mail

For Charter School:

Aaron Guibord
Name
Business Manager
Title
805-390-1813
Phone
aguibord@csneci.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Voyage
(continued)
CDS #: 42691120137885
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1995
Fiscal Year: 2021/22

					2nd Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,097,282.00	983,383.00	2,386,922.00	289,640.00	13.81%
Education Protection Account State Aid - Current Year	8012	52,074.00	22,687.00	60,192.00	8,118.00	15.59%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	278,502.00	149,787.94	359,734.47	81,232.47	29.17%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		2,427,858.00	1,155,857.94	2,806,848.47	378,990.47	15.61%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	31,780.00	29,945.17	44,543.00	12,763.00	40.16%
Special Education - Federal	8181, 8182	31,570.00	-	36,125.00	4,555.00	14.43%
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	56,775.00	70,683.44	123,923.50	67,148.50	118.27%
Total, Federal Revenues		120,125.00	100,628.61	204,591.50	84,466.50	70.32%
3. Other State Revenues						
Special Education - State	StateRevSE	164,242.00	85,946.00	251,572.00	87,330.00	53.17%
All Other State Revenues	StateRevAO	198,636.00	71,816.56	75,617.82	(123,018.18)	-61.93%
Total, Other State Revenues		362,878.00	157,762.56	327,189.82	(35,688.18)	-9.83%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	-	1,203.45	946.90	946.90	New
Total, Local Revenues		-	1,203.45	946.90	946.90	New
5. TOTAL REVENUES		2,910,861.00	1,415,452.56	3,339,576.69	428,715.69	14.73%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,293,352.00	645,523.41	1,326,596.26	33,244.26	2.57%
Certificated Pupil Support Salaries	1200	42,315.00	23,843.57	36,720.03	(5,594.97)	-13.22%
Certificated Supervisors' and Administrators' Salaries	1300	121,132.00	79,778.12	147,632.42	26,500.42	21.88%
Other Certificated Salaries	1900	-	4,647.60	-	-	-
Total, Certificated Salaries		1,456,799.00	753,792.70	1,510,948.71	54,149.71	3.72%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	110,242.00	47,571.69	90,092.77	(20,149.23)	-18.28%
Non-certificated Support Salaries	2200	131,118.00	31,768.55	73,556.52	(57,561.48)	-43.90%
Non-certificated Supervisors' and Administrators' Sal.	2300	213,185.00	89,169.82	156,695.19	(56,489.81)	-26.50%
Clerical and Office Salaries	2400	-	22,296.56	59,460.46	59,460.46	New
Other Non-certificated Salaries	2900	-	-	24,036.48	24,036.48	New
Total, Non-certificated Salaries		454,545.00	190,806.62	403,841.42	(50,703.58)	-11.15%
3. Employee Benefits						
STRS	3101-3102	223,149.00	120,031.27	254,956.32	31,807.32	14.25%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	55,897.00	24,931.35	52,802.66	(3,094.34)	-5.54%
Health and Welfare Benefits	3401-3402	126,707.00	69,787.35	82,161.18	(44,545.82)	-35.16%
Unemployment Insurance	3501-3502	15,332.00	6,250.54	15,461.00	129.00	0.84%
Workers' Compensation Insurance	3601-3602	40,138.00	7,986.63	40,210.53	72.53	0.18%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	3,427.11	1,879.00	1,879.00	New
Total, Employee Benefits		461,223.00	232,414.25	447,470.69	(13,752.31)	-2.98%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Voyage
(continued)
CDS #: 42691120137885
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1995
Fiscal Year: 2021/22

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	50,362.00	71,853.00	71,633.79	21,271.79	42.24%
Books and Other Reference Materials	4200	6,105.00	1,148.49	3,581.68	(2,523.32)	-41.33%
Materials and Supplies	4300	22,892.00	28,801.28	32,593.38	9,701.38	42.38%
Noncapitalized Equipment	4400	48,836.00	146,147.65	200,574.54	151,738.54	310.71%
Food	4700	763.00	1,139.60	1,074.54	311.54	40.83%
Total, Books and Supplies		128,958.00	249,090.02	309,457.93	180,499.93	139.97%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	8,546.00	7,116.50	5,372.59	(3,173.41)	-37.13%
Dues and Memberships	5300	7,325.00	4,504.07	8,596.09	1,271.09	17.35%
Insurance	5400	12,209.00	13,733.65	14,446.05	2,237.05	18.32%
Operations and Housekeeping Services	5500	1,526.00	1,561.15	3,581.67	2,055.67	134.71%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	116,209.00	69,634.02	121,159.13	4,950.13	4.26%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	221,848.00	184,972.82	314,731.95	92,883.95	41.87%
Communications	5900	32,049.00	17,661.33	46,561.93	14,512.93	45.28%
Total, Services and Other Operating Expenditures		399,712.00	299,183.54	514,449.41	114,737.41	28.71%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	3,324.00	-	3,900.82	576.82	17.35%
Total, Capital Outlay		3,324.00	-	3,900.82	576.82	17.35%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		2,904,561.00	1,725,287.13	3,190,068.98	285,507.98	9.83%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		6,300.00	(309,834.57)	149,507.71	143,207.71	2273.14%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Voyage
(continued)
CDS #: 42691120137885
Charter Approving Entity: Blochman Union
County: Santa Barbara
Charter #: 1995
Fiscal Year: 2021/22

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		6,300.00	(309,834.57)	149,507.71	143,207.71	2273.14%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	181,272.00	100,144.05	100,144.05	(81,127.95)	-44.75%
b. Adjustments/Restatements	9793, 9795	-	(50,424.05)	(50,424.05)	(50,424.05)	New
c. Adjusted Beginning Fund Balance		181,272.00	49,720.00	49,720.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		187,572.00	(260,114.57)	199,227.71		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	187,572.00	(260,114.57)	199,227.71	11,655.71	6.21%

VII – A

**4269112 Blochman
Union Elem District**4949 Foxen Canyon Rd., Santa Maria, CA 93454-9666
Generated on 04/01/2022 09:53:25 AM Page 1 of 1**Attendance/Membership Summary Report**Start/End Date: 03/01/2022 - 03/31/2022 School(s): 1 Calendar(s): 2
Grade: 5, 6, 7, 8, K, 1, 2, 3, 4, TK**SUMMARY Total Schools: 1 Total Calendars: 2**

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Count	Days					Days	Avg. Daily	
5	21	412	21	391	19.62	18.60	6	0.29	94.90%
6	17	345	7	338	16.43	16.09	1	0.05	97.97%
7	22	462	13	449	22.00	21.37	5	0.24	97.19%
8	17	357	8	349	17.00	16.61	0	0.00	97.76%
K	16	336	21	315	16.00	14.98	4	0.19	93.75%
1	15	315	16	299	15.00	14.22	4	0.20	94.92%
2	20	420	10	410	20.00	19.50	2	0.10	97.62%
3	23	474	25	449	22.57	21.36	5	0.24	94.73%
4	23	483	15	468	23.00	22.26	0	0.00	96.89%
TK	2	42	4	38	2.00	1.81	3	0.14	90.48%

Total	10	176	3646	140	3506	173.62	166.80	30	1.45	96.16%
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School: Benjamin Foxen School Calendar: 21-22 Blochman 5-8

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Count	Days					Days	Avg. Daily	
5	21	412	21	391	19.62	18.60	6	0.29	94.90%
6	17	345	7	338	16.43	16.09	1	0.05	97.97%
7	22	462	13	449	22.00	21.37	5	0.24	97.19%
8	17	357	8	349	17.00	16.61	0	0.00	97.76%

Total	4	77	1576	49	1527	75.05	72.67	12	0.58	96.89%
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School: Benjamin Foxen School Calendar: 21-22 Blochman K-4

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Count	Days					Days	Avg. Daily	
K	16	336	21	315	16.00	14.98	4	0.19	93.75%
1	15	315	16	299	15.00	14.22	4	0.20	94.92%
2	20	420	10	410	20.00	19.50	2	0.10	97.62%
3	23	474	25	449	22.57	21.36	5	0.24	94.73%
4	23	483	15	468	23.00	22.26	0	0.00	96.89%
TK	2	42	4	38	2.00	1.81	3	0.14	90.48%

Total	6	99	2070	91	1979	98.57	94.13	18	0.87	95.60%
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VII – B

Quarterly Report
on
Williams/Valenzuela Uniform Complaints
[Education Code § 35186]

2022

District: Blochman Union School District

Name of person completing this form: Nancy Shafer

Title of person completing this form: Interim Business Manager

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

April 12, 2022

Quarterly report submission date (check one):



April (Jan.—March)



July (April—June)



October (July—Sept.)



January (Oct.—Dec.)

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


Signature of district superintendent

April 1, 2022

Date

VII – C

**BLOCHMAN UNION SCHOOL DISTRICT
2022/2023 SCHOOL YEAR CALENDAR**

S	M	T	W	T	F	S	
	1	2	3	4	5	6	AUGUST
7	8	9	10	11	12	13	Aug. 11-16 Staff Development Days
14	15	16	17	18	19	20	Aug. 18- First Day of School
21	22	23	24	25	26	27	
28	29	30	31				10
				1	2	3	SEPTEMBER
4	5	6	7	8	9	10	Sept. 5- Labor Day, No School
11	12	13	14	15	16	17	Sept. 6- Minimum Day , Staff Development
18	19	20	21	22	23	24	Sept. 20- Minimum Day , Staff Development
25	26	27	28	29	30		Sept. 28-30 - Conferences, Minimum Days
							21
						1	OCTOBER
2	3	4	5	6	7	8	Oct. 4- Minimum Day , Staff Development
9	10	11	12	13	14	15	Oct. 18- Minimum Day , Staff Development
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						21
		1	2	3	4	5	NOVEMBER
6	7	8	9	10	11	12	Nov. 1- Minimum Day , Staff Development
13	14	15	16	17	18	19	Nov. 10- End of 1st Trimester
20	21	22	23	24	25	26	Nov. 11- Veteran's Day Observed, No School
27	28	29	30				Nov. 15- Minimum Day , Staff Development
							Nov. 21-25 Thanksgiving Break, No School
							16
				1	2	3	DECEMBER
4	5	6	7	8	9	10	Dec. 6- Minimum Day , Staff Development
11	12	13	14	15	16	17	Dec. 16- Minimum Day
18	19	20	21	22	23	24	Dec. 19-30 Christmas Break, No School
25	26	27	28	29	30	31	
							12
1	2	3	4	5	6	7	JANUARY 2023
8	9	10	11	12	13	14	Jan. 2-6 Christmas Break, No School
15	16	17	18	19	20	21	Jan. 16- Martin Luther King Day, No School
22	23	24	25	26	27	28	Jan. 17- Minimum Day , Staff Development
29	30	31					
							16
			1	2	3	4	FEBRUARY
5	6	7	8	9	10	11	Feb. 7- Minimum Day , Staff Development
12	13	14	15	16	17	18	Feb. 13- Lincoln's Birthday Observed- No School
19	20	21	22	23	24	25	Feb. 20- President's Day, No School
26	27	28					Feb. 21- Minimum Day , Staff Development
							18
			1	2	3	4	MARCH
5	6	7	8	9	10	11	Mar. 7- Minimum Day , Staff Development
12	13	14	15	16	17	18	Mar. 8- End of 2nd Trimester
19	20	21	22	23	24	25	Mar. 9-10 No School
26	27	28	29	30	31		Mar. 16-17 - Conferences, Minimum Days
							Mar. 21- Minimum Day , Staff Development
							21
						1	APRIL
2	3	4	5	6	7	8	Apr. 4- Minimum Day , Staff Development
9	10	11	12	13	14	15	Apr. 7-14 - Spring Break, No School
16	17	18	19	20	21	22	April 18- Minimum Day , Staff Development
23	24	25	26	27	28	29	
30							
							14
	1	2	3	4	5	6	MAY
7	8	9	10	11	12	13	May 2- Minimum Day , Staff Development
14	15	16	17	18	19	20	May 16- Minimum Day , Staff Development
21	22	23	24	25	26	27	May 25 - Conferences, Minimum Day
28	29	30	31				May 26-29 - Memorial Day, No School
							21
				1	2	3	JUNE
4	5	6	7	8	9	10	Jun. 6- Minimum Day , Staff Development
11	12	13	14	15	16	17	Jun. 14- Last Day of School
18	19	20	21	22	23	24	
25	26	27	28	29	30		
							10
Board Approved:							180

	End of Trimesters
	First and Last Days of School
	Minimum Days
	Parents Conferences, Minimum Days
	School Closed
	School Closed for Holidays
	Staff Development Days

VII – D

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1992), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: Blochman Union School District

Name of Bargaining Unit: Blochman Teachers' Association

Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2024
(date) (date)

The Governing Board will act upon this agreement on: April 12, 2022
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation			Fiscal Impact of Proposed Agreement		
			(Complete Years 2 and 3 for multiyear and overlapping agreements only)		
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1	Year 2	Year 3
			Increase/(Decrease) 2022-23	Increase/(Decrease) 2023-24	Increase/(Decrease) 2024-25
1.	Salary Schedule Including Step and Column	\$ 683,698	\$ 13,674	\$ 13,947	
			2.00%	2.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.				
	Description of Other Compensation				
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 133,793	\$ 2,974	\$ 3,033.43	
			2.22%	2.22%	0.00%
4.	Health/Welfare Plans	\$ 130,811	\$ -	\$ -	
			0.00%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 948,302	\$ 16,648	\$ 16,981	\$ -
			1.76%	1.76%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	10.00			
7.	Total Compensation <u>Average</u> Cost per Bargaining Unit Employee	\$ 94,830	\$ 1,665	\$ 1,698	\$ -
			1.76%	1.76%	0.00%

Blochman Union School District
Blochman Teachers' Association

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a year, what is the annualized percentage of that change for "Year 1"?

