

WILLITS UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Regular Meeting
Willits High School Media Center
299 North Main Street, Willits, California
Wednesday, October 14, 2020
Closed Session – 4:00 p.m.
Open Session - 5:00 p.m.

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the Willits Unified School District Board of Education meeting scheduled for Wednesday, October 14, 2020, at 5:00 p.m. will be in a virtual/teleconferencing environment using Zoom at this link:

<https://us04web.zoom.us/j/9782489039?pwd=V0U2cUthZUMzQk5xR3d5Vy9wT1JkZz09>

The purpose of the Governor’s executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by “limiting attendance at public assemblies, conferences, or other mass events.” The Governor’s executive order on March 12, 2020, already waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The October 14th agenda contains only routine and time-sensitive items.

Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.

Agenda-REVISED

1. Call Meeting to Order
2. Agenda Approval
3. Public Comments on the Closed Session Items
4. Recess to Closed Session
 - A. Consideration of Request for Early Retirement Incentive, Classified (1)
5. Reconvene to Open Session
6. Flag Salute
7. Report out of Closed Session
8. Information
 - A. Solar Update
9. WTA Comments
10. CSEA Comments
11. Board Comments
12. Superintendent Comments
13. Action /Discussion
 - A. Public Comments on Consent Agenda
 - B. Consent Agenda
 - 1) *Approval of Minutes of the Regular Meeting held on September 9, 2020
 - 2) *Approval of Minutes of the Special Meeting held on September 24, 2020
 - 3) *Approval of Minutes of the Special Meeting held on September 28, 2020
 - 4) *Warrant Registers from September 1, 2020- September 30, 2020
 - 5) *Approval of Employee Status Changes (4)
 - 6) *Approval of Williams Complaint Report- 1st Quarter
 - 7) *Approval of MOU, Willits Kids Club, ASES for 2020/21
 - 8) *Approval of Brookside Student Handbook
 - C. *Approval of Bilingual Family Liaison Job Description

D. PUBLIC HEARING – Sufficiency of Textbooks – 5:30 p.m.

Education Code Section 60119 requires that in order to be eligible for certain state funding for textbooks, the governing board shall adopt, on an annual basis, a resolution with respect to textbooks and instructional materials availability and affirm that each pupil in each school in the district has, or will have sufficient textbooks or instructional materials, or both, in each subject that are consistent with the contents of and cycles of the curriculum framework adopted by the State Board. The Board welcomes public input.

- E. *Approval of Sufficiency or Insufficiency of Instructional Materials: Resolution 2020/21-1
- F. Consideration of Board Approval to Support Proposition 15

- G. *First Read BP/AR 0420.4, Charter School Authorization
 - H. *First Read BP/E 0420.41, Charter School Oversight
 - I. *First Read BP 0420.42, Charter School Renewal
 - J. *First Read BP 0420.43, Charter School Revocation
 - K. *First Read BP 3471, Parcel Taxes
 - L. *First Read BP 4112.2, Certification
 - M. *First Read BP/AR 5141.52, Suicide Prevention
 - N. *First Read BP/AR 5144.1, Suspension and Expulsion/Due Process
 - O. *First Read BP/AR 6172.1, Concurrent Enrollment in College Classes
 - P. *Approval of SPSA for BGMS
 - Q. Next Meeting Agenda Items
14. Public Comments for Items Not on the Agenda
15. Adjournment

Willits Unified School District staff and students, in partnership with parents and community members, provide a challenging, caring and safe educational environment, which prepares students to be positive members of the community, effective communicators, problem solvers, and lifelong learners.

Notice: Willits Unified School District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent, (707) 459-5314. All efforts will be made for reasonable accommodations.

Agenda Packet & Supporting Documents Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Willits Unified School District- Reception Desk, located at 1277 Blosser Lane., Willits, CA. For more information please call (707) 459-5314. *Items so marked have supporting documents which have been distributed to School Board Members. An extra copy is available upon request.

BOARD MEETINGS ARE RECORDED AND UPLOADED TO DISTRICT WEB SITE: www.willitsunifed.com. For technical assistance, please contact Jennifer Maples (707) 459-5314 ext. 1105

WILLITS UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
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Wednesday, October 14, 2020
Closed Session – 4:00 p.m.
Open Session ~ 5:00 p.m.

Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.

Agenda Analysis-REVISED

1. Call Meeting to Order
2. Agenda Approval

The Board reserves the right to change the Agenda order unless a specified time is listed for an item.

3. Public Comments on the Closed Session Items
4. Recess to Closed Session
 - A. Consideration of Request for Early Retirement Incentive, Classified (1)
5. Reconvene to Open Session
6. Flag Salute
7. Report out of Closed Session
8. Information
 - A. Solar Update
9. WTA Comments
10. CSEA Comments
11. Board Comments
12. Superintendent Comments
13. Action /Discussion
 - A. Public Comments on Consent Agenda
 - B. Consent Agenda

These items are routine in nature and do not typically require Board discussion.

- 1) *Approval of Minutes of the Regular Meeting held on September 9, 2020

Recommendation: Administration recommends the approval of the 9/9/20 minutes as presented.

Attachments: Yes

- 2) *Approval of Minutes of the Special Meeting held on September 24, 2020

Recommendation: Administration recommends the approval of the 9/24/20 minutes as presented.

Attachments: Yes

- 3) *Approval of Minutes of the Regular Meeting held on September 28, 2020

Recommendation: Administration recommends the approval of the 9/28/20 minutes as presented.

Attachments: Yes

- 4) *Warrant Registers from September 1, 2020-September 30, 2020

Recommendation: Administration recommends the approval of the Warrant Registers from September 1, 2020 to September 30, 2020

Attachments: Yes

- 5) *Approval of Employee Status Changes (4)

Background:

Certificated New Hire:

Tessa Crawford, 1.0 FTE, Teacher, Blosser Lane Elementary School, 08/31/2019

Classified Resignation:

Maria Gonzalez de Hernandez, .75 FTE, Special Education Instructional Assistant, Brookside Elementary School, 08/31/2020

Classified Retirement:

Cynthia Zuidema, .75 FTE, Special Education Instructional Assistant, Blosser Lane Elementary School, 09/30/2020

Classified New Hire:

Katie Gray, 75 FTE, Special Education Instructional Assistant, Blosser Lane Elementary School, 10/02/2020

Recommendation: Administration recommends the approval of the employee status changes as reported.

Attachments: Yes

6) *Approval of Williams Complaint Report, 1st Quarter

Background: As per Administrative Regulation (AR) 1312.02 (d) and Education Code, the Superintendent is required to give a quarterly report to the board on any Williams Complaints. There were no complaints during this quarter.

Recommendation: The Superintendent recommends approval of the Williams Uniform Complaint Quarterly Report.

Attachments: Yes

7) *Approval of MOU, Willits Kids Club, ASES for 2020/21

Background:

Recommendation: Superintendent recommends the board approve the MOU, Willits Kids Club, ASES 2020/21.

Attachments: Yes

8) *Approval of Brookside Student Handbook

Recommendation: Superintendent recommends the board approval the Brookside Student Handbook as presented.

Attachments: Yes

C. *Approval of Bilingual Family Liaison Job Description

Background:

Under the direction of site administration or designee, the Bilingual Family Liaison will enlist family involvement in students' educational programs; work with students, family and the Hispanic and Latino community in identifying and achieving educational goals, refer support services; may provide tutoring and share training programs and opportunities; and facilitate positive family, school and student relationships for and with our Hispanic and Latino families and students. This highly technical position requires independent judgement and strong interpersonal communication skills.

Recommendation: Administration recommends the approval of the job description for the bilingual family liaison as presented.

Attachments: Yes

D. **PUBLIC HEARING** – Sufficiency of Textbooks – 5:30 p.m.

Education Code Section 60119 requires that in order to be eligible for certain state funding for textbooks, the governing board shall adopt, on an annual basis, a resolution with respect to textbooks and instructional materials availability and affirm that each pupil in each school in the district has, or will have sufficient textbooks or instructional materials, or both, in each subject that are consistent with the contents of and cycles of the curriculum framework adopted by the State Board. The Board welcomes public input.

E. *Approval of Sufficiency or Insufficiency of Instructional Materials: Resolution 2020/21-1

Background:

Recommendation: Administration recommends the approval of Resolution 2020/21-1 as presented.

Attachments: Yes

F. Consideration of Board Approval to Support Proposition 15

Background:

California Proposition 15, the Tax on Commercial and Industrial Properties for Education and Local Government Funding Initiative, is on the ballot in California as an initiated constitutional amendment on November 3, 2020.

Recommendation: Administration awaits further direction from the board.

Attachments: Yes

G. *First Read BP/AR 0420.4, Charter School Authorization

Background:

Policy updated to reflect **NEW LAWS (AB 1505 and 1595)** which extend the timeline for holding a public hearing to determine the level of support for a charter petition, extend the timeline for making a final decision to grant or deny the petition, define receipt of the petition for the purpose of determining the beginning of this time period, and require publishing staff recommendations 15 days prior to the hearing at which the final decision will be made. As amended, criteria for reviewing the petition require consideration of the interests of the community in which the school is proposing to locate and prohibit the approval of a new charter school offering nonclassroom-based instruction until January 1, 2022. Regulation reflects **NEW LAWS (AB 1505 and AB 1595)** which revise the required components of a petition to delete a requirement to include annual goals that apply to the nature of the program operated, add a requirement that the petition describe the means by which the charter school will achieve a balance of special education students and English learners that is reflective of the general population within the district, and require that a petition for a charter school operated by or as a nonprofit public benefit corporation include the names and qualifications of the governing body. Regulation also reflects **NEW LAW (AB 982)** which requires the petition to include requirements for providing homework assignments, upon request, to students who have been suspended for two or more days. Regulation also reflects **NEW LAW (AB 1507)** which limits the ability of a charter school to establish a resource center, meeting space, or other satellite facility used for nonclassroom-based independent study outside district boundaries.

Recommendation: Administration recommends the board accept the first read of the policy as presented.