Year 1 - 2%; Year 2 - 2%

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes ☒ No ☐

If yes, please describe the cap amount.

\$10,200

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

Blochman Union School District
Blochman Teachers' Association

What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

The agreement may be reopened by the mutual consent of both of the parties any time prior to June 30, 2024.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

No change.

F. Source of Funding for Proposed Agreement:

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The General Fund is the funding source for the subsequent years obligations. We are adding transportation back in 2022/2023 which should help us increase our enrollment back to pre-pandemic levels. The increased enrollment will allow us to fund these obligations.

Blochman Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Unrestricted General Fund Blochman Teachers' Association			
Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 3/31/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 2,018,957		\$ -	\$ 2,018,957
Federal Revenue	8100-8299	\$ 56		\$ -	\$ 56
Other State Revenue	8300-8599	\$ 40,060		\$ -	\$ 40,060
Other Local Revenue	8600-8799	\$ 20,000		\$ -	\$ 20,000
TOTAL REVENUES		\$ 2,079,073		\$ -	\$ 2,079,073
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 805,973	\$ 12,871	\$ -	\$ 818,844
Classified Salaries	2000-2999	\$ 274,005	\$ -	\$ 5,887	\$ 279,892
Employee Benefits	3000-3999	\$ 401,767	\$ 2,799	\$ 2,034	\$ 406,600
Books and Supplies	4000-4999	\$ 209,500		\$ -	\$ 209,500
Services, Other Operating Expenses	5000-5999	\$ 511,332		\$ -	\$ 511,332
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo	7100-7299 7400-7499	\$ 7,790		\$ -	\$ 7,790
Indirect/Direct Support Costs	7300-7399			\$ -	\$ -
TOTAL EXPENDITURES		\$ 2,210,366	\$ 15,670	\$ 7,921	\$ 2,233,957
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699		\$ -	\$ -	\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (131,293)	\$ (15,670)	\$ (7,921)	\$ (154,884)
BEGINNING FUND BALANCE	9791	\$ 3,248,917			\$ 3,248,917
Prior-Year Adjustments/Restatements	9793/9795				\$ -
ENDING FUND BALANCE		\$ 3,117,624	\$ (15,670)	\$ (7,921)	\$ 3,094,033
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ 500	\$ -	\$ -	\$ 500
Restricted Amounts	9740				
Committed Amounts	9750-9760	\$ 650,000	\$ -	\$ -	\$ 650,000
Assigned Amounts	9780		\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ 2,467,124	\$ (15,670)	\$ (7,921)	\$ 2,443,533

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Blochman Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Restricted General Fund Blochman Teachers' Association			
Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 3/31/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 52,917		\$ -	\$ 52,917
Federal Revenue	8100-8299	\$ 99,683		\$ -	\$ 99,683
Other State Revenue	8300-8599	\$ 108,956		\$ -	\$ 108,956
Other Local Revenue	8600-8799	\$ 87,170		\$ -	\$ 87,170
TOTAL REVENUES		\$ 348,726		\$ -	\$ 348,726
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 178,353	\$ 803	\$ -	\$ 179,156
Classified Salaries	2000-2999	\$ 64,730	\$ -	\$ 1,321	\$ 66,051
Employee Benefits	3000-3999	\$ 165,558	\$ 175	\$ 456	\$ 166,189
Books and Supplies	4000-4999	\$ 41,302		\$ -	\$ 41,302
Services, Other Operating Expenses	5000-5999	\$ 5,625		\$ -	\$ 5,625
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo	7100-7299 7400-7499	\$ 8,481		\$ -	\$ 8,481
Indirect/Direct Support Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ 464,048	\$ 978	\$ 1,777	\$ 466,804
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (115,323)	\$ (978)	\$ (1,777)	\$ (118,078)
BEGINNING FUND BALANCE		\$ 127,854			\$ 127,854
Prior-Year Adjustments/Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 12,531	\$ (978)	\$ (1,777)	\$ 9,776
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts	9740	\$ 9,776	\$ -	\$ -	\$ 9,776
Committed Amounts	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ 2,755	\$ (978)	\$ (1,777)	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Blochman Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Combined General Fund Blochman Teachers' Association			
Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 3/31/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 2,071,874		\$ -	\$ 2,071,874
Federal Revenue	8100-8299	\$ 99,738		\$ -	\$ 99,738
Other State Revenue	8300-8599	\$ 149,016		\$ -	\$ 149,016
Other Local Revenue	8600-8799	\$ 107,170		\$ -	\$ 107,170
TOTAL REVENUES		\$ 2,427,799		\$ -	\$ 2,427,799
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 984,326	\$ 13,674	\$ -	\$ 998,000
Classified Salaries	2000-2999	\$ 338,734	\$ -	\$ 7,208	\$ 345,942
Employee Benefits	3000-3999	\$ 567,324	\$ 2,974	\$ 2,490	\$ 572,789
Books and Supplies	4000-4999	\$ 250,802		\$ -	\$ 250,802
Services, Other Operating Expenses	5000-5999	\$ 516,957		\$ -	\$ 516,957
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo	7100-7299 7400-7499	\$ 16,271		\$ -	\$ 16,271
Indirect/Direct Support Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ 2,674,415	\$ 16,648	\$ 9,698	\$ 2,700,761
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (246,616)	\$ (16,648)	\$ (9,698)	\$ (272,962)
BEGINNING FUND BALANCE	9791	\$ 3,376,771			\$ 3,376,771
Prior-Year Adjustments/Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 3,130,156	\$ (16,648)	\$ (9,698)	\$ 3,103,809
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ 500	\$ -	\$ -	\$ 500
Restricted Amounts	9740	\$ 9,776	\$ -	\$ -	\$ 9,776
Committed Amounts	9750-9760	\$ 650,000	\$ -	\$ -	\$ 650,000
Assigned Amounts	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ 2,469,880	\$ (16,648)	\$ (9,698)	\$ 2,443,533

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Blochman Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 13/61 - Cafeteria Fund**

Bargaining Unit:

Blochman Teachers' Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/31/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ -		\$ -	\$ -
Federal Revenue 8100-8299	\$ 119,384		\$ -	\$ 119,384
Other State Revenue 8300-8599	\$ 9,000		\$ -	\$ 9,000
Other Local Revenue 8600-8799	\$ 1,500		\$ -	\$ 1,500
TOTAL REVENUES	\$ 129,884		\$ -	\$ 129,884
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ 45,269	\$ -	\$ 905	\$ 46,175
Employee Benefits 3000-3999	\$ 14,377	\$ -	\$ 313	\$ 14,690
Books and Supplies 4000-4999	\$ 96,690		\$ -	\$ 96,690
Services, Other Operating Expenses 5000-5999	\$ 5,740		\$ -	\$ 5,740
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo 7100-7299 7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ 162,077	\$ -	\$ 1,218	\$ 163,295
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ 1,218	\$ 1,218
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (32,193)	\$ -	\$ (0)	\$ (32,193)
BEGINNING FUND BALANCE 9791	\$ 33,696			\$ 33,696
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 1,503	\$ -	\$ (0)	\$ 1,503
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 1,503	\$ -	\$ -	\$ 1,503
Committed Amounts 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ -	\$ (0)	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Blochman Union School District

Blochman Teachers' Association

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 7,921	Unrepresented classified salary increase of 2%; an additional \$1 was
Other Financing Sources/Uses	\$ -	added to the first column to account for the minimum wage increase.

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 1,777	Unrepresented classified salary increase
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 1,218	Unrepresented classified salary increase
Other Financing Sources/Uses	\$ 1,218	Contribution from General Fund

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

Blochman Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Bargaining Unit:		Unrestricted General Fund MYP Blochman Teachers' Association		
Object Code	2022-23	2023-24	2024-25	
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement	
REVENUES				
LCFF Revenue 8010-8099	\$ 2,018,957	\$ 2,074,913	\$ 2,139,786	
Federal Revenue 8100-8299	\$ 56	\$ 56	\$ 56	
Other State Revenue 8300-8599	\$ 40,060	\$ 40,060	\$ 40,060	
Other Local Revenue 8600-8799	\$ 20,000	\$ 20,000	\$ 2,000	
TOTAL REVENUES	\$ 2,079,073	\$ 2,135,029	\$ 2,181,902	
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 818,844	\$ 859,796	\$ 885,590	
Classified Salaries 2000-2999	\$ 279,892	\$ 293,893	\$ 305,649	
Employee Benefits 3000-3999	\$ 406,600	\$ 407,300	\$ 410,378	
Books and Supplies 4000-4999	\$ 209,500	\$ 209,500	\$ 209,500	
Services, Other Operating Expenses 5000-5999	\$ 511,332	\$ 511,332	\$ 511,332	
Capital Outlay 6000-6999	\$ -	\$ -	\$ -	
Other Outgo 7100-7299 7400-7499	\$ 7,790	\$ 7,790	\$ 7,790	
Indirect/Direct Support Costs 7300-7399	\$ -	\$ -	\$ -	
Other Adjustments			\$ -	
TOTAL EXPENDITURES	\$ 2,233,957	\$ 2,289,611	\$ 2,330,239	
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ (120,733)	\$ (139,640)	
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	
Contributions 8980-8999	\$ -	\$ -	\$ -	
OPERATING SURPLUS (DEFICIT)*	\$ (154,884)	\$ (275,315)	\$ (287,977)	
BEGINNING FUND BALANCE 9791	\$ 3,248,917	\$ 3,094,033	\$ 2,818,718	
Prior-Year Adjustments/Restatements 9793/9795	\$ -			
ENDING FUND BALANCE	\$ 3,094,033	\$ 2,818,718	\$ 2,530,741	
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ 500	\$ 500	\$ 500	
Restricted Amounts 9740				
Committed Amounts 9750-9760	\$ 650,000	\$ 650,000	\$ 650,000	
Assigned Amounts 9780	\$ -	\$ -	\$ -	
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	
Unassigned/Unappropriated Amount 9790	\$ 2,443,533	\$ 2,168,218	\$ 1,880,241	

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Blochman Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Bargaining Unit:		Restricted General Fund MYP Blochman Teachers' Association		
Object Code	2022-23	2023-24	2024-25	
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement	
REVENUES				
LCFF Revenue 8010-8099	\$ 52,917	\$ 52,917	\$ 52,917	
Federal Revenue 8100-8299	\$ 99,683	\$ 99,683	\$ 99,683	
Other State Revenue 8300-8599	\$ 108,956	\$ 108,956	\$ 108,956	
Other Local Revenue 8600-8799	\$ 87,170	\$ 87,170	\$ 87,170	
TOTAL REVENUES	\$ 348,726	\$ 348,726	\$ 348,726	
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 179,156	\$ 188,121	\$ 193,765	
Classified Salaries 2000-2999	\$ 66,051	\$ 69,352	\$ 72,126	
Employee Benefits 3000-3999	\$ 166,189	\$ 166,354	\$ 167,067	
Books and Supplies 4000-4999	\$ 41,302	\$ 41,302	\$ 41,302	
Services, Other Operating Expenses 5000-5999	\$ 5,625	\$ 5,625	\$ 5,625	
Capital Outlay 6000-6999	\$ -	\$ -	\$ -	
Other Outgo 7100-7299 7400-7499	\$ 8,481	\$ 8,481	\$ 8,481	
Indirect/Dirrect Support Costs 7300-7399	\$ -	\$ -	\$ -	
Other Adjustments		\$ -	\$ -	
TOTAL EXPENDITURES	\$ 466,804	\$ 479,235	\$ 488,366	
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ 120,733	\$ 139,640	
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	
Contributions 8980-8999	\$ -	\$ -	\$ -	
OPERATING SURPLUS (DEFICIT)*	\$ (118,078)	\$ (9,776)	\$ (0)	
BEGINNING FUND BALANCE 9791	\$ 127,854	\$ 9,776	\$ (0)	
Prior-Year Adjustments/Restatements 9793/9795	\$ -			
ENDING FUND BALANCE	\$ 9,776	\$ (0)	\$ (0)	
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	
Restricted Amounts 9740	\$ 9,776	\$ -	\$ -	
Committed Amounts 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	
Unassigned/Unappropriated Amount 9790	\$ 0	\$ (0)	\$ (0)	