Attachments: Yes

H. *First Read BP/E 0420.41, Charter School Oversight

Background:

Policy updated to reflect **NEW LAWS (AB 1505 and AB 1595)** which require a charter school to request a material revision to its charter whenever it proposes to expand operations at one or more grade levels, and AB 1505 which revises criteria for the provision of technical assistance to charter schools beginning with the 2020-21 school year. Exhibit updated to add new requirements for charter schools pursuant to **NEW LAWS**, including requirements to refrain from discouraging a student from enrolling for any reason (**SB 75**), hold a public hearing when adopting the local control and accountability plan (**SB 75**), provide assistive technology devices to a student at home or a student who transfers to another school (**AB 605**), pay a student's tuition and conduct on-site visits if the charter school has a master contract with a nonpublic, nonsectarian school (**AB 1172**), phase in a requirement for teachers to hold the certificate or permit required for their certificated assignment (**AB 1505**), provide parent/guardian notices in English and in the primary language when 15 percent or more of the students speak a language other than English (**SB 75**), provide students with a meal of their choice regardless of unpaid meal fees (**SB 265**), adopt policy on suicide prevention applicable to grades K-6 (**AB 1767**), print the national domestic abuse hotline number on student identification cards (**SB 316**), post specified information on bullying and harassment prevention (**AB 34**), include the charter school's sexual harassment policy in student orientations and notify students of the policy by posting a poster (**AB 543**), neither expel a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or willfully defying the authority of school personnel (**SB 419**), provide a student who is suspended for two or more days with the homework assigned during the period of suspension (**AB 982**), and update and reissue a former student's records to include the student's updated name or gender (**AB 711**). Exhibit also reflects current law requiring charter schools to accept and provide full or partial credit for coursework completed by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or immigrant student participating in a newcomer program at another school.

Recommendation: Administration recommends the board accept the first read of the policy as presented

Attachments: Yes

I. *First Read BP 0420.42, Charter School Renewal

Background:

Policy updated to reflect **NEW LAW (AB 1505)** which revises the criteria for granting or denying charter renewals, provides that renewal of a high-performing school may be granted for up to seven years, and provides that a low-performing charter school shall not be granted a renewal unless it adopts a written plan with meaningful steps to address the underlying cause(s) of low performance and there is clear and convincing evidence of either measurable increases in academic achievement or strong postsecondary outcomes, as defined. Policy also reflects **NEW LAWS (AB 1505 and AB 1595)** which extend the timeline for holding a public hearing on the renewal, extend the timeline for making a final decision to grant or deny the renewal, define receipt of the petition for the purpose of determining the beginning of this time period, and require publishing staff recommendations 15 days prior to the hearing at which the final decision will be made. Section on "School Closure" added to clarify that if the charter school is not renewed and ceases operation, the closure procedures specified in the charter will be implemented.

Recommendation: Administration recommends the board accept the first read of the policy as presented

Attachments: Yes

J. *First Read BP 0420.43, Charter School Revocation

Background:

Policy updated to move up the material regarding immediate revocation of a charter school in the event of a severe and imminent threat to the health or safety of students and to reflect **NEW LAW (AB 1505)** which provides that increases in student achievement for all numerically significant student subgroups should be a factor, but not necessarily the most important factor, in determining whether to revoke a charter. Section on "School Closure" added to clarify that if the charter school is revoked and ceases operation, the closure procedures specified in the charter will be implemented.

Recommendation: Administration recommends the board accept the first read of the policy as presented.

Attachments: Yes

K. *First Read BP 3471, Parcel Taxes

Background:

New policy addresses the major requirements of levying, with voter approval, a parcel tax on real property which may be used by the district for any purpose specified in the ballot statement. Policy includes, but is not limited to, the requirement for the board to hold a public hearing; board approval of a resolution for the adoption of a parcel tax; the prohibition against using district funds, services, supplies, or equipment to support the parcel tax; and persons who may be exempted by the board from paying the parcel tax.

Recommendation: Administration recommends the board accept the first read of the policy as presented.

Attachments: Yes

L. *First Read BP 4112.2, Certification

Background:

Policy updated to clarify the hiring hierarchy if the district is unable to hire a person who possesses a clear or preliminary credential, including one who is approved for a limited assignment option. Policy reflects Commission on Teacher Credentialing (CTC) Coded Correspondence stating that, if the district needs to hire a person who has been granted a credential waiver by CTC, that person must qualify for a "variable term waiver." Policy also expands section on "National Board for Professional Teaching Standards Certification" to add examples of incentives that may encourage teacher participation.

Recommendation: Administration recommends the board accept the first read of the policy as presented.

Attachments: Yes

M. *First Read BP/AR 5141.52, Suicide Prevention

Background:

Policy and regulation updated to reflect **NEW LAW (AB 1767)** which mandates age-appropriate policy on suicide prevention, intervention, and postvention for students in grades K-6 beginning in the 2020-21 school year. Policy reflects requirements to consult with specified stakeholders on policy development, coordinate with the county mental health plan whenever a referral is made for mental health or related services for a student in grades K-6 who is a Medi-Cal beneficiary, and ensure that employees act within the authorization and scope of their credential or license. Policy also reflects **NEW LAW (AB 34)** which requires the district, beginning in the 2020-21 school year, to post its suicide prevention policy in a prominent location on its web site. Regulation updated to move material regarding the printing of the national suicide hotline number on student identification cards to a new section. Regulation also adds an optional postvention strategy to identify and monitor students significantly affected by suicide and those at risk of imitative behavior.

Recommendation: Administration recommends the board accept the first read of the policy as presented.

Attachments: Yes

N. *First Read BP/AR 5144.1, Suspension and Expulsion/Due Process

Background:

Policy and regulation updated to reflect **NEW LAW (SB 419)** which prohibits districts from suspending students in grades 4-8 for disrupting school activities or willfully defying the authority of school personnel. Policy also references **NEW LAW (AB 982)** which requires a district to provide a student who is suspended for two or more days with the homework assigned during the period of suspension. Regulation adds new section on "Additional Grounds for Suspension and Expulsion: Grades 9-12" reflecting the option to suspend, but not expel, a student in grades 9-12 for disruption or willful defiance.

Recommendation: Administration recommends the board accept the first read of the policy as presented.

Attachments: Yes

O. *First Read BP/AR 6172.1, Concurrent Enrollment in College Classes

Background:

Policy updated to include exceptions in determining the five percent enrollment cap on the number of students at each grade level who may be recommended for community college summer session and to reflect **NEW LAW (AB 1729)** which extends such exceptions through January 1, 2027. Policy reflects **NEW LAW (SB 554)** which authorizes an adult education student pursuing a high school diploma or high school equivalency certificate to attend community college as a special part-time student. Policy and regulation add new sections for districts that wish to establish a College and Career Access Pathways (CCAP) partnership program, in which the board enters into an agreement with the governing board of a community college district to offer or expand dual enrollment opportunities for students who may not already be college bound or are unrepresented in higher education. Regulation clarifies the board's responsibility, whenever a community college class will be offered on a high school campus, to determine the time that the campus is considered open to the general public and available for members of the public to attend such a class at the high school.

Recommendation: Administration recommends the board accept the first read of the policy as presented.

Attachments: Yes

P. Approval of SPSA, BGMS 2020-21

Background: Annually the Board approves the Single Plan for Student Achievement

Recommendation: Administration recommends approval of the SPSA, BGMS as presented

Attachments: No

Q. Next Meeting Agenda Items

Background: This item is on each regular agenda at the request of the board.

Recommendation: Administration awaits the direction of the board.

Attachments: No

14. Public Comments for Items Not on the Agenda
15. Adjournment

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WILLITS UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
WEDNESDAY, SEPTEMBER 9, 2020
CLOSED SESSION 4:00 P.M.
OPEN SESSION 5:00 P.M.

A regular meeting of the Willits Unified School District Board of Education will be held on Wednesday, September 9, 2020. The Board of Education will call the meeting to order at 4 p.m. via Zoom, at which time the Board of Education will move to Closed Session regarding the item listed under Closed Session. The public meeting will reconvene at 5:00 p.m. via

Zoom: <https://us04web.zoom.us/j/9782489039?pwd=V0U2cUthZUMzQk5xR3d5Vj9wT1JkZz09>

You may also view the meeting at: <https://www.youtube.com/channel/UCm14iSqMtl-7TKLnLP5NkFQ>

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the Willits Unified School District Board of Education meeting scheduled for Wednesday, September 9, 2020, at 5:00 p.m. will be in a virtual/teleconferencing environment using Zoom at this link:

<https://us04web.zoom.us/j/9782489039?pwd=V0U2cUthZUMzQk5xR3d5Vj9wT1JkZz09>

The purpose of the Governor's executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by "limiting attendance at public assemblies, conferences, or other mass events." The Governor's executive order on March 12, 2020, already waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The September 9th agenda contains only routine and time-sensitive items.

Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.

MINUTES

1. Call Meeting to Order

Board President Bowlds called the meeting to order at 4:00 p.m.

2. Public Comments on Closed Session Items

No comments were received.

3. Recess to Closed Session

Board President Bowlds recessed to closed session at 4:02 p.m.

A. Consideration of Request for Leave of Absence, Classified (2) (G.C. 54957)

B. Consideration of Request for Early Retirement Incentive (2) Classified (G.C. 54957)

4. Reconvene to Open Session

Board President Bowlds reconvened to open session at 5:01 p.m.

5. Report out of Closed Session

Superintendent Westerburg reported that the board approved the leave requests for two classified staff members and two early retirement incentives for classified employees.

A. Consideration of Request for Leave of Absence, Classified (2) (G.C. 54957)

MSP (Chavez/King) to approve request for leave of absence, (1) classified, as requested.

Ayes: Bowlds, Chavez, Colvig, King, Nunez

Noes: None

Absent: None

Abstain: None

MSP (Chavez, King) to approve request for leave of absence, (1) classified, as requested.

Ayes: Bowlds, Chavez, Colvig, King, Nunez

Noes: None

Absent: None

Abstain: None

B. Consideration of Request for Early Retirement Incentive (2) Classified (G.C. 54957)

MSP (Colvig/Chavez) to approve request for early retirement Incentive as requested.

Ayes: Bowlds, Chavez, Colvig, King, Nunez

Noes: None

Absent: None
Abstain: None

MSP (Colvig/Chavez) to approve request for early retirement Incentive as requested.

Ayes: Bowlds, Chavez, Colvig, King, Nunez
Noes: None
Absent: None
Abstain: None

6. Approval of Agenda, striking action items D and E

MSP (King/Nunez) to approve agenda, striking action items D and E.

Ayes: Bowlds, Chavez, Colvig, King, Nunez
Noes: None
Absent: None
Abstain: None

7. Flag Salute

Flag salute was led by Board Member Chavez.

8. Informational

A. Hot Seat Count

Superintendent Westerburg shared the current enrollment at 1521 for WUSD advising that the numbers were down by 40, primarily Brookside Elementary and Willits High School, he expects answers when students can get back in the classroom.

B. WTA-Proposition 15

ITEM TABLED TILL MEETING ON 9/28/20

9. WTA Comments

Dawn McClelland advised that due to wildfire and evacuations in Brooktrails ,WTA has been reaching out to evacuated staff and our teachers to their students. Some teachers are staying in their classrooms and the district is okay with that.

10. CSEA Comments

No comments received

11. Board Comments

Board Member Chavez shared his appreciation to our community, asked everyone to be safe and thanked everyone for making “magic happen” in distance learning.