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Blochman Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP
Blochman Teachers' Association

Bargaining Unit:

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 2,071,874	\$ 2,127,830	\$ 2,192,703
Federal Revenue 8100-8299	\$ 99,738	\$ 99,738	\$ 99,739
Other State Revenue 8300-8599	\$ 149,016	\$ 149,016	\$ 149,016
Other Local Revenue 8600-8799	\$ 107,170	\$ 107,170	\$ 89,170
TOTAL REVENUES	\$ 2,427,799	\$ 2,483,755	\$ 2,530,628
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 998,000	\$ 1,047,917	\$ 1,079,355
Classified Salaries 2000-2999	\$ 345,942	\$ 363,246	\$ 377,775
Employee Benefits 3000-3999	\$ 572,789	\$ 573,654	\$ 577,445
Books and Supplies 4000-4999	\$ 250,802	\$ 250,802	\$ 250,802
Services, Other Operating Expenses 5000-5999	\$ 516,957	\$ 516,957	\$ 516,957
Capital Outlay 6000-6999	\$ -	\$ -	\$ -
Other Outgo 7100-7299 7400-7499	\$ 16,271	\$ 16,271	\$ 16,271
Indirect/Direct Support Costs 7300-7399	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 2,700,761	\$ 2,768,846	\$ 2,818,605
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (272,962)	\$ (285,091)	\$ (287,977)
BEGINNING FUND BALANCE 9791	\$ 3,376,771	\$ 3,103,809	\$ 2,818,718
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 3,103,809	\$ 2,818,718	\$ 2,530,741
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 500	\$ 500	\$ 500
Restricted Amounts 9740	\$ 9,776	\$ -	\$ -
Committed Amounts 9750-9760	\$ 650,000	\$ 650,000	\$ 650,000
Assigned Amounts 9780	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 2,443,533	\$ 2,168,218	\$ 1,880,241

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Blochman Union School District
Blochman Teachers' Association

7. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 2,700,761	\$ 2,768,846	\$ -
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 2,700,761	\$ 2,768,846	\$ -
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	5.00%	5.00%	0.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 135,038	\$ 138,442	\$ -

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 2,443,533	\$ 2,168,218	\$ 2,818,718
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 2,443,533	\$ 2,168,218	\$ 2,818,718
f.	Reserve for Economic Uncertainties Percentage	90.48%	78.31%	0.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

2022-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2023-24	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2024-25	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$	16,648
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$	(16,648)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$	(16,648)

Variance \$ (0)

Variance Explanation:

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ (246,616)	(9.2%)	Decrease in enrollment
Current FY Surplus/(Deficit) after settlement(s)?	\$ (272,962)	(10.1%)	Decrease in enrollment
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (285,091)	(10.3%)	Decrease in enrollment
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ -	#DIV/0!	

Deficit Reduction Plan (as necessary):

We anticipate our enrollment returning to normal levels once the pandemic restrictions ease and we can again provide bussing. If that doesn't happen, we have enough reserves to enable us to operate while we make changes.

Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd

7. Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 9a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	

Blochman Teachers' Association

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING FOR THE NEGOTIATED PERIOD

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding.

(fill out columns for which there is an agreement)

	Prior Year	2022-23	2023-24	2024-25
a. LCFF Funding per ADA	11,070.46	11,806.77	12,133.99	
b. Amount Change from Prior Year Funding per ADA		736.31	327.23	-
c. Percentage Change from Prior Year Funding per ADA		6.65%	2.77%	0.00%
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)		16,647.91	16,980.87	-
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)		1.76%	1.76%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)		Within	Within	-

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Blochman Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2024.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)

\$	1,218
\$	27,564
\$	(26,346)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)

\$	2,436
\$	68,085
\$	(65,649)

Budget Revisions

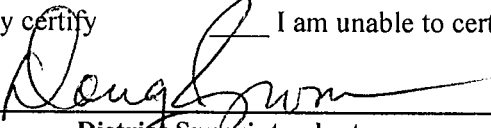
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

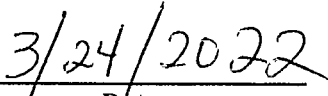
See attached page for a list of the assumptions upon which this certification is based.

Certifications

☒ I hereby certify ☐ I am unable to certify




District Superintendent
(Signature)

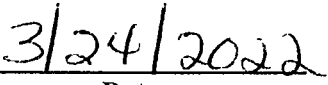


Date

☒ I hereby certify ☐ I am unable to certify



Chief Business Official
(Signature)



Date

Special Note: The Santa Barbara County Education Office may request additional information, as necessary, to review the district's compliance with requirements.

Blochman Union School District

Blochman Teachers' Association

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

Funded ADA was assumed to be 171 for 2022/2023 and 2023/2024. However, we plan to bring bussing back in 2022/2023 which should improve our funded ADA.

Concerns regarding affordability of agreement in subsequent years (if any):

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Blochman Union School District

District Name

District Superintendent
(Signature)

Date

Nancy Shafer

Contact Person

805-937-1148

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on April 12, 2022, took action to approve the proposed agreement with the Blochman Teachers' Association Bargaining Unit(s).

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Santa Barbara County Education Office may request additional information, as necessary, to review the district's compliance with requirements.

VII – E

Collective Bargaining Agreement

Between

Blochman Union School District

And

Blochman Teachers' Association

July 1, 2022 through June 30, 2024

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ARTICLE 1

PREAMBLE

The articles and provisions contained herein constitute a bilateral and binding agreement by and between the BLOCHMAN UNION SCHOOL DISTRICT (“District”) and the BLOCHMAN TEACHERS’ ASSOCIATION/CTA/NEA (“Association”), a unit member organization.

ARTICLE 2

RECOGNITION

The District acknowledges that the Association is the exclusive representative for a unit of certificated unit members, excluding management, supervisory, substitute teachers and hourly certificated unit members, pursuant to the provisions of the Education Employment Relations Act of 1976. (“EERA” or the “Act”).

ARTICLE 3

ASSOCIATION RIGHTS

A. Access to Unit Members

Association staff and Association representatives shall have the right to access bargaining unit members during non-school hours.

B. Association Meetings

Unit members may attend Association meetings during non-duty hours.

1. The Association shall have the right to use teacher mail boxes and space on designated bulletin boards to announce Association meetings subject to the condition that all postings on designated bulletin boards must contain the date of posting or distribution and the identification of the organization, together with a designated authorization by an Association officer. The District shall provide a bulletin Board for Association use. All notices, communications, and use of District mail services and mail boxes shall be in compliance with applicable law.
2. The Association shall have the right to the use of District facilities subject to applicable law including EERA Section 3543.1(b) and applicable Board Policy when not otherwise required for District business.

C. Dues Deduction

The District will deduct from the pay of Association members, and pay to the Association, the normal and regular monthly membership dues as voluntarily authorized in writing by the unit member on the employer form subject to the following conditions:

1. Salary deduction shall be made only upon submission on a District-approved form of a duly executed and revocable authorization by the unit members.

2. The District shall not be obligated to put into effect any new, changed or discontinued deductions until the pay period commencing 15 days or more after the submission.
3. Any changes in deductions hereunder during the term of the Agreement shall be made pursuant to written unit member authorization.
4. Any unit member who is a member of the Association at the time of this Agreement becomes effective or who enrolls during the term of this Agreement shall maintain his/her membership dues for the duration of the Agreement. This provision will not deprive any unit member of the right to terminate his/her membership dues in the Association within the thirty-day period following expiration of the Agreement.
5. BTA agrees to hold the District harmless and to pay to the District all legal fees and costs incurred in defending against any legal and/or administrative action before the Public Employment Relations Board or other tribunal challenging the legality or constitutionality of the agency fee provisions of this agreement or their implementation.

ARTICLE 4

MANAGEMENT RIGHTS

A. Management Authority

1. It is understood and agreed that the District retains all of its power, rights and authority to direct, manage and control to the full extent of the law. Included in, but not limited to, those duties and powers are the exclusive right to: determine its organization; direct the work of its unit members; determine the times and hours of operation; determine the level, and kinds of services to be provided; establish and administer its educational policies, goals and objectives; ensure the rights and educational opportunities of students; determine staffing patterns; delegate to the Superintendent and other legally appointed officers the operation of the school system; determine the number and kinds of personnel required; contract out work or transfer work out of the unit, but not to the detriment of a full-time position; maintain the efficiency of employer operations; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; and take action on any matter in the event of an emergency. In addition, the District retains the right to hire, determine the qualification of, classify, assign, evaluate, promote, terminate and discipline unit members.
2. Before implementing any decision to contract out work or to transfer work out of the unit, the District shall notify the Association, and upon request, negotiate the impact of such decision on unit members' terms and conditions of employment, to the extent such terms and conditions are within the scope of representation. A request to negotiate shall

not require the District to delay implementation. No work should be subcontracted out of the Bargaining Unit to the detriment of a full time teaching employee.

ARTICLE 5

HOURS

A. Hours of Work

1. The parties recognize that the professional responsibilities of unit members include teaching; lesson planning and preparation; grading and record keeping; meeting with students, parents and District Personnel; improvement of teaching skills; and participating in adjunct duties incident to the District's programs. They further recognize that the professional nature of these responsibilities does not lend itself to a workday of rigidly established length.
2. Each unit member is to be at his/her work location 30 minutes prior to student arrival to prepare classroom instruction activities; address student needs; attend scheduled parent or administrative meetings; and participate in adjunct duties.
3. Unit members may leave the worksite 30 minutes after the dismissal of students, except on minimum days.
4. Notwithstanding the above, the unit members may generally leave at the conclusion of the instructional day on the last school day of the week.
5. The parties agree to comply with the provisions of Education Code sections 46200 and 46201.

B. Work Year

1. The work year for full-time unit members shall be 184 days with 180 days of student instruction. Four workdays will be scheduled prior to the first day of student instruction. Three days will be reserved for in-service and site-based management and one day will be reserved for classroom preparation. The district recognizes its obligation to negotiate the placement of workdays on the school calendar. However, the Association recognizes that the District may adapt the school calendar in the event of a business necessity, weather conditions or emergency, as determined by the District.

C. Co-Curricular Duties

1. Co-curricular assignments are considered to be mandatory requirements of the job. As is the cases with adjunct duties, unit members are expected to remain beyond the minimum on-site hours, as necessary to perform such duties. To the fullest extent possible, workload among staff is to be distributed in a fair and equitable manner including less desirable tasks.
2. The list of co-curricular activities will be mutually agreed upon by the teachers and administration and submitted to the Board of Trustees for final approval.
3. Teacher volunteers will be sought first for co-curricular activities. Teachers will be allowed to select activities. If there are insufficient volunteers, Administration may choose to assign the co-curricular duty, or the co-curricular activity will be re-evaluated and deferred to the following year.

D. Faculty Meetings/Staff Development

1. Attendance at faculty meetings and staff development meetings is mandatory. Staff will attend no more than two faculty and /or staff development meetings per month outside the regular school day. Meetings will be approximately one hour in length. Monthly minimum days will be scheduled for staff collaboration and planning. There will be a minimum of eight collaboration/planning days each year. Collaboration/planning activities will be mutually agreed upon by the management and planned by the association. In addition to the monthly collaboration/planning days, monthly minimum days will be scheduled for professional development. The professional development days will be mutually agreed upon by the management and the association. There will be a minimum of eight professional collaboration days each year.

ARTICLE 6

UNIT MEMBER COMPENSATION

A. Certificated Salary Schedule

1. For the school year 2022 - 2023, the Salary Schedule (Appendix A to reflect a 2% increase) is effective July 1, 2022. For the school year 2023 – 2024, the Salary Schedule (Appendix B to reflect a 2% increase) is effective July 1, 2023.

B. Salary Schedule Regulations

1. Movement on the salary schedule based upon completion of additional course work and/or years of experience, where applicable, shall be granted to a unit member who qualifies, effective each succeeding first day of school, provided that the unit member submits a pre-approval request by May 1 of the preceding school year.

Unit members new to Blochman Union School District will be allowed up to four years of prior teaching service in a full-time teaching position in a K-12 public school. Placement on the salary schedule will be determined as follows:

Years Experience	Salary Schedule Step
1	2
2	3
3	4
4	5

2. Column advancement from one column to the next in any school year requires the following:
 - i. The Superintendent's prior written approval for the course(s) selected.
 - ii. All course work must be completed by the date school opens unless the Superintendent grants an extension, in writing. Otherwise, column advancement for completed course work will become effective at the start of the next school year.
 - iii. An official transcript from the college or university submitted on or before December 31st. Salary increases will be retroactive to the beginning of the applicable school year. Otherwise, column advancement will become effective at the start of the next school year. These provisions are subject to Board Policy No. 4152.
 - iv. The grade for the course is a "C" or better or "Pass" where letter grades are unavailable.
 - v. Units earned toward column advancement are based on semester units. A quarter unit is equivalent to .67 semester units.
3. A part-time contracted certificated unit member will be paid proportionally to the number of minutes of service required in the workday served by a full-time unit member.
4. The Superintendent may select a Teacher in Charge/Designee each school year. The Designee will receive a stipend negotiated if needed, but no less than \$1000 per year.
5. The hourly rate of pay for extra-duty assignments is \$28.40 per hour, effective July 1, 2022, and \$28.97 per hour, effective July 1, 2023.