Board Member Nunez has been talking with some students, she would like to see the Proposition 15 information shared with the upcoming election and shared her concerns about evacuees smoking on the school campus. Superintendent Westerburg advised that a designated smoking area was set up and since the Red Cross is running the center it is out of our hands

Board Clerk Colvig thanked the teachers for making it work and wished everyone a safe rest of the week.

Board Member King thanked everyone for meeting the needs of our students and shared her appreciation to Principal Mungia and Principal Runberg for their continued communication with bulletins.

Board President Bowlds echoed the comments of his fellow board members, saying he was impressed with the virtual classrooms and appreciates the efforts from the staff of WUSD.

12. Superintendent Comments

Superintendent Westerburg shared a map of wildfire, he advised that Red Cross is operating the evacuation center at WHS, animals are not permitted inside the facility and some folks are keeping them in their cars. Administrators are taking turns at the school with someone there 24/7. Westerburg concluded that the staff has done a great job getting ready for distance learning.

13. Action Discussion

A. Public Comments on Consent Agenda

Board Member Nunez would like to see the employee changes advisement to include the information if the teacher was on a waiver.

B. Consent Agenda

The consent agenda included the following items: Approval of the Minutes from the Regular Meeting held on August 12, 2020, Approval of the Minutes from the Special Meeting held on August 24, 2020, Approval of Employee Status Changes (8), Warrant Registers August 1, 2020-August 30, 2020, Approval of Investment Reports ending June 30, 2020, Approval of Board Agenda Calendar, Approval of BGMS Student Handbook 2020/21, Second Read/Final Approval BP 1312.3, Uniform Complaint Procedures, Second Read/Final Approval AR 1312.3, Uniform Complaints Procedures, Second Read/Final Approval E 1 & 2 1312.3, Uniform Complaint Procedures, Second Read/Final Approval AR/E 3 & 4 1312.4, Williams Uniform Complaint Procedures, Second Read/Final Approval: BP/AR 1340, Access to District Records, Second Read/Final Approval: AR 3231, Impact Aid, Second Read/Final Approval: BB 9230, Conflict of Interest, Approval of Minutes of the Special Meeting held on September 1, 2020.

MSP (Chavez/Colvig) to approve the consent agenda as presented.

Ayes: Bowlds, Chavez, Colvig, King, Nunez
Noes: None
Absent: None
Abstain: None

C. Approval of Education Protection Act Expenditure Report for 2019/20

MSP (King/Colvig) to approve the consent agenda as presented.

Ayes: Bowlds, Chavez, Colvig, King, Nunez
Noes: None
Absent: None
Abstain: None

CBO Nikki Agenbroad presented the EPA report ATTACHEMENT A and advised that the funds are used for teachers' salaries

D. Approval of Gann Limit Resolution 2020/21-3- ITEM STRICKEN

E. Approval of Unaudited Actuals Report for 2019/20- ITEM STRICKEN

F. Agenda Items for Next Regular Meeting

- Independent Study
- Proposition 15
- Solar Update
- Cares Act Plan

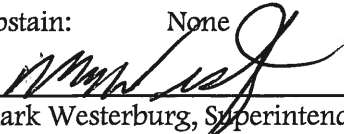
14. Public Comments for Items Not on the Agenda

Amy Grooms inquired about what is the district's plan once independent study is full. Superintendent Westerburg advised that will become a concern when classrooms open back up and right now we are putting efforts into distance learning and great discussions and options will be discussed when the time comes.

15. Adjournment

MSP (Nunez/Chavez) to adjourn at 6:10 p.m.

Ayes: Bowlds, Chavez, Colvig, King, Nunez
Noes: None
Absent: None
Abstain: None



Mark Westerburg, Superintendent

Robert Colvig, Board Clerk

WILLITS UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Special Meeting

Thursday, September 24, 2020
Open Session – 5:00 p.m.

A special meeting of the Willits Unified School District Board of Education will be held on Tuesday, September 1, 2020. The Board of Education will call the meeting to order at 5 p.m. via Zoom:

<https://www.google.com/url?q=https://us04web.zoom.us/j/9782489039?pwd%3DV0U2cUthZUMzQk5xR3d5Vy9wT1JkZz09&sa=D&source=calendar&ust=1600883465987000&usg=AOvVaw1hLej5eaOOQ4qIfDM6zkDG>

You may also view the meeting at: <https://www.youtube.com/channel/UCm14iSqMtl-7TKLnLP5NkFQ>

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the Willits Unified School District Board of Education meeting scheduled for Thursday, September 24, 2020, at 4:00 p.m. will be in a virtual/teleconferencing environment using Zoom at this link:

The purpose of the Governor's executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by "limiting attendance at public assemblies, conferences, or other mass events." The Governor's executive order on March 12, 2020, already waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The September 24th agenda contains only time-sensitive items.

Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.

MINUTES

1. Call Meeting to Order

Board President Bowlds called the meeting to order at 5:01 p.m.

2. Flag Salute

Flag salute was led by Board Member Chavez

3. Action Discussion

A. **PUBLIC HEARING-** 5:00 p.m. 2020/21 Learning Continuity and Attendance Plan (LCAP). The Board of Trustee of the Willits Unified School District will hold a Public Hearing to receive input from the public on matters pertaining to the adoption of the 20/21 LCAP. The board welcomes public input.

Public hearing opened at 5:03 p.m.

Superintendent Westerburg advised that several stakeholders took part in building the plan and shared his appreciation for participating. WUSD is spending all the money available to us with some funds already spent to get the district up and running with remote learning.

Discussions about the plan for English Learner, Special Ed and low achieving students, technology and connectivity problems. President Bowlds encouraged others to reach out if they have concerns about the plan.

Public hearing closed at 6:16 p.m.

B. Agenda Items for Next Regular Meeting

Nothing received

4. Public Comments for Items Not on the Agenda

No comments received

5. Adjournment


MSP (Chavez/King) to adjourn at 6:17 p.m.

Ayes: Bowlds, Chavez, King, Nunez

Noes: None

Absent: Colvig

Abstain: None


Mark Westerburg, Superintendent

Robert Colvig, Board Clerk

WILLITS UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Special Meeting

Monday, September 28, 2020
Open Session – 5:00 p.m.

A special meeting of the Willits Unified School District Board of Education will be held on Monday, September 28, 2020. The Board of Education will call the meeting to order at 5 p.m. via
Zoom: <https://www.google.com/url?q=https://us04web.zoom.us/j/9782489039?pwd%3DV0U2cUtHZUMzOk5xR3d5Vy9wT1JkZz09&sa=D&source=calendar&ust=1601216240147000&usg=AOvVaw32RIJkObgRtbOpWz510jpJ>

You may also view the meeting at: <https://www.youtube.com/channel/UCm14iSqMtl-7TKLnLP5NkFQ>

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the Willits Unified School District Board of Education meeting scheduled for Monday, September 28, 2020, at 5:00 p.m. will be in a virtual/teleconferencing environment using Zoom at this link:
The purpose of the Governor’s executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by “limiting attendance at public assemblies, conferences, or other mass events.” The Governor’s executive order on March 12, 2020, already waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The September 28th agenda contains only time-sensitive items.

Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.

MINUTES

1. Call Meeting to Order

Board President Bowlds called the meeting to order at 5:00 p.m.

2. Flag Salute

Flag salute was led by Board Clerk Colvig

3. Agenda Approval

MSP (King/Chavez) to approve the agenda as presented.

Ayes: Bowlds, Chavez, Colvig, King, Nunez

Noes: None

Absent: None

Abstain: None

4. Information

- Proposition 15, WTA presenting

Dawn McClelland presented a power point in support of Proposition 15. A discussion took place about Proposition 15 and the potential revenue the district may receive as well as Measure I.

5. Action Discussion

A. Approval of Learning Continuity Attendance Plan (LCAP) 2020/21

MSP (Chavez/King) to approve the 2020/21 LCAP as presented.

Ayes: Bowlds, Chavez, Colvig, King, Nunez

Noes: None

Absent: None

Abstain: None

B. Approval of Gann Limit Resolution 2020/21-2

MSP (King/Colvig) to approve Resolution 2020/21-2, Gann Limit as presented. ROLL CALL VOTE

Ayes: Bowlds, Chavez, Colvig, King, Nunez

Noes: None

Absent: None

Abstain: None

C. Approval of Unaudited Actuals Report for 2019/20

MSP (Nunez/Colvig) to approve unaudited actuals report for 2019/20 as presented.

Ayes: Bowlds, Chavez, Colvig, King, Nunez

Noes: None

Absent: None

Abstain: None

Director of Business Nikki Agenbroad presented the unaudited actuals for 2019/20, she answered questions and discussions took place about expenses and balances.

D. Agenda Items for Next Regular Meeting

- Proposition 15, action item: vote re: board support 10/14/20

6. Public Comments for Items Not on the Agenda

No comments received

7. Adjournment

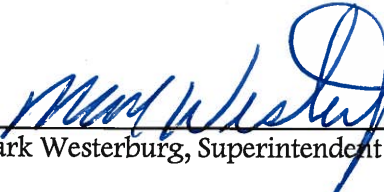
MSP (Nunez/Colvig) to adjourn at 7:30 p.m.

Ayes: Bowlds, Chavez, Colvig, King, Nunez

Noes: None

Absent: None

Abstain: None



Mark Westerburg, Superintendent

Robert Colvig, Board Clerk

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
796394	09/03/2020	GRIFFEN, SHARI	01-5800	REIMBURSEMENT FOR ART CLASS REGISTRATION		93.00
796395	09/03/2020	CRESSWELL, WILLIAM R	13-5200	JUNE THROUGH AUGUST MILEAGE		16.10
796396	09/03/2020	CROSSMAN, KATHLEEN M	01-4300	REIMBURSEMENT FOR CRAYONS		179.58
796397	09/03/2020	ACEVEDO'S UKIAH TRUCK REPAIR	01-5600	BUS 12	250.00	
				BUS 3	312.50	
				BUS 4	250.00	
				BUS 9	250.00	
				INSPECT AND INSTALL WIFI BUS 11	812.50	
				INSPECT AND INSTALL WIFI BUS 2	750.00	
				INSPECT AND INSTALL WIFI BUS 5	750.00	3,375.00
796398	09/03/2020	AMAZON CAPITAL SERVICES	01-4300	BASEBALL CAP WITH SHIELD	270.83	
				DISTRICT OFFICE WEBCAMS FOR VIDEO	216.71	
				CONFERENCING		
				HDMI to VGA	82.25	
				Ipad cases	303.23	
				Ipad Chargers	334.01	
				Keyboards for Laptops	521.28	
				Monitor equipment WHS	654.31	
				Unpaid Tax	10.89-	2,371.73
796399	09/03/2020	ARROW BENEFITS GROUP	69-5800	VISION CLAIMS		236.48
796400	09/03/2020	LESLIE'S POOL SUPPLIES INC	01-4300	Pool Supplies		83.57
796401	09/03/2020	METROPOLITAN PLANNING GROUP	01-5800	FOR SERVICES THROUGH 7/31/2020		3,361.50
796402	09/03/2020	O'NEILL, OLGA	01-3701	JULY & AUGUST RETIREE BENEFITS		1,049.19
796403	09/03/2020	QUILL CORP	01-4300	AP SUPPLIES	92.63	
				MAINTENANCE	460.52	
				Webcameras	729.13	
				Unpaid Tax	5.92-	1,276.36
796404	09/03/2020	SCHOOL SERVICES OF CALIFORNIA	01-5200	PAYROLL WORKSHOP L WALKER		275.00
796405	09/03/2020	SPURR	01-5520	6-1 - 6-30-20 AND 7-1 - 7-31-20		2,705.14
796406	09/03/2020	STAPLES CREDIT PLAN	01-4300	OFFICE/SCHOOL SUPPLIES		60.14
796407	09/03/2020	TEAMTALK NETWORK LLC	01-5800	OCTOBER 2020		911.88
796408	09/03/2020	TEST OUT	01-4400	100 SITE LICENSES		1,500.00
796409	09/03/2020	U.S. POSTAL SERVICE	01-5904	ROLL OF STAMPS		55.00
796410	09/03/2020	EUREKA OXYGEN CO	01-4300	COVID SUPPLIES	88.74	
			01-5800	DO FIRE SERVICE	50.00	
				SHERWOOD FIRE SERVICE	131.00	

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

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
796410	09/03/2020	EUREKA OXYGEN CO		WHS FIRE SERVICE	194.00	463.74
796411	09/03/2020	WILLITS MINI STORAGE	01-5600	SEPTEMBER SPED STORAGE UNIT		148.00
796765	09/10/2020	BOWLES, LISA A	01-4300	REIMBURSEMENT FOR SCHOOL SUPPLIES		127.95
796766	09/10/2020	BURGHARDT, LAUREL A	01-4300	REIMBURSEMENT FOR SCHOOL SUPPLIES		112.91
796767	09/10/2020	BURKE, NICOLE C	01-4300	REIMBURSEMENT FOR LINK TSHIRTS		742.49
796768	09/10/2020	REES, JESSIE M	01-5904	REIMBURSEMENT FOR POSTAGE		24.20
796769	09/10/2020	AMAZON CAPITAL SERVICES	01-4200	WHS/COLVIG BOOKS	1,838.90	
			01-4300	GROUNDS MAINTENANCE	480.71	
					18.41	
				Unpaid Tax	2.64-	2,335.38
796770	09/10/2020	AMPLIFIED IT	01-4300	Gopher Chrome domain		500.00
796771	09/10/2020	ARROW BENEFITS GROUP	69-5800	8-26 - 9-2-20 VISION CLAIMS		84.50
796772	09/10/2020	BUSWEST LLC	01-4300	BUS SEAT CREDIT	2,583.25	
					578.17-	2,005.08
796773	09/10/2020	FISHMAN SUPPLY COMPANY	01-4300	BLOSSER BROOKSIDE WAREHOUSE	451.77	
					313.00	
					708.75	
					1,069.48	
				Unpaid Tax	11.75-	2,531.25
796774	09/10/2020	GOODHEART-WILCOX CO.	01-4100	BARRETT/HEALTH TEXTBOOKS	13,016.68	
				Unpaid Tax	4.46-	13,012.22
796775	09/10/2020	JENDI COURSEY COMMUNICATIONS	01-5800	2020/21 COMMUNICATION SERVICES		568.75
796776	09/10/2020	JIVE COMMUNICATIONS	01-5903	SEPTEMBER 2020		2,422.50
796777	09/10/2020	LEARNING A-Z	01-4300	1 RAZ-KIDS LICENSE		87.45
796778	09/10/2020	LITTLE LAKE AUTO PARTS	01-4300	TRANSPORTATION		278.01
796779	09/10/2020	MENDO MILL & LUMBER CO	01-4300	AUGUST 2020 MOT AUGUST 20	2,044.20	
					4,940.12	6,984.32
796780	09/10/2020	KEMPTON-MILLIKEN, NANCY	01-3701	JULY 2020		355.59
796781	09/10/2020	O'REILLY AUTOMOTIVE, INC.	01-4300	TRANSPORTATION		8.66
796782	09/10/2020	PG&E	01-5510	ELECTRICITY		8,001.87
796783	09/10/2020	QUILL CORP	01-4300	DISINFECTENTS FOR COVID	67.22	
				SPED-RESOURCE CARA TUTTLE	122.45	
				SPED/ CLC	86.58	
				SPED/JESSIE REES	94.26	
				Unpaid Tax	1.69-	368.82

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ESCAPE ONLINE

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
796784	09/10/2020	REDWOOD COAST FUELS	01-4361	MAINT FUEL CARDS	339.28	
				MAINT/AG FUEL CARDS	383.92	723.20
796785	09/10/2020	RENAISSANCE LEARNING INC	01-5800	20-21 ACCELERATED READER	4,077.50	
				SUBSCRIPTION BGMS		
				20-21 ACCELERATED READER	4,606.00	8,683.50
				SUBSCRIPTION BLE		
796786	09/10/2020	ROUND TREE GLASS INC	01-5600	BGMS PPE	943.30	
				BLE PPE	442.17	
				BRKS PPE	112.57	
				D.O. PPE	276.36	
				DISTRICT WIDE PPE	3,034.50	
				PLEXIGLASS CLEANER	140.89	
				RM 7 BROOKSIDE	131.08	
				SCHOOL LIBRARY'S PPE	1,896.56	
				SPED PPE	251.73	
				WHS PPE	292.75	7,521.91
796787	09/10/2020	SAFEWAY	01-4300	CUSTODIANS-FOOD SERVICE-MAINT.		53.49
				TRAINING		
796788	09/10/2020	SLAKEY BROTHERS	01-4300	SERVICE CHARGE		339.46
796789	09/10/2020	SOLID WASTES OF WILLITS	01-5540	AUGUST 2020	5,816.64	
				SHERWOOD AUGUST 2020	169.46	5,986.10
796790	09/10/2020	SPARETIME SUPPLY	01-4300	Grounds Supplies		144.47
796791	09/10/2020	U.S. BANK CORPORATE PAYMENT	01-4300	CUSTODIAL-MAINTENANCE-FOOD	144.00	
				SERVICE TRAINING		
				TRANSPORTATION FORMS	50.00	
				Van Yearly Renewal- Vyncs	78.93	272.93
796792	09/10/2020	EUREKA OXYGEN CO	01-5600	20-21 CYLINDER RENTAL AND GAS	90.56	
				CYLINDER RENTAL	38.48	
			01-5800	BGMS FIRE SERVICE	185.30	
				BLE FIRE SERVICE	195.59	
				BRKS FIRE SERVICE	203.50	
				SHS FIRE SERVICE	190.72	904.15
796793	09/10/2020	WILLITS POWER EQUIPMENT	01-4300	GROUNDS		2.17
796794	09/10/2020	ZONAR SYSTEMS INC	01-5800	SEPTEMBER 20 GPS		682.00
797111	09/17/2020	TUTTLE, ANDREW K	01-4300	REIMB FOR PSYCH SUPLIES		30.24
797112	09/17/2020	TUTTLE, CARA L	01-4300	CLASSROOM SUPPLIES		29.36
797113	09/17/2020	ACCESS INFORMATION MANAGEMENT	01-5800	2020/21 SHREDDING SERVICE	98.84	
				ADMIN CHARGE	36.95	135.79

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ESCAPE ONLINE

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
797114	09/17/2020	ADVANCED XEROGRAPHICS	01-5610	BGMS OFFICE		44.74
797115	09/17/2020	AT&T	01-5903	BGMS EMERGENCY LINE	22.15	
				BLOSSER EMERGENCY LINE	22.15	
				BROOKSIDE EMERGENCY LINE	22.15	
				DISTRICT OFFICE	269.19	
				DISTRICT OFFICE EMERGENCY LINE	22.15	357.79
797116	09/17/2020	BEELER TRACTOR COMPANY	01-4300	Tractor and Lawn Mower Supplies	164.83	
				Unpaid Tax	3.61-	161.22
797117	09/17/2020	WILLITS, CITY OF	01-5530	AUGUST 2020 AND JUNE 2020 REPLACEMENT CHECK	26,540.30	
				FIRST HALF OF ANNUAL SEWER PAYMENT	15,761.50	42,301.80
797118	09/17/2020	CLOVER-STORNETTA FARMS INC	13-4700	EXTENDED SCHOOL YEAR		2,554.92
797119	09/17/2020	DEPARTMENT OF JUSTICE	01-5814	AUGUST 2020 FINGERPRINTING		32.00
797120	09/17/2020	FRONTIER COMMUNICATIONS	01-5903	AUGUST 2020		110.36
797121	09/17/2020	GOLD STAR FOODS	13-4300	AUGUST STORAGE FEES	351.65	
			13-4700	AUGUST STORAGE FEES	3,425.82	3,777.47
797122	09/17/2020	E3 HCI AUDIOMETRICS//ACCOUNTS RECEIVABLE	01-5600	AUDIOMETER CALIBRATION		125.00
797123	09/17/2020	HOME DEPOT CREDIT SERVICES//DEPT 32-2540616731	01-4300	MAINTENANCE	579.48	
				MAINTENANCE CREDIT	356.67-	222.81
797124	09/17/2020	CA SCHOOLS DENTAL COALITION	68-5800	OCTOBER 20 EXPECTED CLAIMS AND EXPENSES		12,255.00
797125	09/17/2020	METROPOLITAN PLANNING GROUP	01-5800	SERVICES THROUGH 8-31-20 FINAL INVOICE		3,311.00
797126	09/17/2020	MYERS, MARETTE	01-3701	SEPT 2020 RETIREE BENEFITS		657.12
797127	09/17/2020	PG&E	01-5510	7-30 - 8-30-20		81.35
797128	09/17/2020	SCHOLASTIC	01-4200	WORKABILITY	226.26	
				Unpaid Tax	17.48-	208.78
797129	09/17/2020	SCHOOL SERVICES OF CALIFORNIA	01-5200	ASB WORKSHOP REG, KELLAR		99.00
797130	09/17/2020	SPARETIME SUPPLY	01-4300	FOR WHS PEACE GARDEN ROSES		13.42
797131	09/17/2020	UPS	01-5904	PREPAID FREIGHT		350.00
797132	09/17/2020	US FOODS	13-4300	EXTENDED SCHOOL YEAR	29.14	
			13-4700	EXTENDED SCHOOL YEAR	9,048.78	9,077.92
797133	09/17/2020	W-TRANS	01-5800	BILLING THROUGH 8/31/20		892.50
797134	09/17/2020	WHITE ASSOCIATES, CHRISTY	01-5801	2019-2020 DISTRICT AUDIT		6,287.50
797135	09/17/2020	LAKE COUNTY RECORD BEE	01-5811	BACK TO SCHOOL AD		325.00