ARTICLE 7

HEALTH AND WELFARE BENEFITS

A. Unit member and Dependent Insurance Coverage

1. The District shall provide the health and welfare benefits specified below on behalf of full-time unit members. The District's maximum annual contribution shall not exceed \$10,200 per full-time unit member.
 - i. Health Insurance: The District shall make medical insurance options available for each unit member and eligible dependent(s). See Appendix C.
 - ii. Dental Insurance: The District shall make dental insurance available for each unit member and eligible dependent(s).
 - iii. Vision Insurance: The District shall make vision insurance available for each unit member and eligible dependent(s).
 - iv. Cancer Benefits: The District shall make supplemental cancer insurance available to any interested unit member. Unit members shall be responsible for all costs of such insurance.
- B. Part-time unit members' benefits shall be prorated; for example, a 50 percent unit member shall receive 50 percent of the premium contribution for full-time unit members. Unit members who are contracted for less than 50% are not eligible for benefits.
- C. Unit members shall be enrolled in insurance programs on the first day of the month following the date of employment. Benefit coverage shall continue through the earlier date of either June 30 or until Health and Welfare Benefits are provided by another employer for unit members who resign at the end of a complete school year of service. Benefit coverage shall be reduced to the appropriate pro-rated level on the first day of the month following any reduction in hours.
- D. COBRA Benefits
 1. The parties recognize that the provisions of the Consolidated Omnibus Budget Reduction Act of 1985 ("COBRA") are applicable to unit members. As such, unit members are governed by the rights and responsibilities set forth in the law.

ARTICLE 8

LEAVES

A. Personal Illness and Injury Leave

1. Each unit member shall be entitled to ten (10) days leave of absence for illness or injury during the school year. Earned but unused sick leave days shall be cumulative and carried forward to the succeeding year.
2. Unit members serving less than a full school year, and/or employed on less than a full-time basis, shall be entitled to personal illness leave that is prorated to a school year of full-time service.

3. A unit member's sick leave shall be exclusive of all days he/she is not required to render service to the District.
4. When a unit member is absent from his/her duties due to illness or injury, the member shall use all of his/her accumulated sick leave before the provision of extended sick leave shall apply. At the termination of the accumulated sick leave period, the member shall be eligible for up to five (5) additional months sick leave during which the amount deducted from the salary due the member for any school month in which the absence occurs shall not exceed the established long term daily rate paid substitutes employed to fill the position during the absence. A unit member may only have one five-month period of differential pay per illness or accident. Extended sick leave will be granted only upon receipt by the Superintendent of a doctor's statement indicating clearly the illness or injury giving rise to the leave and the expected duration of the leave.
5. A member shall not be provided more than one five- month period per illness or accident. However, if a school year terminates before the five month period is exhausted; the member may take the balance of the five-month period in a subsequent school year.
6. When a member has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of illness or accident for a period beyond the five-month period provided in Section 3, above, and the member is not medically able to resume the duties of his or her position, the member shall, if not placed in another position, be placed on a reemployment list for a period of twenty-four (24) months if the member is on probationary status, or for a period of thirty-nine (39) months if the member is on permanent status. When the member is medically able, during the 24-or 39-month period, the member shall be returned to employment in a position for which he or she is credentialed and qualified. The 24-month or 39-month period shall commence at the expiration of the five-month period provided pursuant to Section 3.

B. Personal Necessity

1. At his/her election, a unit member may request to utilize a maximum of seven days of sick leave allowed pursuant to California Education Code Section 44978 per school year in cases of personal necessity.
2. Upon request, leave may be granted for a portion of a workday required to cover emergency occasions that are unavoidable and of a serious nature involving circumstances that the unit member cannot be expected to disregard, and that may not be conducted at a time other than regular duty hours.
3. The seven days of leave under this section may be utilized by a unit member without having to state a reason, subject to the following restrictions:

4. The days shall be limited to the equivalent of the unit member's contractual workday and shall be charged in one-day blocks of time.
 - i. Personal necessity leave shall not be used for any work stoppage.
 - ii. Leaves may not be used for vacation, recreation or personal gain.
5. A written request for permission to take a personal necessity leave shall be filed with the Superintendent at least three days in advance of the day on which the personal necessity leave is intended to be taken. If the need to utilize personal necessity leave is not known to the unit members within the three-day notice requirement, the written request shall be made as much in advance as possible. If due to circumstances beyond the unit member's control it is impossible to request advance permission and the unit members determines to take time off, the unit member shall give verbal notice to the Superintendent, and shall file the leave request immediately upon return to duty. The request shall specify the reason for the inability to file an advance notice along with documents that support those reasons, if any.

C. Bereavement Leave

1. Unit members shall be allowed three days of absence, or five days of absence if travel in excess of 250 miles is required, from assigned duty without loss of salary for the death of any member of his/her "immediate family", as defined in Paragraph F.7 of this Article. Allowable leave shall not be accumulated from year-to-year.

D. Industrial Accident or Illness Leave

1. Pursuant to California Education Code Section 44984 and District procedures, leaves resulting from industrial accident or industrial illness shall be granted to all unit members for up to 60 workdays in any one fiscal year for the same accident. Upon termination of the industrial accident or illness leave, the unit member shall be entitled to the benefits provided in Section A of this Article. For the purpose of Section A of this Article, the unit member's absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the unit member continues to receive temporary disability payments, he/she may elect to take as much of his/her accumulated sick leave which, when added to his/her temporary disability payment, will result in a payment to the unit member of not more than the unit member's full salary. Allowable leave under this section shall not be accumulated from year to year and when an industrial accident or illness leave overlaps into the next fiscal year, the unit member shall be entitled to only the amount of unused leave due him for the same illness or injury.

E. Jury Duty/Witness Leave

1. Unit members shall be granted leave, without loss of pay, to appear in court as a witness, other than as a litigant, or to respond to an official order from a duly

authorized government agency, or to serve as a juror, unless such appearance has been brought about through the connivance or misconduct of the unit member. A unit member requesting leave under this section shall submit to the Superintendent a copy of the subpoena or summons requiring their appearance. Any compensation, less any mileage expenses, received for appearance as a witness, or from serving as a juror under this section, shall be endorsed over to the District so that the unit member's compensation for any days of absence for the above purposes shall not be in excess of, or less than, his/her regular pay.

F. General Provisions

1. Unit members intending to utilize leaves under this Article shall notify the Superintendent as far in advance as possible.
2. Any unit member utilizing sick leave for compelling personal importance, personal necessity or family illness, as provided herein, shall complete a Personal Absence Report upon return from leave. The Personal Absence Report shall indicate the unit member's name, the type of leave used, the dates of the absence and other necessary information.
3. The District reserves the right to verify by all reasonable means that the leave benefits are not abused, including requiring a unit member to submit a signed declaration and/or other proof to substantiate the use of leave time and/or to be examined by a doctor of the District's choosing at District expense.. Included within this right is the right to verify that a unit member has sufficiently recovered from an illness to return to work and to verify that the unit member has used personal necessity leave in accordance with section B above.
4. The District shall not use its verification right to harass unit members.
5. The failure to report for assignment at the expiration of any type of leave, without a valid reason, shall be considered equivalent to immediate, voluntary resignation from employment.
6. Inclusion of time spent on any type of leave for purposes of determining the unit member's status relating to service computations shall be in accordance with mandatory provisions of the California Education Code, except as expressly provided otherwise in this Article.
7. "Immediate family" means the following: mother (stepmother), mother-in-law, father (stepfather), father-in-law, husband, wife, domestic partner, son (stepson), daughter (stepdaughter), brother, sister, grandparent, legal guardian, foster child, grandchild of the unit member or spouse, or any person living in the immediate household (related by blood or marriage) of the unit member.

G. Unpaid Leave

1. The Board at its sole discretion may grant an unpaid leave of absence. Application must be made in writing at least seven days prior to a regular Board meeting.

ARTICLE 9

PERFORMANCE EVALUATION PROCEDURES

- A. The purpose of the Performance Evaluation is to improve instruction and realize the District's mission.
 1. Administration will conduct performance Evaluations. Performance Evaluations will be documented on a form(s) prepared by the District (Appendix D).
 2. Instructional competencies, performance and assigned duties of the unit members shall be evaluated.
 3. Performance Evaluation shall be based on the California Standards of the Teaching Profession as defined by the California Department of Education.
 4. Evaluations shall be made at least each school year for each unit member in the first, second, and third year of service to the district and at least every other year thereafter.
 5. No later than October 15, the evaluator will schedule a meeting with each unit member being evaluated to discuss the Performance Evaluation form and guidelines.
- B. Unit members will be evaluated in writing using the Performance Evaluation Form no later than May 1. The completed Performance Evaluation will be given to the unit member at a Performance Evaluation conference. Following the conference, the unit member may attach a written statement to the completed Performance Evaluation form. There will be one formal scheduled classroom observation during each evaluation period, which will be completed prior to January 15. A second evaluation will be conducted prior to May 1 if the results of the first evaluation yield a rating below a "3". Each formal scheduled classroom observation will be followed by a conference between the evaluator and unit member within ten workdays of the observation. The evaluator will identify deficiencies, if any, in writing; recommend specific actions, where applicable, to improve performance skills and to remediate any deficiencies in order to improve performance, and assist in the implementation of the recommendations.
- C. The unit member will sign and receive a copy of the completed Performance Evaluation Form. Signing by the unit member will indicate only receipt of the form and will not imply that the unit member agrees with the ratings or comments it may contain.
- D. The evaluation of the unit member shall not include:
 1. Standardized achievement test results;
 2. Results of any test utilized for the purpose of a School Improvement Plan;

3. Achievement of objectives stated in Special Education IEPs;
4. Self-evaluation;
5. Peer-evaluation.

ARTICLE 10

PERSONNEL RECORDS

- A. The official personnel file of each unit member shall be maintained at the District Office. The contents of the personnel file shall be kept in the strictest confidence pursuant to the appropriate provisions of the Education and Government codes. Access to a unit member's personnel file shall be limited to a "need to know" basis and as required by law. Access authorization must be obtained from the Administration. All materials in the personnel file shall be available for inspection by the unit member or by a representative designated in writing by the unit member.
- B. Ratings, reports or records that were obtained prior to the employment of the unit member, prepared by identified selection or evaluation committee members, obtained in connection with a promotional examination or otherwise excluded by law shall be excluded from review.
- C. A unit member may inspect the unit member's personnel file upon request, provided that the inspection takes place during non-pupil contact time.
- D. Derogatory Materials
 1. Information of a derogatory nature, except information contained in an unit member's evaluation and information excluded from review as provided above shall not be entered or filed in the personnel file unless and until the unit member is given notice and the opportunity to review and comment thereon. No anonymous complaints will be placed in a unit member's file. All formal written complaints will be investigated according to Board Policy 1312.1 as outlined below.
 2. The unit member shall be afforded the opportunity to meet with the Superintendent or designee to review derogatory information prior to a determination of the propriety of placement in the personnel file. The review shall take place during normal business hours and the unit member shall be released from duty, except during the unit member's pupil contact time, for this purpose without salary reduction.
- E. Complaints Against Unit Members
 1. A complaint regarding a unit member made to any member of the administration by any parent, student or other person which does or may influence evaluation of a member shall be discussed with the member within five school days after receipt.

2. An Association representative may be present at any follow-up meeting with the unit member if so requested by the unit member.
3. Complaints against a unit member shall be addressed and resolved expeditiously in accordance with the District's Policy, Complaints Concerning School Personnel - Board Policy 1312.1, if applicable. Any investigation or resolution under this policy is not subject to the grievance procedure.

F. The board policy 1312.1 procedure:

1. To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district unit members:
2. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the unit member in order to resolve concerns.
3. If a complainant is unable or unwilling to resolve the complaint directly with the unit member, he/she may submit an oral or written complaint to the unit member's immediate supervisor or the Superintendent.
4. All complaints related to district personnel other than administrators shall be submitted in writing to the Superintendent. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to an administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
5. When a written complaint is received, the unit member shall be notified within five days or in accordance with collective bargaining agreements.
6. A written complaint shall include:
 - i. The full name of each unit member involved
 - ii. A brief but specific summary of the complaint and the facts surrounding it
 - iii. A specific description of any prior attempt to discuss the complaint with the unit member and the failure to resolve

G. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

H. Both the complainant and the unit member against whom the complaint was made may appeal a decision by the supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However,

the complainant, the unit member, or the Superintendent or designee may ask to address the Board regarding the complaint.