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ESCAPE ONLINE

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
797136	09/17/2020	XEROX CORPORATION	01-5610	AUGUST 20 BLE	177.73	
				AUGUST 20 BRKS OFFICE	125.26	
				AUGUST 20 BRKS STAFF	177.51	
				AUGUST 20 SHERWOOD	94.16	
				AUGUST 20 WHS OFFICE	218.38	
				AUGUST 20 WHS STAFF	578.31	
				DISTRICT OFFICE AUGUST 20	282.91	
			13-5610	AUGUST 20 CAFE	44.54	1,698.80
797137	09/17/2020	ZONAR SYSTEMS INC	01-5800	GSM 7-15 - 7-31-20	37.28	
				JULY 2020 GPS	614.00	
				SAFESTOP CREDIT	110.00-	541.28
797546	09/24/2020	247SECURITY INC	01-4300	Antennas for Bus Cameras	1,396.36	
				Unpaid Tax	3.17-	1,393.19
797547	09/24/2020	ACEVEDO'S UKIAH TRUCK REPAIR	01-5600	BUS 2	625.00	
				BUS 8	250.00	875.00
797548	09/24/2020	AMAZON CAPITAL SERVICES	01-4300	22 HUION OSU TABLETS FOR TEACHERS	499.20	
				CLASSROOM SUPPLIES MEY	99.74	
				GROUNDS	369.34	
				HEALTH OFFICE SUPPLIES	153.78	
				MAINTENANCE	319.84	
				OFFICE SUPPLIES	669.93	
				SCHOOL SUPPLIES DEVON JONES	206.60	
				SPED-ALISA SMITH SUPPLIES	61.73	
				Unpaid Tax	3.44-	2,376.72
797549	09/24/2020	ARROW BENEFITS GROUP	69-5800	VISION CLAIMS		117.50
797550	09/24/2020	AT&T	01-5903	9-7 THRU 10-6-20		33.03
797551	09/24/2020	BENCHMARK EDUCATION	01-4100	BENCHMARK ADVANCE CURRICULUM		6,878.77
				FOR BRKS AND BLE		
797552	09/24/2020	COMFORT AIR HEATING & COOLING	01-5600	DAIKIN MINI SPLIT UNITS FOR WHS		29,456.00
797553	09/24/2020	INSIGHT PUBLIC SECTOR INC	01-4300	Document Cameras	2,194.59	
				Unpaid Tax	10.12-	2,184.47
797554	09/24/2020	LAMPO GROUP LLC	01-5800	PERSONAL FINANCE CURRICULUM		2,224.40
797555	09/24/2020	LEARNING A-Z	01-4300	6 READING A-Z CLASSROOM LICENSES		692.70
797556	09/24/2020	MCGRAW HILL SCHOOL EDUCATION	01-4100	EVERYDAY MATH COMP CRP 1 YEAR	438.27	
				SUBSCRIPTION		
				EVERYDAY MATHEMATICS	2,435.88	2,874.15

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

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
797557	09/24/2020	MENDOCINO COUNTY OFFICE OF ED/ /ACCOUNTS RECEIVABLE	01-5800	WORKABILITY SUPPORT DANA EADS		2,859.86
797558	09/24/2020	MOUNTAIN FRESH SPRING WATER CO	01-4300	AUGUST 2020 WATER DELIVERY	40.50	
			01-5600	AUGUST 2020 DISPENSER RENTAL	10.00	50.50
797559	09/24/2020	NCS PEARSON INC	01-4300	SPED ASSESSMENTS	785.18	
				Unpaid Tax	3.63-	781.55
797560	09/24/2020	PURCHASE POWER	01-5904	2020/21 POSTAGE		1,241.25
797561	09/24/2020	QUILL CORP	01-4300	OFFICE SUPPLIES	429.34	
				SCHOOL SUPPLIES	58.37	
				SPED DEVON	144.44	
				SPED WHS CDC	191.21	
				Unpaid Tax	1.81-	821.55
797562	09/24/2020	ROTO ROOTER OF MENDOCINO	01-5800	BGMS Drinking Fountains & Bottle Filling Station	14,875.20	
				BS Drinking Fountains & Bottle Filling Station	14,761.12	29,636.32
797563	09/24/2020	SCREENCASTIFY LLC	01-4300	UNLIMITED LICENSES		3,045.00
797564	09/24/2020	TEST OUT	01-4400	ETHICAL HACKER PRO, LINUX PRO		564.00
797565	09/24/2020	U.S. CELLULAR	01-5902	SEPTEMBER 2020		86.27
797566	09/24/2020	EUREKA OXYGEN CO	01-5800	WHS FIRE SERVICE		221.60
797567	09/24/2020	VOYAGER SOPRIS LEARNING	01-4100	ACADIENCE READING K-5		2,738.17
797568	09/24/2020	WILLITS KIDS CLUB INC	01-5800	JULY AND AUGUST 2020 EXPENSES		13,726.48
797569	09/24/2020	WYATT IRRIGATION SUPPLY	01-4300	GROUNDS		24.14
Total Number of Checks					99	274,611.53

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	91	246,527.71
13	CAFETERIA SPECIAL REVEN	5	15,470.95
68	SELF-INSURANCE (dental)	1	12,255.00
69	SELF-INSURANCE (vision)	3	438.48
Total Number of Checks		99	274,692.14
Less Unpaid Tax Liability			80.61
Net (Check Amount)			274,611.53

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

**WILLITS UNIFIED SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

1277 Blosser Lane
Willits, CA 95490
(707) 459-5314

Date: 10/14/2020
To: Trina Cardillo
From: Lynda Walker

Re: Info for October 14, 2020 Board Meeting

Certificated New Hire:

Tessa Crawford, 1.0 FTE, Teacher, Blosser Lane Elementary School,
08/31/2020

Classified Resignation:

Maria Gonzalez de Hernandez, .75 FTE, Special Education Instructional
Assistant, Brookside Elementary School, 08/31/2020

Classified Retirement:

Cynthia Zuidema, .75 FTE, Special Education Instructional Assistant, Blosser
Lane Elementary School, 09/30/2020

Classified New Hire:

Katie Gray, .75 FTE, Special Education Instructional Assistant, Blosser Lane,
10/02/2020

2020-21 Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Willits Unified School District

Person completing this form: Mark Westerburg

Quarterly Report Submission Date: (check one)

October 2020 (July, Aug, Sept 2020) **1st Quarter**
 January 2021 (Oct, Nov, Dec 2020) **2nd Quarter**
 April 2021 (Jan, Feb, March 2021) **3rd Quarter**
 July 2021 (April, May, June 2021) **4th Quarter**

Date for information to be reported publicly at governing board meeting: October 14, 2020

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	None		
Teacher Vacancy or Misassignment	None		
Facilities Conditions	None		
CAHSEE Intensive Instruction & Services	N/A	N/A	N/A
TOTALS	<u>0</u>	<u>0</u>	<u>0</u>


 Signature of Person Completing this form Date

 Signature of County Superintendent Date

Forwarded a copy of this completed report to the County Board of Education

MEMORANDUM OF UNDERSTANDING
between the
WILLITS UNIFIED SCHOOL DISTRICT
and the
WILLITS KIDS CLUB
regarding the
After School Education and Safety Funding
2020-2021 School Years

This Memorandum of Understanding stands as evidence that the Willits Unified School District and The Willits Kids Club intend to work together towards the mutual goal of providing safe, meaningful opportunities for students during the afterschool hours in Willits using the California State After School Education and Safety Funding (ASES). Both agencies agree that the implementation of the ASES funding, as described herein, will further this goal. To this end, each agency agrees to participate in the program by coordinating and providing the following services July 1, 2020- June 30, 2021

NOTE: During times of distance learning, WKC and WUSD will coordinate closely to meet the needs of students. We will work together to follow all CDE and health guidelines.

Willits Unified School District (WUSD) will:

1. Foster a culture of ownership of the afterschool program within the school district.
2. Ensure that funds from the ASES grant are used for the ASES program.
3. Cooperate with the program evaluator to collect and input assessment data and complete reports.
4. Negotiate the indirect cost rate each year as part of budget discussions.
5. Use ASES funding to cover the allowable after school and summer costs, including transportation, food, paper, and copying and pay for teacher liaisons, elective teachers, and other costs needed for the program.
6. Reimburse WKC for allowable expenses each month, including staffing, supplies, food, training and planning.
7. Hold regular meetings, phone conferences, or email consultations with WKC staff to discuss purchases by either partner of \$2000 or more.
8. Hold ownership of any equipment or furniture bought by ASES.
9. Convene regular meetings with district and site administrators and WKC representatives to review program design and results, share information and best practices, and develop strategies to improve and sustain the afterschool program.
10. Provide a nutritious snack and/or meal daily.
11. Provide accessible storage space for food supplies.
12. Assist in identifying and cultivating appropriate community partners.
13. Provide appropriate facilities at each school site as needed, including program and storage space.
14. Provide telephone access, and voice mail for Baechtel Grove Middle School using ASES or other funding.
15. Provide janitorial services at school sites in use for program.
16. Serve as liaison between WKC, site principals and the Mendocino County Kudos for Kids Consortium.
17. With principals, recruit, employ, compensate, and supervise school staff related to the afterschool program.
18. With principals, approve WKC selection of Site Program Coordinators.
19. With principals, arrange for shared use of PE equipment, audio-visual equipment, and other non-consumable instructional materials and resources.

20. Approve and/or co-author with WKC all public documents relating to the program.
21. Provide student directory information, including phone numbers and addresses, and student numbers while protecting confidentiality of students and families.
22. Provide emergency contact information for students participating in the after school program.
23. Allow program announcements to be included in regular mailings and on the website conducted by WUSD.
24. Maintain insurance to support the WUSD share of the "Notice of Liability" (attached).
25. Conduct emergency drills at school sites twice each year.
26. Include after school program in school safety plans.