- I. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 1. The full name of each unit member involved
 2. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 3. A copy of the signed original complaint
 4. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons
- J. The Board may uphold the Superintendent's decision without hearing the complaint.
- K. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
- L. A closed session may be held to hear the complaint in accordance with law. (cf. 9321 - Closed Session Purposes and Agendas), (cf. 9323 - Meeting Conduct). The decision of the Board shall be final. Any complaint of child abuse or neglect alleged against a district unit member shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation. (cf. 5141.4 - Child Abuse Prevention and Reporting)
- M. General
 1. When a unit member receives an award, commendation, or recognition from the District related to instructional performance, notice of the award, commendation, or recognition shall be placed in the personnel file.
 2. On request, a unit member shall be provided a copy of material in the personnel file.

ARTICLE 11

UNIT MEMBER DISCIPLINE

- A. The parties agree that progressive discipline means the level of discipline should be tailored to fit the severity of the infraction; therefore, a serious infraction can result in the imposition of a higher level of discipline without the requirement for preceding lesser forms of discipline. In the event of any disciplinary meeting with the Superintendent or designee, the unit member shall be informed of the right to be accompanied to the discussion by a representative. Within five days of the conclusion of an investigation, the Superintendent shall give the unit member written notice of the intended disciplinary action. The District may not withhold pay from a suspended unit member until either the time for the filing of a grievance over the suspension ends without the unit member filing a grievance, or the

appropriateness of the suspension is upheld through the grievance process. This in no way limits the right of the District to suspend a unit member immediately pursuant to this Article. The District shall have the right to suspend a unit member without pay for just cause and according to the principles of progressive discipline.

- B. The maximum length of any one such suspension shall be fifteen working days, provided, however, that this shall not limit the District's right to impose a suspension without pay of less than fifteen working days.
- C. The District shall notify the unit member (and the Association upon written request of the unit member) of its intention to suspend. This notice shall contain a specific statement of the Act(s) or infraction(s) upon which the proposed suspension is based, and a statement of the unit member's right to appeal the proposed suspension through the grievance procedure. All information or proceedings regarding any actual or proposed suspension shall be kept confidential by the parties.
- D. Suspensions without pay shall not reduce or deprive the unit member of health and welfare benefits.
- E. This Article shall not apply to the imposition of discipline pursuant to the provisions of Education Code sections 44939, 44940 and 44942.

ARTICLE 12

GRIEVANCE PROCEDURE

A. Definitions

1. A grievance is an alleged violation of a specific term of this Agreement. A grievance may be filed by a unit member, unit members or the Association. Actions to challenge or change the policies of the District as set forth in the rules and regulations or administrative regulations and procedures, so long as these are consistent with the terms of the Agreement, must be undertaken under separate legal processes. Other matters for which a specific method of review is provided by law, including but not limited to allegations of discrimination or harassment or any proceedings for the dismissal or permanent or probationary teachers or the layoff of certificated unit members, are not within the scope of this procedure. Neither the content of a unit member's Performance Evaluation or the employment status of probationary unit members will be subject to the provisions of this Article.
2. A day is defined as a day when the District office is open for business.
3. The "immediate supervisor" is the lowest level administrator having immediate jurisdiction over the grievant who has been designated by the District to adjust grievances.

B. Informal Level I

1. Before filing a formal grievance, the grievant shall attempt to resolve it by an informal discussion with the immediate supervisor.

C. Formal Level I

1. A formal grievance will be filed with the immediate supervisors to expect resolution within 10 days.

D. Formal Level II: Superintendent

1. Within 10 days after the occurrence of the act or omission giving rise to the grievance, if not resolved at the Informal Level, the grievant must present such grievance in writing on the appropriate District-designated form to the Superintendent. This shall be a clear, concise statement of the grievance, the circumstances involved including dates, the specific provision(s) of the Agreement alleged to have been violated and the specific remedy sought, along with unit member name and signature. The Superintendent shall communicate a decision to the unit member in writing within 20 days after receiving the grievance. If the Superintendent does not respond within the 20 days, the grievant may appeal to the next level. Within the above time limits, either party may request a personal conference with the other party.

E. Formal Level III: Governing Board

1. If not satisfied with the Superintendent's decision at Formal Level II, the grievant may, within 15 days of receipt of the decision, or within 15 days of the date that the Superintendent decision should have been issued (if no decision was issued), appeal the matter to the Level III, (Governing Board) with the agreement of the Association.
2. The grievant shall submit a signed statement setting forth in a clear, concise manner the reasons for the appeal and whether a hearing is requested. The statement shall also include a copy of the original grievance, as well as all other subsequent written documentation regarding the grievance.
3. After reviewing the matter, the Board of Trustees shall issue its decision, in writing, to the grievant within 45 days of the hearing, or if no hearing is requested, within 45 days of the receipt of the appeal. The decision of the Board shall be final.

F. General

1. A decision rendered at any level shall be considered final unless an appeal is registered within the time limit specified. If a decision is not given to the aggrieved within the time limit, an appeal may be taken to the next Level.

ARTICLE 13

VACANCIES & REASSIGNMENTS

1. A vacancy exists when a bargaining unit position is available and no teacher is assigned to the vacancy. When a vacancy exists, District teachers will be given first consideration for vacant positions prior to the position being advertised outside the District.
2. A teacher who is reassigned after August 1 will receive three days of paid release time to prepare for the new assignment. If release time is not requested, the teacher will receive three days of additional pay at the substitute rate of pay.

ARTICLE 14

CONCERTED ACTIVITIES

1. It is agreed and understood that there will be no strike, work stoppage, slow-down, refusal or failure to fully and faithfully perform job functions and responsibilities, or other interference with the operations of the District by the Association or by its officers, agents or members during the term of this Agreement, including compliance with the request of other labor organizations to engage in such activity.
2. In the event of a strike, work stoppage, slow-down or other interference with the operation of the District or its agents by unit members who are represented by the Association, the Association agrees in good faith to take all necessary steps to cause those persons to cease such action.

ARTICLE 15

EFFECT OF AGREEMENT

- A. It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and procedures and prior written agreements, and over state laws to the extent permitted by state law.

1. If any provisions of this Agreement, or any application of this Agreement to any unit member or group of unit members, is held to be contrary to law by a court of competent jurisdiction, then such provisions or applications shall be deemed not valid and subsisting except to the extent permitted by law. All other provisions or applications shall continue in full force and effect. In the case that the wages or benefits of bargaining unit members are diminished as a result of this provision, the parties agree to reopen negotiations on the effects of any diminishment.
2. This document contains the total and entire agreement between the parties and no verbal statements shall supersede any of its provisions.
3. The District and the Blochman Teachers' Association agree to maintain the standards in existence in the District at the signing of this Agreement unless modified through the negotiations process with the Exclusive Representative or expressly waived by the Exclusive Representative.

ARTICLE 16

TERM

- A. The term of this Agreement is for July 1, 2022 – June 30, 2024.

ARTICLE 17

RECOMMENDED FOR RATIFICATION

A. Negotiation Procedure

1. In January 2024 the parties will commence negotiations for the 2024-2025 contract year.
2. Either party may utilize the services of outside constituent or negotiations to assist in the negotiations.
3. Negotiations shall take place at times and dates that are mutually agreed upon by the parties.
4. This agreement may be reopened by the mutual consent of both of the parties at any time prior to June 30, 2024.

For the District:

President, Board of Trustees

Date:

Superintendent

Date:

For the Association:

President, Blochman Teachers' Association

Date:

Date:

APPENDIX A

BLOCHMAN UNION SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE 2022/2023 with Step 13 - 24 alternating 1% & 2%

DAYS 184.00
CHANGE 2%

	Bachelor's Degree	Bachelor's Degree +30 units	Bachelor's Degree +45 units	Bachelor's Degree +60 units or Masters	Bachelor's Degree +75 with Masters or Master + 30 units
STEP	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
1	45,059	47,763	50,628	53,668	56,888
2	46,410	49,197	52,148	55,278	58,595
3	47,801	50,673	53,712	56,936	60,353
4	49,235	52,191	55,325	58,644	62,165
5	50,714	53,759	56,983	60,403	64,030
6	50,714	55,371	58,692	62,216	65,952
7	50,714	57,032	60,453	64,082	67,929
8	50,714	58,743	62,266	66,004	69,969
9	50,714	60,506	64,135	67,984	72,068
10	50,714	62,323	66,059	70,023	74,230
11	50,714	62,323	68,041	72,123	76,458
12	50,714	62,323	70,084	74,287	78,751
13	50,714	62,323	70,785	75,029	79,540
14	50,714	62,323	72,201	76,530	81,131
15	50,714	62,323	72,923	77,297	81,941
16	50,714	62,323	74,381	78,843	83,580
17	50,714	62,323	75,125	79,631	84,416
18	50,714	62,323	76,628	81,224	86,104
19	50,714	62,323	77,394	82,037	86,965
20	50,714	62,323	78,942	83,678	88,704
21	50,714	62,323	79,731	84,514	89,591
22	50,714	62,323	81,326	86,204	91,383
23	50,714	62,323	82,140	87,067	92,297
24	50,714	62,323	83,783	88,808	94,143

TEACHER HOURLY RATE: \$ 28.40
 SUBSTITUTE DAILY RATE: \$ 150.00
 SUBSTITUTE LONG TERM DAILY RATE: \$ 160.00
 SPEECH/LANGUAGE PATHOLOGIST HOURLY RATE: \$ 100.00

BOARD APPROVED:

APPENDIX B

BLOCHMAN UNION SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE 2023/2024 with Step 13 - 24 alternating 1% & 2%

DAYS 184.00
CHANGE 2%

	Bachelor's Degree	Bachelor's Degree +30 units	Bachelor's Degree +45 units	Bachelor's Degree +60 units or Masters	Bachelor's Degree +75 with Masters or Master + 30 units
STEP	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
1	45,960	48,718	51,641	54,741	58,026
2	47,338	50,181	53,191	56,384	59,766
3	48,757	51,686	54,786	58,075	61,559
4	50,220	53,235	56,432	59,817	63,407
5	51,728	54,834	58,123	61,611	65,310
6	51,728	56,478	59,866	63,460	67,270
7	51,728	58,173	61,662	65,364	69,287
8	51,728	59,918	63,511	67,324	71,367
9	51,728	61,716	65,418	69,344	73,508
10	51,728	63,569	67,380	71,423	75,714
11	51,728	63,569	69,402	73,565	77,986
12	51,728	63,569	71,486	75,773	80,325
13	51,728	63,569	72,201	76,530	81,130
14	51,728	63,569	73,645	78,061	82,753
15	51,728	63,569	74,381	78,843	83,579
16	51,728	63,569	75,869	80,420	85,251
17	51,728	63,569	76,628	81,224	86,102
18	51,728	63,569	78,161	82,848	87,824
19	51,728	63,569	78,942	83,678	88,703
20	51,728	63,569	80,521	85,352	90,477
21	51,728	63,569	81,326	86,204	91,383
22	51,728	63,569	82,953	87,928	93,211
23	51,728	63,569	83,783	88,808	94,142
24	51,728	63,569	85,459	90,584	96,025

TEACHER HOURLY RATE: \$ 28.97
 SUBSTITUTE DAILY RATE: \$ 150.00
 SUBSTITUTE LONG TERM DAILY RATE: \$ 160.00
 SPEECH/LANGUAGE PATHOLOGIST HOURLY RATE: \$ 100.00

BOARD APPROVED:

APPENDIX C

Health and Welfare benefit summaries can be found on the district's website at the following link:

<https://www.blochmanusd.org/human-resources/>

Appendix D

Blochman Union School District

Benjamin Foxen Elementary School

Certificated Personnel Evaluation Instrument

4949 Foxen Canyon Road
Santa Maria, California 93454
(805) 937-1148 FAX: (805) 937-2291

Instructional Personnel

Name		4: Exemplifies or exceeds standards			
Assignment		3: Meets standards - Satisfactory			
Date(s) of Observation		2: Partially meets standards - Needs to improve			
Date of Evaluation Conference		1: Does not meet standards - Unsatisfactory			
TEACHING STANDARD 1					
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING		1	2	3	4
ELEMENTS	1.1 Connecting students' prior knowledge, life experience and interests with learning goals.				
	1.2 Using a variety of instructional strategies and resources to respond to students diverse needs.				
	1.3 Facilitating learning experiences that promote autonomy, interaction and choice.				
	1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.				
	1.5 Promoting self-directed, reflective learning for all students.				
Comments		Standard 1 Summary Assessment			
TEACHING STANDARD 2					
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING		1	2	3	4
ELEMENTS	2.1 Creating a physical environment that engages all students.				
	2.2 Establishing a climate that promotes fairness and respect.				
	2.3 Promoting social development and group responsibility.				
	2.4 Establishing and maintaining standards for student behavior.				
	2.5 Planning and implementing classroom procedures and routines that support student learning.				
	2.6 Using instructional time effectively.				
Comments		Standard 2 Summary Assessment			

Certificated Personnel Evaluation Instrument

Instructional Personnel

4: Exemplifies or exceeds standards

3: Meets standards - Satisfactory

2: Partially meets standards -
Needs to improve

1: Does not meet standards -
Unsatisfactory

TEACHING STANDARD 3

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

1 2 3 4

ELEMENTS

3.1 Demonstrating knowledge of subject matter content and student development.

3.2 Organizing curriculum to support student understanding of the subject matter.

3.3 Interrelating ideas and information within and across subject matter areas.

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.

3.5 Using material, resources and technologies to make subject matter accessible to students

Comments

Standard 3 Summary Assessment

TEACHING STANDARD 4

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCE FOR ALL STUDENTS

1 2 3 4

ELEMENTS

4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs.

4.2 Establishing and articulating goals for student learning.

4.3 Developing and sequencing instructional activities and materials for student learning.

4.4 Designing short-term and long-term plans to foster student learning.

4.5 Modifying instructional plans to adjust for student needs.

Comments

Standard 4 Summary Assessment

TEACHING STANDARD 5

ASSESSING STUDENT LEARNING

1 2 3 4

ELEMENTS

5.1 Establishing and communicating learning goals for all students

5.2 Collecting and using multiple sources of information to assess student learning.

5.3 Involving and guiding all students in assessing their own learning.

5.4 Using the results of assessments to guide instruction.

5.5 Communicating with students, families and other audiences about student progress.

Comments

Standard 5 Summary Assessment

Certificated Personnel Evaluation Instrument

Instructional Personnel

4: Exemplifies or exceeds standards

3: Meets standards - Satisfactory

2: Partially meets standards -
Needs to improve

1: Does not meet standards -
Unsatisfactory

TEACHING STANDARD 6									
DEVELOPING AS A PROFESSIONAL EDUCATOR					1	2	3	4	
ELEMENTS	6.1 Reflecting on teaching practice and planning professional development.								
	6.2 Establishing professional goals and pursuing opportunities to grow professionally.								
	6.3 Working with communities to improve professional practice.								
	6.4 Working with families to improve professional practice.								
	6.5 Working with colleagues to improve professional practice.								
Comments					Standard 6 Summary Assessment				
OTHER DUTIES					1	2	3	4	
ELEMENTS	A. Maintains and submits reports as required.								
	B. Provides appropriate training and supervision of instructional assistants. .								
	C. Other (<i>specify</i>)								
	D. Other (<i>specify</i>)								
	E. Other (<i>specify</i>)								
	F. Other (<i>specify</i>)								
Comments									
EVALUATOR'S COMMENTS					1	2	3	4	
					Overall Performance				
EVALUATEE'S COMMENTS									

Evaluatee's Signature*

Date

Evaluator's Signature

Date

*Evaluatee's signature does not necessarily constitute agreement with the evaluation; only that s/he has read the document.

VII — F

BLOCHMAN UNION SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
2022/2023 with Step 13 - 24 alternating 1% & 2%

DAYS 184.00
CHANGE 2%

	Bachelor's Degree	Bachelor's Degree +30 units	Bachelor's Degree +45 units	Bachelor's Degree +60 units or Masters	Bachelor's Degree +75 with Masters or Master + 30 units
STEP	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
1	45,059	47,763	50,628	53,668	56,888
2	46,410	49,197	52,148	55,278	58,595
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11	50,714	62,323	68,041	72,123	76,458
12	50,714	62,323	70,084	74,287	78,751
13	50,714	62,323	70,785	75,029	79,540
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15	50,714	62,323	72,923	77,297	81,941
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17	50,714	62,323	75,125	79,631	84,416
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TEACHER HOURLY RATE: \$ 28.40
SUBSTITUTE DAILY RATE: \$ 150.00
SUBSTITUTE LONG TERM DAILY RATE: \$ 160.00
SPEECH/LANGUAGE PATHOLOGIST HOURLY RATE: \$ 100.00

BOARD APPROVED:

**BLOCHMAN UNION SCHOOL DISTRICT
CLASSIFIED HOURLY SALARY SCHEDULE
2022/2023**

Increase 2%

STEPS:

1 2 3 4 5 6

Information Technology Specialist	31.83	33.11	34.44	35.81	37.25	38.73
School Secretary	19.71	20.49	21.33	22.16	23.05	23.98
Accounting Assistant II	19.71	20.49	21.33	22.16	23.05	23.98
Maintenance/Grounds	19.71	20.49	21.33	22.16	23.05	23.98
Head Cook	19.71	20.49	21.33	22.16	23.05	23.98
Cafeteria Coordinator	19.71	20.49	21.33	22.16	23.05	23.98
Custodian	19.71	20.49	21.33	22.16	23.05	23.98
Van Driver	19.71	20.49	21.33	22.16	23.05	23.98
Instructional Assistant	18.33	19.06	19.82	20.61	21.44	22.30
Accounting Assistant	18.33	19.06	19.82	20.61	21.44	22.30
Office Assistant	16.97	17.65	18.35	19.07	19.85	20.64
Library Assistant	16.97	17.65	18.35	19.07	19.85	20.64
Campus Aide	16.97	17.65	18.35	19.07	19.85	20.64

BOARD APPROVED:

**BLOCHMAN UNION SCHOOL DISTRICT
SPECIAL EDUCATION DIRECTOR SALARY SCHEDULE
2022/2023**

Row	Column	Salary Rate
1	1	93,636.00
2	1	96,445.00
3	1	99,339.00
4	1	102,318.00
5	1	105,388.00

Board Approved:

**BLOCHMAN UNION SCHOOL DISTRICT
SUPERINTENDENT SALARY SCHEDULE
2022/2023**

Row	Column	Salary Rate
1	1	121,450.00
2	1	125,096.00
3	1	128,846.00
4	1	132,714.00
5	1	136,694.00
6	1	140,797.00
7	1	145,020.00
8	1	149,370.00
9	1	153,850.00
10	1	158,465.00
11	1	163,219.00
12	1	168,115.00

Board Approved:

VII – G

BLOCHMAN UNION SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
2023/2024 with Step 13 - 24 alternating 1% & 2%

DAYS 184.00
CHANGE 2%

	Bachelor's Degree	Bachelor's Degree +30 units	Bachelor's Degree +45 units	Bachelor's Degree +60 units or Masters	Bachelor's Degree +75 with Masters or Master + 30 units
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1	45,960	48,718	51,641	54,741	58,026
2	47,338	50,181	53,191	56,384	59,766
3	48,757	51,686	54,786	58,075	61,559
4	50,220	53,235	56,432	59,817	63,407
5	51,728	54,834	58,123	61,611	65,310
6	51,728	56,478	59,866	63,460	67,270
7	51,728	58,173	61,662	65,364	69,287
8	51,728	59,918	63,511	67,324	71,367
9	51,728	61,716	65,418	69,344	73,508
10	51,728	63,569	67,380	71,423	75,714
11	51,728	63,569	69,402	73,565	77,986
12	51,728	63,569	71,486	75,773	80,325
13	51,728	63,569	72,201	76,530	81,130
14	51,728	63,569	73,645	78,061	82,753
15	51,728	63,569	74,381	78,843	83,579
16	51,728	63,569	75,869	80,420	85,251
17	51,728	63,569	76,628	81,224	86,102
18	51,728	63,569	78,161	82,848	87,824
19	51,728	63,569	78,942	83,678	88,703
20	51,728	63,569	80,521	85,352	90,477
21	51,728	63,569	81,326	86,204	91,383
22	51,728	63,569	82,953	87,928	93,211
23	51,728	63,569	83,783	88,808	94,142
24	51,728	63,569	85,459	90,584	96,025

TEACHER HOURLY RATE: \$ 28.97
SUBSTITUTE DAILY RATE: \$ 150.00
SUBSTITUTE LONG TERM DAILY RATE: \$ 160.00
SPEECH/LANGUAGE PATHOLOGIST HOURLY RATE: \$ 100.00

BOARD APPROVED:

**BLOCHMAN UNION SCHOOL DISTRICT
CLASSIFIED HOURLY SALARY SCHEDULE
2023/2024**

Increase 2%

STEPS:

1 2 3 4 5 6

Information Technology Specialist	32.47	33.77	35.13	36.53	38.00	39.50
School Secretary	20.10	20.90	21.76	22.60	23.51	24.46
Accounting Assistant II	20.10	20.90	21.76	22.60	23.51	24.46
Maintenance/Grounds	20.10	20.90	21.76	22.60	23.51	24.46
Head Cook	20.10	20.90	21.76	22.60	23.51	24.46
Cafeteria Coordinator	20.10	20.90	21.76	22.60	23.51	24.46
Custodian	20.10	20.90	21.76	22.60	23.51	24.46
Van Driver	20.10	20.90	21.76	22.60	23.51	24.46
Instructional Assistant	18.70	19.44	20.22	21.02	21.87	22.75
Accounting Assistant	18.70	19.44	20.22	21.02	21.87	22.75
Office Assistant	17.31	18.00	18.72	19.45	20.25	21.05
Library Assistant	17.31	18.00	18.72	19.45	20.25	21.05
Campus Aide	17.31	18.00	18.72	19.45	20.25	21.05

BOARD APPROVED:

**BLOCHMAN UNION SCHOOL DISTRICT
SPECIAL EDUCATION DIRECTOR SALARY SCHEDULE
2023/2024**

Row	Column	Salary Rate
1	1	95,509.00
2	1	98,374.00
3	1	101,326.00
4	1	104,364.00
5	1	107,496.00

Board Approved:

**BLOCHMAN UNION SCHOOL DISTRICT
SUPERINTENDENT SALARY SCHEDULE
2023/2024**

Row	Column	Salary Rate
1	1	123,879.00
2	1	127,598.00
3	1	131,423.00
4	1	135,368.00
5	1	139,428.00
6	1	143,613.00
7	1	147,920.00
8	1	152,357.00
9	1	156,927.00
10	1	161,634.00
11	1	166,483.00
12	1	171,477.00

Board Approved:

VII – H

2020–21 Title I, Part A LEA Allocation and Reservations

report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDerosc@cde.ca.gov, 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$16,954
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$16,954

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
* Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
* Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$500

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
2020–21 Approved indirect cost rate	8.40%
Indirect cost reservation	\$1,377
Administrative reservation	\$1,166

Reservation Summary

Total LEA required and authorized reservations	\$3,043
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$13,911

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cdede.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$16,954
Transferred-in amount	\$0
2020-21 Title I, Part A LEA available allocation	\$16,954
Expenditures and obligations through September 30, 2021	\$16,954
Carryover as of September 30, 2021	\$0
Carryover percent as of September 30, 2021	0.00%

*****Warning*****

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2020-21 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Jana Zhou, Title I Policy, Program, and Support Office, LZhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:
1. The LEA is a single school LEA
2. The enrollment total for all schools less than 1,000
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- 1 - Below LEA average and at or above 35% student low income
- 2 - Waiver for a desegregation plan on file
- 3 - Grandfather provision
- 4 - Feeder pattern
- 5 - Low income measure

Ranking Schools Highest to Lowest

LEA-wide low income %

Available Title I, Part A school allocations

Available parent and family engagement reservation

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2019-20 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Benjamin Foxen Elementary	6045264	1	208	115	55.29	*	*	1	120.96	13910.40			13910.40	

Warning

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2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

IDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cdede.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:
is a single school LEA
has enrollment total for all schools less than 1,000
if applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- Below LEA average and at or above 35% student low income
- Waiver for a desegregation plan on file
- Grandfather provision
- Feeder pattern
- low income measure

Ranking Schools Highest to Lowest

EA-wide low income %

Available Title I, Part A school allocations

Available parent and family engagement reservation

FRPM

Within the LEA

55.49%

\$15,014

\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Benjamin Foxen Elementary	6045264	1	173	96	55.49	*	*	1	156.39	15013.44	\$0	\$0	15013.44	

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

VII - I



LICENSING AGREEMENT

This Agreement effective **April 1, 2022**, is made and entered into by **Blochman Union School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
 - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
 - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
 - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.
- I. License Fee. Licensee shall pay a fee of **\$395**.



- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
 - (i) Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
 - * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
 - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

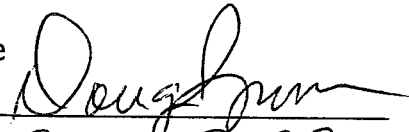
By: Aaron Tarazon, Director
Document Tracking Services
10606 Camino Ruiz, Suite 8-132
San Diego, CA 92126
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Date: March 15, 2022

Licensee

By:

Date:


3-17-2022

Blochman Union School District



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2022 Local Control and Accountability Plan
2. 2022 School Accountability Report Card, English & Spanish
3. 2022 School Plan for Student Achievement
4. Others to be identified as needed.