Willits Kids Club (WKC) will:

1. Foster a culture of ownership of the afterschool program within the school district.
2. Ensure that funds from the ASES grant are used for the ASES program.
3. Provide annual budget.
4. Operate an afterschool program immediately after school every regular school day until 6 PM.
5. Operate a supplementary ASES summer program after summer school classes and / or over summer vacation during a period of time and on school sites or off-campus locations agreed to by the District.
6. Provide educational, academic enrichment and youth development activities that support the school's core curriculum as required by the ASES grant.
7. Ensure that all WKC employees serving the afterschool program and all volunteers working with students in the afterschool program but not under the direct supervision of a WKC employee meet the minimum qualifications required of a WUSD Instructional Assistant.
8. Maintain and input accurate records of students attending the program, using forms approved by WUSD.
9. Cooperate with the program evaluator to collect and input assessment data.
10. Invoice the District monthly for staff costs, administrative costs, materials and supplies as allowed under ASES funding. Provide all documentation as required by ASES grant funding.
11. Meet, phone conference or consult by email regularly with School District designee to discuss purchases by either partner of \$2000 or more.
12. Participate in regular meetings with district and site administrators and WKC representatives to review program design and results, share information and best practices, and develop strategies to improve and sustain after school programs.
13. Serve a nutritious snack and/or meal daily.
14. Assist in identifying and cultivating appropriate community partners.
15. Provide staffing at a ratio of one (1) paid or volunteer staff (over 18 years old) to every 20 students.
16. Obtain site principal's approval of individuals selected for Site Program Coordinator positions before hiring.
17. With site principals, arrange for shared use of PE equipment, audio-visual equipment, and other non-consumable instructional materials and resources.
18. Leave facilities clean every day.
19. Replace any school site materials or supplies that are missing or broken, no questions asked.
20. Approve and/or co-author with WUSD all public documents relating to the program.
21. Provide for copying and mailing costs, other than those provided by WUSD.
22. Use student directory information, including phone numbers and addresses, and emergency contact information in a manner that protects the confidentiality rights of students and families.
23. Maintain insurance to support the WKC share of the "Notice of Liability" (attached).

The Willits Kids Club sees its role as assisting the Willits Unified School District in reaching the goals of the ASES program and will be as flexible as possible to accommodate any special needs or

changes. In turn, the Willits Unified School District will be flexible in accommodating the concerns of the Willits Kids Club with regards to operating the afterschool program.

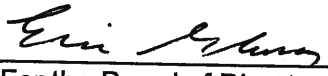
I verify that the organization I represent understands the terms and conditions of this agreement, and that the organization I represent will fully participate in the implementation of the program and services described herein. I also verify that the organization I represent understands that either party can call for an evaluation of this Memorandum of Understanding at any time, and that either party may withdraw from the agreement with ten working days advanced notice.

President of the Board of Trustees
Willits Unified School District

Date

Superintendent or Designee
Willits Unified School District

Date



For the Board of Directors
Willits Kids Club

9/14/20

Date

After School Education and Safety Program

NOTICE OF LIABILITY

The Willits Kids Club (WKC) and the Willits Unified School District (WUSD) acknowledge that the WKC and WUSD share liability during the operation of the Mendocino County "Kudos for Kids" ASES program, as stated below.

WUSD shall be liable for any injuries resulting from the negligence of the school district in the ownership and maintenance of the facilities or grounds used in operating the ASES program, or from the negligence of WUSD employees or volunteers. WKC shall be liable for any injuries resulting from the negligence of WKC employees or volunteers while operating the ASES program.

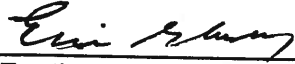
The district and the organization shall each bear the cost of insuring against its respective risks and shall each bear the costs of defending itself against claims arising from those risks.

President of the Board of Trustees
Willits Unified School District

Date

Superintendent or Designee
Willits Unified School District

Date



For the Board of Directors
Willits Kids Club

9/14/20

Date

BROOKSIDE ELEMENTARY SCHOOL
STUDENT/PARENT SUCCESS HANDBOOK

2020-2021
Kathleen Crossman - Principal

EXPECTATIONS FOR THE BEST LEARNING ENVIRONMENT

BE SAFE
BE RESPECTFUL
BE RESPONSIBLE

**WE BELIEVE STUDENTS HAVE A RIGHT TO LEARN
AND TEACHERS HAVE A RIGHT TO TEACH.**

THIS STUDENT SUCCESS HANDBOOK IS A GUIDE TO:

- **Provide information about Brookside Elementary School**
- **Help develop student awareness for the rights of others**
- **Help develop students' ability to assume responsibility**
 - **Help resolve differences fairly and non-violently**

Dear Parents, Guardians and Students,

This Student Success Handbook is designed as a reference to provide general information about Brookside Elementary School. To ensure a smooth transition for students, as much as practical, our programs, activities, opportunities and expectations are aligned with those of Blosser Lane Elementary School. We hope that you will find this information useful and we look forward to a great year of sharing and growing. Of course this does not take the place of face to face communication, and we invite you to contact us at school as needed.

2020/2021 brings a special set of circumstances with Covid-19. The first set of guidelines pertain to distance learning.

The Faculty, Staff and Principal of Brookside Elementary School

Brookside Elementary School maintains high standards for learning, conduct and behavior. We believe that appropriate conduct is vital to a productive, safe and enjoyable school environment.

TABLE OF

CONTENTS

BROOKSIDE COVID HEALTH AND SAFETY PROTOCOLS	Page 3
FOR THE BEST LEARNING AND GROWING ENVIRONMENT	Page 4
DRESS CODE	Page 5
PRIVILEGES AND CONSEQUENCES	Page 7
DAILY TIME SCHEDULE	Page 9
SCHOOL CALENDAR	Page 10
PTO School Spirit Dress Up Days	Page 11
Brookside Staff List	Page 12
GENERAL INFORMATION	Page 13
SCHOOL SUPPORT PROGRAMS	Page 16
RULES FOR SCHOOL BUSES	Page 17
CUSTODY INTERPRETATIONS AT SCHOOL	Page 19
POLICY FOR FAMILY INVOLVEMENT	Page 20
PARENTAL INVOLVEMENT GENERAL INFO	Page 21
BUILDING PARENTAL INVOLVEMENT	Page
22	
SCHOOL-PARENT COMPACT	Page 24

Brookside COVID Health and Safety Protocols

Excerpt

Willits Unified School District will begin the school year in remote learning for 20/21 under the recommendations of the Public Health Officer and the Governor's guidance. In this effort to ensure the health and safety of our staff, our practices and standard operating procedures will need to be temporarily modified. COVID-19 is present in our environment and we are committed to developing protocols and procedures that reflect current public health guidance on how to stop the spread of COVID-19. Please refer back to these procedures with questions regarding distance education. These procedures and protocols will serve as our guide during this evolving situation. They will be updated as often as needed.

District Regulations and Responsibilities:

- Buses: To be added when busses are used.
- Food Services: Held at Willits High School. Free breakfast and lunch are provided for children on a 'grab and go' basis from 8:00-10:00 and 11:00-1:00. Health and safety procedures will be shared by the Food Services Department.

Brookside Elementary Campus Regulations:

- All staff will be expected to follow Public Health Guidelines for physical distancing, appropriate face covering and hygiene.
- Everyone must check in at the office and complete the QR Code Health Check. The campus will remain closed to the public.
- Volunteers are always appreciated, but during COVID will not be allowed on campus.
- Parent/Guardian must accompany a child for the check in, you may not drop your child off at the front and leave until check in is completed.
- Student check in will include temperature checks, and questions about exposure and symptoms.
- If your child has a fever or is experiencing any symptoms they will not be allowed on campus; please do not bring your child to school if sick.
- The Brookside office is only open to WUSD staff. The exception being any outside essential workers providing necessary services that are pre-scheduled (i.e., copy machine technicians, plumbers, etc.). Any essential student-related meetings can be held in a more spacious room, like a classroom or cafeteria. We are not accepting facility use permits nor are we accepting volunteer support at this time.

- There will be a tent located between the cafeteria and Room 14 which will be used as a waiting area for students to be picked up from 1-1 instruction. The pickup area will be clearly marked in front of the school. Students will be supervised by para-educators. The para-educator will disinfect the waiting area after the student is picked up.
- For students who have no tech access at home, families can 'reserve' computer time (by calling the school office), which will have a computer so a student can interact online with a teacher.

Parent/Guardian Responsibilities:

- Parent/Guardian must accompany a child for the check-in, you may not drop your child off at the front and leave until check-in is completed.
- If your child has a fever or is experiencing any symptoms he/she will not be allowed on campus, please do not bring your child to school if he/she is sick.
- There will be a tent located between the cafeteria and Room 14 which will be used as a waiting area for students to be picked up. The pickup area will be clearly marked in front of the school. Students will be supervised by para-educators. The para-educator will disinfect the waiting area after the student is picked up. Please pick up your child on time.
- If you have received an Ipad or chromebook from the school, please take care of it. Make sure that it is used appropriately and stored in a safe place. School provided technology is not to be used for inappropriate internet surfing, and should primarily be used by the student it was assigned to. All technology will be returned (with charging cords) to the District when it is no longer needed.
- Parents are a critical part of effective schooling. Families and schools need to collaborate to help children adjust to the responsibilities of being successful students. This is especially critical during distance education. (See Policy for Family Involvement in the Education of Their Children section of this handbook.)

FOR THE BEST LEARNING AND GROWING ENVIRONMENT

***BE SAFE *BE RESPECTFUL *BE RESPONSIBLE**

IN THE CLASSROOM:

1. Pay attention, participate and ask questions
2. Follow directions
3. Respect others
4. Challenge yourself!

ON THE PLAYGROUND:

1. Use good sportsmanship.
2. Obey staff on duty.
3. Follow safety rules
4. Ask adults for help.
5. Help keep playground free of litter.
6. Build friendships!

IN THE LIBRARY:

1. Use quiet voices
2. Return books on time
3. Use good classroom manners

IN THE CAFETERIA:

1. Enjoy the library's resources!

2. Walk quietly to and from cafeteria
3. Keep the eating area clean.
4. Place litter and recycling in proper containers
5. Use indoor voices in cafeteria
6. Enjoy time with your classmates!

UNACCEPTABLE BEHAVIORS AND PROHIBITED ITEMS:

1. Interference with another student 1. Knives, pocket knives, laser pointer, weapons learning of any kind, play weapons
2. Any physical violence or verbal abuse2. Matches, lighters, flammable material
3. Any form of student to student harassment3. Tobacco, alcohol, medications (over the
4. Leaving school grounds without counter or prescription) or drugs Parent/office checkout 4. Pets, except by special permission
5. Inappropriate and/or obscene language5. Glass items
6. Destroying or defacing school or 6. Toys, please leave them at home private property
7. Any unsafe conduct (throwing rocks or 7. Skateboards, bicycles, roller blades, scooters, other objects, tripping, tackling, shoe skates roughhousing, etc.)8. Electronic toys, except by special permission
8. Stealing9. Joke items
9. Disrespect to adults and other students10. Trading cards
10. Littering11. Gum, jawbreakers, lollipops
11. Playing in out of bounds areas

***Some items are dangerous and/or illegal to possess at school and will be considered violations. Others are nuisances which interfere with learning and disrupt our school environment. The list above is not complete. If unsure, don't bring the item and ask your teacher about it.**

DRESS CODE: Clothing and footwear should be appropriate for school. Makeup is not appropriate for this age group. Clothing that disrupts the learning or threatens the safety of the school environment is prohibited. Please ensure that students have appropriate footwear for PE and recess every day (no flip flops or high heels). Remember that students play on the play structures so if a dress is worn, please have your child wear shorts/tights underneath.

DRESS AND GROOMING

The Board of Trustees believes that appropriate dress and grooming contributes to a productive learning environment. The Board expects students to give proper

attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Inappropriate clothing includes, but is not limited to:

Clothing advertising or supporting the use of alcohol, tobacco or controlled substance

Clothing displaying vulgar or offensive writing or symbols, or sexual references

Clothing that is excessively soiled, revealing or worn

Clothing and footwear that is not safe to the wearer or others

Clothing that is identified as gang related. (See "Gang-Related Apparel" language below.)

GANG-RELATED APPAREL

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

"Gang-related apparel" shall be defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

Brookside Elementary School

Gang Related Clothing, Accessories, and Body Markings

In addition to inappropriate clothing identified in the WUSD Board Policy 5132, the following specific items have been identified as "gang related clothing, accessories and body markings" and thus unsafe or disruptive to the school's

learning environment and therefore not allowed while at school or during school-sponsored activities, field trips, etc.).

1.Red or blue colored bandannas and bandanna belts

2.The hanging of red or blue colored braided belts

3.Clothing hats, belt buckles, jewelry, body markings, or preparations of clothing that exhibit any of the following:

“N”, “S”, “13”, “14”, “XIII”, “XIV”, “X3”, “X4”, “Sureno” or any variation, “Norteno” or any variation, “WSK”, three digit area code numerals (most commonly “707”, “415”, “510”)

Swastikas or any Nazi symbols and variations of those symbols, “SS” and related lightning bolts, “420”, “88”, “KKK” any symbols related to the Ku Klux Klan

Any symbol related to an organized hate group

4. Athletic wear with “N”, “S”, “13”, “14” or “88”, excluding local youth team jerseys and local youth organization uniforms (i.e. Boys Scout troop numbers)

5. As stated in the WUSD Board Policy 5132, “gang-related apparel” shall be defined as any apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1).

The above list will be distributed to all teachers. Parents will be notified of the content of the above list in the Student Handbook at the beginning of each school year or upon enrollment during the year.

As WUSD Board policy 5132 notes, gang related symbols are constantly changing. As prescribed in the policy, the above list shall be reviewed and revised at least once each semester by the school (district) administration. Revisions will be reported to the School Site Council and in the parent and staff newsletters.

PRIVILEGES FOR HELPING TO CREATE THE BEST LEARNING AND GROWING ENVIRONMENT

Privileges include:

- knowing that you’ve given your best!
- assemblies
- awards and certificates
- recognition at school and in the news
- participation in special activities
- learning and growing!

CONSEQUENCES FOR DISRUPTING AND INTERFERING WITH STUDENT LEARNING AND GROWING INCLUDE

When working with our students, faculty and staff members aim to use Positive Discipline techniques whenever possible. It is our intent to teach students to be independent problem solvers who are equipped with a variety of tools from the Wheel of Choice array of problem-solving techniques. Students are taught and encouraged to use a variety of strategies including 'Bugs and Wishes' to solve common problems. Bugs and Wishes: "It bugs me when you _____. I wish you would _____." When a problem is too big, if students are not able to solve it together, or if a student does not feel safe, the student is encouraged to come to an adult for help with conflict resolution.

Consequences include:

- teacher-student or principal-student conference
- parent/guardian notified
- teacher and/or principal conference with parent/guardian
- free time restrictions due to work make-up or for safety purposes
- creation and use of a behavior contract/plan
- suspension
- possible expulsion

*Every effort is made to ensure that initial consequences are 'logical'/related to the infraction

Brookside Daily Schedule

School Begins	8:10 AM
TK/Kindergarten Snack Recess	9:30-10:00 am
First Grade Snack Recess	9:50-10:20 am
Second Grade Snack Recess	10:10-10:40 am
First Lunch/TK & Kindergarten	11:30-12:15 pm
Second Lunch/First Grade	11:55-12:40 pm
Third Lunch/Second Grade	12:20-1:05 pm
Regular Dismissal:	2:20 PM
Early Dismissal:	1:10 PM

JULY 2020							WILLITS UNIFIED SCHOOL DISTRICT DISTRICT CALENDAR							JANUARY 2021						
S	M	T	W	TH	F	S	SCHOOL BEGINS		SCHOOL ENDS		S	M	T	W	TH	F	S			
			1	2	3	4	August 31, 2020		June 11, 2021							1	2			
5	6	7	8	9	10	11	HOLIDAYS							3	4	5m	6	7	8	9
12	13	14	15	16	17	18	July 3 Independence Day							10	11	12mM	13	14	15	16
19	20	21	22	23	24	25	September 7 Labor Day							17	18	19m	20	21	22	23
26	27	28	29	30	31		November 11 Veteran's Day							24	25	26mM	27	28	29	30
AUGUST 2020							November 24 - 27 Thanksgiving Break							FEBRUARY 2021						
S	M	T	W	TH	F	S	December 21 - January 1 Winter Break							S	M	T	W	TH	F	S
						1	January 1 New Years Day								1	2m	3	4	5	6
2	3	4	5	6	7	8	January 18 Martin Luther King Jr. Birthday							7	8	9mM	10	11	12	13
9	10	11	12	13	14	15	February 12 and 15 President's Days							14	15	16m	17	18	19	20
16	17	18	19	20	21	22	April 5 - 9 Spring Break							21	22	23mM	24	25	26	27
23	24	25	26	27	28	29	May 31 Memorial Day							28						
30	31						CONFERENCE WEEK							MARCH 2021						
SEPTEMBER 2020							10/05/20 - 10/09/20							S	M	T	W	TH	F	S
S	M	T	W	TH	F	S	TRIMESTER DATES								1	2m	3	4	5	6
		1m	2	3	4	5	1ST TRIMESTER 08/31/20 - 11/20/20							7	8	9mM	10	11	12	13
6	7	8mM	9	10	11	12	2ND TRIMESTER 11/30/20 - 03/05/21							14	15	16m	17	18	19	20
13	14	15mM	16	17	18	19	3RD TRIMESTER 03/08/21 - 06/11/21							21	22	23mM	24	25	26	27
20	21	22m	23	24	25	26	NON-ATTENDANCE DAYS FOR STUDENTS							28	29	30m	31			
27	28	29mM	30				Teacher Work Day August 28							APRIL 2021						
OCTOBER 2020							Remote Learning Day November 23							S	M	T	W	TH	F	S
S	M	T	W	TH	F	S	Teacher Work Day June 14											1	2	3
				1	2	3	School Closure Days will result in Remote Learnig Days							4	5	6	7	8	9	10
4	5m	6m	7m	8m	9m	10	Certificated Professional Development Days August 24, 25, 26, 27							11	12	13mM	14	15	16	17
11	12	13m	14	15	16	17	SCHOOL INFORMATION							18	19	20m	21	22	23	24
18	19	20mM	21	22	23	24	Baechtel Grove Middle School 459-2417							25	26	27mM	28	29	30	
25	26	27mM	28	29	30	31	Blosser Lane Elementary School 459-3232							MAY 2021						
NOVEMBER 2020							Brookside Elementary School 459-5385							S	M	T	W	TH	F	S
S	M	T	W	TH	F	S	District Office 459-5314													1
1	2	3m	4	5	6	7	Sanhedrin High School 459-4801							2	3	4m	5	6	7	8
8	9	10mM	11	12	13	14	Sherwood School 984-6769							9	10	11mM	12	13	14	15
15	16	17m	18	19	20	21	Transportation Department 459-5111							16	17	18m	19	20	21	22
22	23	24	25	26	27	28	Willits High School 459-7700							23	24	25mM	26	27	28	29
29	30						MINIMUM DAYS							30	31					
DECEMBER 2020							m = minimum day grades K-8							JUNE 2021						
S	M	T	W	TH	F	S	M = minimum day grades 9-12							S	M	T	W	TH	F	S
		1mM	2	3	4	5										1mM	2	3	4	5
6	7	8mM	9	10	11	12								6	7	8	9	10	11mM	12
13	14	15	16	17	18mM	19								13	14	15	16	17	18	19
20	21	22	23	24	25	26								20	21	22	23	24	25	26
27	28	29	30	31										27	28	29	30			

Board Approved: 7/17/2020

PTO Dress Up Days 20/21

(Dates subject to change)

- Sept 4th 1st Spirit Day-Wear School Colors/Spirit Gear (EVERY FRIDAY!!)
- September 18th Polka Dot Day
- October 23rd Pumpkin Dress up day
- November 13th Tie Dye Day
- December 18th Ugly Sweater/Red & Green Day
- January 15th Pajama Day
- February 12th Fancy Dress Up Day/Red/Pink/Purple day
- March 17th Leprechaun Dress Up Day
- March 22nd Rock Your Socks
- April 2nd Light it up blue for Autism Awareness
- April 16th Superhero Day
- May 7th Crazy Hair Day

2020-2021 Brookside dress vestirse

- · Septiembre 4th Primer dia del espiritu vistiendo colores escolares/Equio spiritual (CADA VIERNES)
-
- · Septiembre 18th Día de vestir de lunares
- · Octubre 23 Disfrazar de Calabaza ó (verde/dorado) opcional
- · Noviembre 13 Día de Tie Dye ó (verde/dorado) opcional
- · Diciembre 18 Día del Suéter Feo ó rojo y verde opcional
- · Enero 15 Ven a la escuela con tu Pijama ó (verde/dorado) opcional
- · Febrero 12 Día de Vestirse Elegante ó rojo/rosa/morado
- · Marzo 17 Disfrazarse de Duende ó verde opcional
- · Marzo 22 Enseñar tus Calcetines ó (verde/dorado) opciona Marzo
- · Abril 2 Alusa Azul para Conciencia sobre el Autismo
- · Abril 16 Día de Superhéroes ó (verde/dorado) opcional
- · Mayo 7 Cabello Loco ó (verde/dorado) opciona

Brookside Staff List 2020-2021

Teachers

Beebe, Jolene, Grade 2, Room 12
 Brinkerhoff, Carol, Grade K, Room 1
 Cash, Devina, Grade 1, Room 4
 Cooley, Katie, Grade K Room K
 Coughlin, Melissa, Grade 2 Room 6
 Dodd, Shelby, Grade 1, Room 9
 Gonzalez, Barbarie, Grade K Room 2
 Hall, Trisa, Grade 1, Room 31
 Hammond, Anne, Grade 1, Room 32
 Jones, Devon, Special Education, Room 23
 Kuhns, Luke, PE, Room 10
 Lucier, Sandy, Grade 2, Room 27
 Luckey, Sarah, Grade 1 Room 4
 Mey, Lisa, Grade 1 Room 33
 Ostrowski, Angella, Grade 2, Room 5
 Pfingsten, Cyndi, Grades TK/K, Room 15
 Rescina, Kari, Grade K, Room 7
 Saperstein, Erica, Grade 2 Room 28
 Shook, Morgan, Special Education Resource,
 Room 13
 Turner, Hannah, Grade K, Room 3