VII – J

Policy 4030: Nondiscrimination In Employment

Status: DRAFT

Original Adopted Date: 11/14/2017 | **Last Revised Date:** 12/10/2019

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

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

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

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

1. Hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
 - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
 - c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
 - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who

requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

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

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

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

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

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

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

Exhibit 4112.9-E(3): Employee Notifications

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Exhibit
Employee Notifications

Descriptor Code: 4112.9

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

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

to Notify	Code	Regulation #	Subject
I. To All Employees (continued)			
To all employees	Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210	BP 4020 BP 4159 4259 4359	District's drug- and alcohol- free workplace; actions to be taken if violated; available employee assistance programs
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
If the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually, or more frequently if there is new information	Health and Safety Code 120875, 120880	BP 4119.43 4219.43 4319.43	AIDS and hepatitis B, including methods to prevent exposure
To new employees upon hire and other employees upon request, in districts with 25 or more employees	Labor Code 230.1	AR 4161.2 4261.2 4361.2	Rights pursuant to Labor Code 230-230.1 pertaining to leaves and accommodations for victims of crime or abuse
With each paycheck	Labor Code 246	AR 4161.1 4361.1	Amount of sick leave available

AR 4261.1

Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor
Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period,	Labor Code 6409.6	AR 4157 4257 4357	Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against

the exclusive representative, and the employer of subcontracted employees as applicable			discrimination and retaliation; district's disinfection and safety plan
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when principal believes needs the information for the protection of self or others when working with student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses	Welfare and Institutions Code 827	AR 4158 4258 4358	Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff
To all employees and job applicants	2 CCR 11023; 34 CFR 104.8, 106.9	BP 0410 AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees	8 CCR 3203	AR 4157 4257 4357	The right and procedure to access the injury and illness prevention program
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
1. To All Employees (continued)			
To all employees working with homeless families	42 USC 11432	AR 6173	Duties of district liaison for homeless students
To all employees	34 CFR 106.8	AR 4119.11 4219.11	Nondiscrimination on the basis of sex; contact

		4319.11	information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights
Annually	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; inspections, response actions, post-response actions planned or in progress

II. To Certificated Employees

To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire	Education Code 22455.5	AR 4121	Criteria for membership in retirement system; right to elect membership at any time
Upon employment of a retired certificated individual	Education Code 22461	AR 4117.14 4317.14	Postretirement earnings limitation or employment restriction; monthly report of compensation
To certificated employees	Education Code 35171	AR 4115 BP 4315	District regulations related to performance evaluations
30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated	Education Code 44663	AR 4115	Copy of employee's evaluation
To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee	Education Code 44664	AR 4115	Notice and description of the unsatisfactory performance
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject

II. To Certificated Employees (continued)

By May 30, if district issues reemployment notices to certificated employees	Education Code 44842	AR 4112.1	Request that the employee notify district of intent to remain in service next year
To probationary and temporary	Education Code	AR 4112.1	Employment status and salary

certificated employees upon employment, and every July thereafter	44916	AR 4121	
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second-year probationary employee	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject

II. To Certificated Employees (continued)

By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
Before the end of the school year to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year

During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated	Education Code 44955.5	BP 4117.3	Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Board
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To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
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To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion	Education Code 48201	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
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To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
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III. To Classified Employees

When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, right to hearing, timeline for requesting hearing
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By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15	Education Code 45117	AR 4217.3	Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination
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During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to classified employees who are laid off due to lack of work or lack of funds	Education Code 45117	AR 4217.3	District Statement of Reduction in Force to affected employees in accordance with a schedule of notice and hearing adopted by the Board
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At least 60 days prior to the effective date of layoff, if the employee's position must be eliminated due to the expiration of a specially funded program	Education Code 45117	AR 4217.3	Notice of layoff date, displacement and reemployment rights
Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave
When/Whom	Education or Other Legal	Board Policy/ Administrative	
to Notify	Code	Regulation #	Subject
III. To Classified Employees (continued)			
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42 4212.42 4312.42	Post-accident information, procedures, and instructions
IV. To Administrative/Supervisory Personnel			
To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121 BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative	Education Code	AR 4313.2	Statement of the reasons for

or supervisory employee transferred to teaching position	44896		the reassignment
By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year
V. To Individual Employees Under Special Circumstances			
In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances (continued)			
Prior to placing derogatory information in personnel file	Education Code 44031	AR 4112.6 4212.6 4312.6	Notice of derogatory information, opportunity to review and comment
To employees who volunteer to administer epinephrine auto-injector	Education Code 49414	AR 5141.21	Defense and indemnification from civil liability by the district
To district police officer, within 30 days of decision to impose discipline	Government Code 3304	AR 3515.3	Decision to impose discipline, including the date that discipline will be imposed
To employee returning from military leave of absence, within 30 days of return	Government Code 20997	AR 4161.5 4261.5 4361.5	Right to receive PERS service credit for military service; application form
24 hours before Board meets in closed session to hear complaints or charges against employee	Government Code 54957	BB 9321	Employee's right to have complaints/charges heard in open session
When taking disciplinary action against employee for disclosure of confidential information	Government Code 54963	BP 4119.23 4219.23 4319.23	Law prohibiting disclosure of confidential information obtained in closed session
When document identifying employee who is victim of domestic violence is disclosed	Labor Code 230	AR 4158 4258 4358	Accommodations and leave for victims of domestic violence
Within one working day of work-related injury or victimization of crime	Labor Code 3553, 5401	AR 4157.1 4257.1 4357.1	Potential eligibility for workers' compensation benefits, claim form
When adverse employment	Penal Code 11105,	AR 4112.5	Copy of DOJ notification

action is based on DOJ criminal history information or subsequent arrest notification	11105.2	4212.5 4312.5	
To any employee with exposure to blood or other potentially infectious materials, upon initial employment and at least annually thereafter	8 CCR 3204	AR 4119.42 4219.42 4319.42	The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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V. To Individual Employees Under Special Circumstances (continued)

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

Exhibit
Employee Notifications

Descriptor Code: 4212.9

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

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

to Notify	Code	Regulation #	Subject
I. To All Employees (continued)			
To all employees	Government Code 8355; 41 USC 8102;	BP 4020 BP 4159	District's drug- and alcohol-free workplace; actions to be
	34 CFR 84.205,	4259	taken if violated; available
	84.210	4359	employee assistance programs
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
If the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually, or more frequently if there is new information	Health and Safety Code 120875,	BP 4119.43 4219.43	AIDS and hepatitis B, including methods to prevent exposure
	120880	4319.43	
To new employees upon hire and other employees upon request, in districts with 25 or more employees	Labor Code 230.1	AR 4161.2	Rights pursuant to Labor
		4261.2	Code 230-230.1 pertaining
		4361.2	to leaves and accommodations for victims of crime or abuse
With each paycheck	Labor Code 246	AR 4161.1 4361.1	Amount of sick leave available

AR 4261.1

Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor
Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period.	Labor Code 6409.6	AR 4157 4257 4357	Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against

the exclusive representative, and the employer of subcontracted employees as applicable			discrimination and retaliation; district's disinfection and safety plan
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when principal believes needs the information for the protection of self or others when working with student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses	Welfare and Institutions Code 827	AR 4158 4258 4358	Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff
To all employees and job applicants	2 CCR 11023; 34 CFR 104.8, 106.9	BP 0410 AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees	8 CCR 3203	AR 4157 4257 4357	The right and procedure to access the injury and illness prevention program
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To all employees working with homeless families	42 USC 11432	AR 6173	Duties of district liaison for homeless students
To all employees	34 CFR 106.8	AR 4119.11 4219.11	Nondiscrimination on the basis of sex; contact

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

certificated employees upon employment, and every July thereafter	44916	AR 4121	
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second-year probationary employee	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
Before the end of the school year to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year

During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated	Education Code 44955.5	BP 4117.3	Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Board
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To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
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To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion	Education Code 48201	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
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To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
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III. To Classified Employees

When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, right to hearing, timeline for requesting hearing
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By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15	Education Code 45117	AR 4217.3	Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination
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During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to classified employees who are laid off due to lack of work or lack of funds	Education Code 45117	AR 4217.3	District Statement of Reduction in Force to affected employees in accordance with a schedule of notice and hearing adopted by the Board
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At least 60 days prior to the effective date of layoff, if the employee's position must be eliminated due to the expiration of a specially funded program	Education Code 45117	AR 4217.3	Notice of layoff date, displacement and reemployment rights
Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave
When/Whom	Education or Other Legal	Board Policy/ Administrative	
to Notify	Code	Regulation #	Subject
III. To Classified Employees (continued)			
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42 4212.42 4312.42	Post-accident information, procedures, and instructions
IV. To Administrative/Supervisory Personnel			
To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121 BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative	Education Code	AR 4313.2	Statement of the reasons for

or supervisory employee transferred to teaching position	44896		the reassignment
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By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year
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V. To Individual Employees Under Special Circumstances

In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies
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When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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V. To Individual Employees Under Special Circumstances (continued)

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

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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V. To Individual Employees Under Special Circumstances (continued)

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

Exhibit
Employee Notifications

Descriptor Code: 4312.9

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

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

to Notify	Code	Regulation #	Subject
I. To All Employees (continued)			
To all employees	Government Code 8355; 41 USC 8102;	BP 4020 BP 4159	District's drug- and alcohol-free workplace; actions to be
	34 CFR 84.205,	4259	taken if violated; available
	84.210	4359	employee assistance programs
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
If the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually, or more frequently if there is new information	Health and Safety	BP 4119.43	AIDS and hepatitis B,
	Code 120875,	4219.43	including methods to prevent
	120880	4319.43	exposure
To new employees upon hire and other employees upon request, in districts with 25 or more employees	Labor Code 230.1	AR 4161.2	Rights pursuant to Labor
		4261.2	Code 230-230.1 pertaining
		4361.2	to leaves and accommodations for victims of crime or abuse
With each paycheck	Labor Code 246	AR 4161.1 4361.1	Amount of sick leave available

AR 4261.1

Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor
Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period.	Labor Code 6409.6	AR 4157 4257 4357	Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against

the exclusive representative, and the employer of subcontracted employees as applicable			discrimination and retaliation; district's disinfection and safety plan
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when principal believes needs the information for the protection of self or others when working with student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses	Welfare and Institutions Code 827	AR 4158 4258 4358	Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff
To all employees and job applicants	2 CCR 11023; 34 CFR 104.8, 106.9	BP 0410 AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees	8 CCR 3203	AR 4157 4257 4357	The right and procedure to access the injury and illness prevention program
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
To all employees working with homeless families	42 USC 11432	AR 6173	Duties of district liaison for homeless students
To all employees	34 CFR 106.8	AR 4119.11 4219.11	Nondiscrimination on the basis of sex; contact

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

certificated employees upon employment, and every July thereafter	44916	AR 4121	
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second-year probationary employee	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
Before the end of the school year to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year

During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated	Education Code 44955.5	BP 4117.3	Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Board
To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion	Education Code 48201	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
III. To Classified Employees			
When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, right to hearing, timeline for requesting hearing
By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15	Education Code 45117	AR 4217.3	Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination
During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to classified employees who are laid off due to lack of work or lack of funds	Education Code 45117	AR 4217.3	District Statement of Reduction in Force to affected employees in accordance with a schedule of notice and hearing adopted by the Board

At least 60 days prior to the effective date of layoff, if the employee's position must be eliminated due to the expiration of a specially funded program	Education Code 45117	AR 4217.3	Notice of layoff date, displacement and reemployment rights
Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave
When/Whom	Education or Other Legal	Board Policy/ Administrative	
to Notify	Code	Regulation #	Subject
III. To Classified Employees (continued)			
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42 4212.42 4312.42	Post-accident information, procedures, and instructions
IV. To Administrative/Supervisory Personnel			
To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121 BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative	Education Code	AR 4313.2	Statement of the reasons for

or supervisory employee transferred to teaching position	44896		the reassignment
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By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year
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V. To Individual Employees Under Special Circumstances

In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies
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When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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V. To Individual Employees Under Special Circumstances (continued)

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

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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V. To Individual Employees Under Special Circumstances (continued)

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

Regulation 5111: Admission

Status: DRAFT

Original Adopted Date: 11/14/2017 | **Last Revised Date:** 12/10/2019

Age of Admittance to Transitional Kindergarten, Kindergarten and First Grade

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

Admission into transitional kindergarten shall be in accordance with law and as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 48000)

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

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

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

Documentation of Age/Grade

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

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

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
 2. A duly attested baptism certificate
 3. A passport
 4. When none of the above documents is obtainable, an affidavit of the parent/guardian
 5. Other means prescribed by the Board
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Policy 5111: Admission

Status: DRAFT

Original Adopted Date: 11/14/2017 | **Last Revised Date:** 12/10/2019

The Governing Board encourages the enrollment and appropriate placement of all children who are eligible for enrollment in school. The Superintendent or designee shall inform parents/guardians of children seeking admission to a district school about admission requirements and shall assist them with enrollment procedures.

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

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

Verification of Admission Eligibility

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

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

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

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

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

Regulation 5113: Absences And Excuses

Status: DRAFT

Original Adopted Date: 11/14/2017 | **Last Revised Date:** 12/10/2019

Excused Absences

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

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

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

5. Jury duty in the manner provided for by law (Education Code 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

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

10. Attendance at the student's naturalization ceremony to become a United States citizen (Education Code 48205)
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)
12. Participation in religious exercises or to receive moral and religious instruction at the student's place of

worship or other suitable place away from school (Education Code 46014)

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

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

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

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

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

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

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

Method of Verification

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

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

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

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in Item #2 above.
4. Physician's verification.

- a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
- b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

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

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)
 2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
 3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)
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Exhibit 5145.6-E(2): Parental Notifications

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Exhibit
Parental Notifications

Descriptor Code: 5145.6

Cautionary Notice: Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2021 (AB 128, Ch. 21, Statutes of 2021) extends the suspension of these requirements through the 2021-22 fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

Note: The following exhibit lists notices which the law explicitly requires be provided to parents/guardians. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements. For example, see AR 1312.3 - Uniform Complaint Procedures for the contents of the annual notice regarding uniform complaint procedures as mandated by 5 CCR 4622.

The exhibit does not include other notices that are recommended throughout CSBA's sample policy manual but are not required by law. The district may revise the exhibit to reflect additional notifications provided by the district.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	Education Code 222.5	BP 5146	Rights and options for pregnant and parenting students
Beginning of each school year	Education Code 234.7	BP 0410	Right to a free public education regardless of immigration status or religious beliefs
Beginning of each school year	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
Beginning of each school	Education Code	AR 5144	District and site discipline

year	35291, 48980	AR 5144.1	rules
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 44050	BP 4119.21 4219.21 4319.21	Code of conduct addressing employee interactions with students
Beginning of each school year	Education Code 46010.1	AR 5113	Absence for confidential medical services
Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	District policy authorizing transfer
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days and student-free staff development days
Beginning of each school year	Education Code 48980, 231.5; 5 CCR 4917; 34 CFR 106.8	AR 5145.7	Copy of sexual harassment policy as related to students; contact information for Title IX coordinator
Beginning of each school year	Education Code 48980, 32255-32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301	BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	AR 5113 BP 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance
Beginning of each school year	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures, available appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan
Beginning of each school year	Education Code 49063	AR 5125 AR 5125.3	Challenge, review, and expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria for defining school officials and to determine legitimate educational interest, categories defined as directory information, disclosures, right to file complaint with U.S. Department of Education, course prospectus availability

Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information
Beginning of each school year and at least one more time during school year using specified methods	Education Code 49428	None	How to access mental health services at school and/or in community
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Eligibility and application process for free and reduced-price meals
Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment
Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.48	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and

Exhibit 6173-E(3): Education For Homeless Children

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Policy 6173: Education For Homeless Children

Status: DRAFT

Original Adopted Date: 11/14/2017

The Governing Board believes that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall regularly review and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

The Superintendent or designee shall ensure that each district school identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of homeless students, the Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for homeless students are provided in a manner and form understandable to the parents/guardians of homeless students and to unaccompanied youths.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. Such professional development and technical assistance shall include, but are not limited to, training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service providers. (Education Code 48852.5; 42 USC 11432)

The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for homeless students, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of homeless students.

			paraprofessional
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	USDA SP-23-2017	AR 3551	District policy on meal payments
II. At Specific Times During the Student's Academic Career			
Beginning in grade 7, to course	Education Code 221.5, 48980	BP 6164.2 career counseling	Course selection and at least once prior selection and career counseling
Upon a student's enrollment	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
When child first enrolls in a school, if school offers	Education Code 32390, 48980	AR 5142.1 a fingerprinting program	Fingerprinting program public
When participating in under	Education Code 35211	None	Civil liability, insurance driver training courses coverage the jurisdiction of the district
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	BP 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code 48980, 51225.3	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
Upon a student's enrollment	Education Code	AR 5125	Specified rights related to

	49063	AR 5125.3	student records
When students enter grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
Before grade 12	Education Code 51225.8	AR 6143	Completion and submission of FAFSA and CADAA
Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143	UC and CSU College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code 51938, 48980	AR 6142.1	Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled or reenrolled in a licensed child care center or preschool	Health and Safety Code 1596.7996	AR 5148	Information on risks and effects of lead exposure, blood lead testing

When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject

II. At Specific Times During the Student's Academic Career (continued)

To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release student's name, address, and phone number to military recruiters without prior written consent
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III. When Special Circumstances Occur

In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 313.2, 440; 20 USC 6312	AR 6174	Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program
Prior to implementing alternative schedule	Education Code 46162	BP 6112	Public hearing on alternative schedule in secondary grades
When homeless or foster youth applies for enrollment in before/after school program	Education Code 8483	AR 5148.2	Right to priority enrollment; how to request priority enrollment

Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
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At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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III. When Special Circumstances Occur (continued)

To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance; no-cost and low-cost program options
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Annually to parents/guardians of student athletes before they participate in competition	Education Code 33479.3	AR 6145.2	Information on sudden cardiac arrest
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If school has lost its WASC accreditation status	Education Code 35178.4	BP 6190	Loss of status, potential consequences
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When district has contracted for electronic products or services that disseminate advertising	Education Code 35182.5	BP 3312	Advertising will be used in the classroom or learning center
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At least six months before implementing uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
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Before implementing a year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round schedule
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When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process
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Before early entry to transitional kindergarten or kindergarten, if early entry offered	Education Code 48000	AR 5111 AR 6170.1	Effects, advantages and disadvantages of early entry
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When student identified as being at risk of retention	Education Code 48070.5	AR 5123	Student at risk of retention
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When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2	Student has been excluded from school
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Before already admitted student is excluded for lack of immunization	Education Code 48216; 17 CCR 6040	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
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When a student is classified as truant	Education Code 48260.5, 48262	AR 5113.1	Truancy, parental obligation, availability of alternative programs, student consequences, need for conference
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When to	Education or Other Legal	Board Policy/ Administrative
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Notify	Code	Regulation #	Subject
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III. When Special Circumstances Occur (continued)

When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
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When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education
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Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to request meeting prior to involuntary transfer to continuation school
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To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
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When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
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Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
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When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts
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When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse
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At time of suspension	Education Code	BP 5144.1	Notice of suspension
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	48911	AR 5144.1	
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	Right to request a meeting with principal or designee
One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course

When student transfers from another district or private school into the district	Education Code 49068	AR 5125	Right to receive copy of student's record and a hearing to challenge content of student's record
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When parent/guardian's challenge of student record is denied and parent/guardian appeals	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection
When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition
Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
Within 10 days of negative balance in meal account	Education Code 49557.5	AR 3551	Negative balance in meal account; encouragement to apply for free or reduced-price meals
Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
Annually to parents/guardians	Education Code	AR 6145.2	Opioid fact sheet

of student athletes	49476		
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Within 30 days of foster youth, homeless youth, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12	Education Code 51225.1	BP 6146.1 AR 6173 AR 6173.1 AR 6173.3 Colleges AR 6175	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school, transfer opportunities through California Community Colleges
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV prevention or sexual health by guest speaker or outside consultant
Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered
Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857; 22 CCR 101218.1	AR 5148	Parent/guardian right to enter and inspect facility and other rights as specified
When a licensed child care center has a building	Health and Safety Code 1597.16	AR 5148	The requirement to test the facility, and the results of the

constructed before January 1, 2010 and has drinking water tested for lead

test

When district receives Tobacco-Use Prevention Education Funds

Health and Safety Code 104420

AR 3513.3

The district's tobacco-free schools policy and enforcement procedures

When to Notify

Education or Other Legal Code

Board Policy/ Administrative Regulation #

Subject

III. When Special Circumstances Occur (continued)

When testing by community water system finds presence of lead exceeding specified level

Health and Safety Code 116277

AR 3514

Elevated lead level at school

When sharing student immunization information with an immunization system

Health and Safety Code 120440

AR 5125

Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

At least 14 days prior to sex offender coming on campus as volunteer

Penal Code 626.81

AR 1240
BP 1250

Dates and times permission granted; obtaining information from law enforcement

When hearing is requested by person asked to leave school premises

Penal Code 627.5

AR 3515.2

Notice of hearing

When responding to complaint re: discrimination, special education, or noncompliance with law

5 CCR 4631

AR 1312.3

Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When child participates in licensed child care and development program

5 CCR 18066

AR 5148

Policies regarding excused and unexcused absences

Within 30 days of application for subsidized child care or preschool services

5 CCR 18094,
18118

AR 5148
AR 5148.3

Approval or denial of services

At least 14 days before change in service or other intended action, upon recertification or update of application for child care or preschool services

5 CCR 18095,
18119

AR 5148
AR 5148.3

Any change in service, such as in fees, amount of service, termination of service

Upon child's enrollment in care program

5 CCR 18114 child

AR 5148

Policy on fee collection

When payment of child care seven days late	5 CCR 18114 fees is	AR 5148	Notice of delinquent fees
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/ guardian of child's assignment
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose other program
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	Notice of policy
When district receives Impact Aid funds for students residing on Indian lands, to parents/ guardians of Indian children	20 USC 7704; 34 CFR 222.94	AR 3231	Relevant applications, evaluations, program plans, information about district's general educational program; opportunity to submit comments
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal; duties of district liaison; public notice
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to receive records and an opportunity for hearing upon request
When student complains of	34 CFR 106.44,	AR 5145.7	Right to file formal

sexual harassment	106.45	complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable
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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures
IV. Special Education Notices			
Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415(d); 34 CFR 300.502, 300.503	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice
Upon filing of state complaint	20 USC 1415(d);	AR 6159.1	Procedural safeguards

	34 CFR 300.504		notice
When disciplinary measures are taken or change in placement	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. Special Education Notices (continued)			
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services under Section 504	34 CFR 104.32, 104.36	AR 6164.6	District responsibilities, district actions, procedural safeguards
V. Classroom/Facility Notices			
In all district schools and offices, including staff lounges and student government meeting rooms	Education Code 234.1	AR 1312.3	Uniform complaint procedures board policy and administrative regulation
In each classroom used for license-exempt California State Preschool Program	Education Code 8212	AR 1312.3 E 1312.3	Health and safety requirements for preschool programs; where to get complaint form
In each classroom in each school	Education Code 35186	AR 1312.4 E 1312.4	Complaints subject to Williams uniform complaint procedures
In a licensed child care and development center at a location accessible to parents/guardians	Health and Safety Code 1596.857	AR 5148	Parent/guardian right to inspect, prohibition against retaliation, right to file complaint; registered sex offender database available to public; review licensing reports of facility visits and substantiated complaints against facility

Regulation 6173: Education For Homeless Children

Status: DRAFT

Original Adopted Date: 11/14/2017

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Superintendent _____
(title or position)
4949 Foxen Canyon Rd., Santa Maria, CA 93454 __
(address)
blochman@blochmanusd.org _____
(email address)
805-937-1148 _____
(phone number)

The district's liaison for homeless students shall: (Education Code 48851.5, 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies

2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Ensure that school personnel providing services to homeless students, including principals and other school leaders, attendance supervisors, teachers, enrollment personnel, and specialized instructional support personnel, receive professional development and other support
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the collection and provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the

youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a homeless student, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that the student is no longer homeless, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8
2. Through graduation if the student is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter, and any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a homeless student to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that the student did not complete at the previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a homeless student who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high

school by the end of the fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of the student's school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for the student how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such

liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district's web site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

Policy 6173: Education For Homeless Children

Status: DRAFT

Original Adopted Date: 11/14/2017

The Governing Board believes that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall regularly review and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

The Superintendent or designee shall ensure that each district school identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of homeless students, the Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for homeless students are provided in a manner and form understandable to the parents/guardians of homeless students and to unaccompanied youths.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. Such professional development and technical assistance shall include, but are not limited to, training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service providers. (Education Code 48852.5; 42 USC 11432)

The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above.
* (Education Code 48851)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for homeless students, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of homeless students.

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared orally with the district's liaison for homeless students.

Date submitted: _____

Student's name: _____

Name of person completing form: _____

Relation to student: _____

Address: _____

Email address: _____

Phone number: _____

Name of school requested: _____

I wish to appeal the eligibility, school selection, or enrollment decision made by:

☐ District liaison ☐ District Superintendent ☐ County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation orally.

I have been provided with:

- ☐ A written explanation of the district's decision
- ☐ Contact information for the district's homeless liaison
- ☐ Contact information for the county office of education's homeless liaison
- ☐ Contact information for the state homeless coordinator

A copy of this dispute form

Bylaw 9322: Agenda/Meeting Materials

Status: DRAFT

Original Adopted Date: 11/14/2017 | **Last Revised Date:** 12/10/2019

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

Each agenda shall state the meeting time and location and shall briefly describe each item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the Board meeting. (Government Code 54954.2)

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the Board.

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the PRA. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)