Preschool Teachers, Room 35

Hernandez, Melanie
 Kohut, Yuko

Special Education

Brown, Lucas, School Psychologist
 Cramer, Jeff, Therapist
 Shipp, Kirsten, Speech Pathologist

Preschool IAs

Miller, Neomi
 Saurez, Ana

Instructional Para-educators

Cash, Rachel
 Hinton, Bonnie
 Howell, Rhiannon
 Lippincott, Johnetta
 Rempel, Tami
 Sanchez, Maria
 Walker, Jonnie

Special Education Para-educators

Carter, Chrystal
 Koch, Cheryle
 Maddox, Brittany
 Salcedo, Roselia
 Walters, Darcy

Health Aide

Freudenberg, Megan

Cafeteria Staff

Donaldson, Joyce
 Reyes, Stephanie

Custodial Staff

Frost, Donna
 Longcrier, Edwina

Library

Wilcox, Bethany

Campus Supervisors

Hanna, Sharon

Secretaries

Buzzard, Erica
 Miya, Heather

GENERAL INFORMATION**ATTENDANCE - ABSENCES**

Our school district only receives funding for students who are in school. Excused absences no longer generate funds. However, for homework and truancy purposes and general record keeping, the Compulsory Education Law is still in effect and all absences still need to be verified. In reference to

Education Code 48260 for truancy purposes, the numbers of events which trigger a truancy notice are three unexcused absences, three unexcused tardies, or any combination thereof.

An absence for truancy purpose is one without a valid excuse. Tardies are defined as being absent without a valid excuse, for more than 30 minutes at any time during the day. Studies reveal risks associated with truancy include low student achievement, higher dropout rates, and safety concerns for the pupil. Please make every effort to schedule your appointments in the afternoon after school. Students who are absent or tardy may be required to make up work at home or during recess time at school.

The school staff will intervene when poor attendance is first detected. In defining problem attendance, we will look for students having:

- * three or more unexcused absences
- * ten or more absences of any type in the school year
- * excessive tardies

When poor attendance is identified, parents and pupils will receive notification to improve attendance as stated in the California Education Code. A home visit by the principal or school resource officer may take place. At this time, options for alternative educational placement may be discussed with the principal. Continued poor attendance will result in School Attendance Review Board (SARB) action.

TARDIES

Tardies, regardless of the amount of time late to class, are detrimental to learning for all students in the room. School begins at 8:10 and all students are expected to be at school every day at this time.

INDEPENDENT STUDY

If you know that your child is going to be absent for any reason for five or more days, the parent/guardian should contact the office to obtain an independent study contract form. This allows your child to keep up with classwork and receive an excused absence for missing school. Since the school is paid by the state on a per student/per day attendance basis, this procedure allows us to receive state money.

ACCIDENTS AND EMERGENCIES

We will usually have a health assistant on duty after 8:10 a.m. You will be notified immediately if your child is involved in an emergency situation. **IT IS CRITICAL THAT THE OFFICE AND YOUR CHILD'S CLASSROOM TEACHER ALWAYS HAVE ON FILE CURRENT PHONE NUMBERS FOR HOME, YOUR WORK, AND YOUR EMERGENCY CONTACTS. THESE MUST BE LISTED ON THE EMERGENCY CARD.**

BUS INFORMATION

District Transportation Director, Terry McEntee, can assist you with bus information. The telephone number is 459-5111. Changes in a child's plan for going home cannot be honored without a note signed by a parent or guardian or a phone call to the office requesting a change of bus plans. It is the classroom teacher who must know of a change and your note from home is the most efficient way to notify the teacher. A child must have a note from the parent/guardian or a call to the office/teacher (not a voice message) to ride a different bus.

EARLY DISMISSAL

We encourage you to schedule your child's doctor and dental appointments around school hours. If this is not possible, you must come to the office first to sign your child out. All students must check out through the office in order to leave early. A student's parents/guardians or designees specified on the

emergency card are the only people who may check a student out of school early. Please have your child here at school before and/or after scheduled appointments.

PARENT/GUARDIAN PICKUP OF CHILDREN

To insure the safety of students, only parents or designated people may pick up students. Designated people must be verified by a note/phone call and should be on the emergency card. Students must be escorted by parents/guardians to cars to insure safety.

BEFORE SCHOOL STARTS

Students should not be on campus before 7:30 a.m. At 7:30, students may be in the cafeteria for breakfast/play and then on the playground with the teachers on duty. On rainy days, all classrooms open at 8:00.

ARTICLES FROM HOME

Students are not to bring toys from home. They may bring items for sharing times with previous approval of the classroom teacher. Cell phones must remain off and in the student's backpack. We strongly recommend they not be brought to school.

LOST AND FOUND

Student clothing and personal possessions should be labeled or marked. The lost and found box is located in the main hallway. At year-end, all remaining items are donated to a charitable organization.

FOOD AND MILK SALES

Our district provides breakfast and lunch at no cost to all students. Parents/Guardians should contact the cafeteria manager (by calling the school office) for more information.

CONFERENCES

Conferences are scheduled in mid-October. If you would like a conference at any other time during the school year, please call the school at 459-5385 to schedule an appointment.

HARASSMENT POLICIES

Brookside Elementary School and Willits Unified have strong, specific rules against any type of harassment by students or adults. If harassment occurs, it is dealt with immediately. Contact the principal if you would like to discuss harassment policies or if your child is being harassed in any way by another student or adult.

HOMEWORK

The Board of Trustees recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives. Although it is the student's responsibility

to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

CARE OF TEXTBOOKS, LIBRARY BOOKS, ETC.

Students are responsible for all textbooks and library books issued to them during the school year. Parents and students must pay for any lost or damaged books. If a lost book is found, money paid will be refunded.

NOTICES AND FORMS

Throughout the school year various notices and forms will be sent home. These are important. Be sure your child understands that all notes and communications should be brought home. Checking your student's backpack frequently is recommended.

STUDENT PHONE CALLS and CELL PHONES

Student use of the telephone is allowed only with the permission of school personnel. Students may not use the telephone to make arrangements for after school; this must be done with the parent prior to coming to school. If parents wish their child to have a cell phone on campus, please be aware that cell phones must be off and stored in the child's backpack so as not to disrupt learning. Cell phones are not allowed out during recess or lunch, and should never be loaned to another student.

VOLUNTEERS

Volunteers are **always** welcome and are an important part of the educational program at Brookside Elementary School, but for the 20-21 year, we are not having volunteers on campus during the COVID 19 pandemic. Typically, we follow the following plan: For the safety of your child, volunteers are welcome once fingerprinted. Please contact Rachelle at the District Office at 459-5314, or contact our office team at 459-5385 for details. Our PTO reimburses the cost of fingerprinting after you meet the PTO volunteer requirements. Contact Jenny Nelson, our PTO President, at 459-5385 for information. Please contact your child's teacher if you wish to volunteer for any amount of time that you are able to offer. Volunteer opportunities include supporting staff in/on the classroom, office, library, playground, cafeteria, and at school activities and assemblies. **Everyone spending time at Brookside is expected to wear a "Visitor's Pass" while on campus. These are available in the office when you check in.** For your child's safety, any visitors on campus not wearing a "visitor's pass" will be questioned by an employee as to why they are here. We have created a Volunteer Handbook which outlines volunteer expectations; please pick one up in the office. Thank you very much for sharing your time with our students and staff!

PARENT TEACHER ORGANIZATION (PTO)

The PTO is a partnership of teachers, parents, administrators, students and others who join together in a mutual concern for the well-being of children and youth at home, school, and in the community. The PTO provides much needed parent input and activities which support our total school program. Everyone is encouraged to attend our meetings and become an active member. There is no charge to join. Contact Jenny Nelson, our PTO President, at 459-5385 for information.

SCHOOL SITE COUNCIL

The Site Council is a group of parents and teachers who represent our students in making decisions about Brookside Elementary. To facilitate a smooth transition TK- Grade 5, Brookside and Blosser Lane School will pair up for Site Council meetings. Everyone is welcome to attend Site Council meetings. Typically, the Site Council parent members are elected by parents at Back-to-School Night (in August). A letter asking for volunteers to become members of Site Council will be sent home and we will meet via Zoom. Among other things, the Site Council helps evaluate attendance and student achievement data and provides input on next steps.

SCHOOL SUPPORT PROGRAMS

English Language Learners: All classroom teachers are qualified to support our English Language Learners.

English Language Development: This program is provided for all English Language Learners. Students participate to gain reading, language, and writing skills in the English language.

Title I: Title I is a federally funded program designed to provide extra services to all students who are identified as needing additional help in reading, language, and/or math. Students who score below grade-level on the DIBELS tests qualify for Title 1 intervention.

Resource Program: This special education program is designed to provide small group and individual instruction to students who are significantly below grade level. This is provided in addition to the general education classroom program.

Special Day Class: These special education classes are for students who have been identified as having special educational needs that can best be met in classrooms with fewer students. Students in these classes mainstream into the general education classes as appropriate.

Speech and Language: Speech and Language services are provided by a speech and language professional to children who have special needs in the areas of speech and/or language.

Extended Learning Program: The Gifted and Talented Program is the Extended Learning Program (ELP). The school district differentiates the curriculum for gifted students. Students are initially screened for ELP in second grade, using the Raven's Progressive Matrices. Students who do well in second grade on the Raven's will be provisionally placed into a third grade ELP cluster classroom. Students entering the district during grades 3-8 are eligible for entry into the program and will also be screened using the Raven's. Parent advocacy is welcomed. Questions regarding ELP or the Raven's may be directed to coordinator Suzanne Matheson at 459-5385.

Counseling: Counseling services are provided for students through Special Education as needed.

Counselor Support: Our school counselor, Jeff Cramer, provides student skills groups and is a valuable parent/guardian resource. He can be reached at school at 459-5385.

If you need information about these services, or if you have any questions about any of our school programs, please speak with your child's teacher or the principal.

A Guide to Student Responsibility While Riding School Buses (Note: As of 10/1/2020, we are not transporting any students. Before we begin transporting students, a plan for safe transportation within the Covid-19 pandemic will be developed.) Typically, we follow the plan below.

Dear Parents and Guardians:

Transportation is considered an extension of the regular school program and students who violate behavior expectations while riding a bus are subject to suspension of riding privileges and/or penalties for misbehavior while students are on school premises.

The Willits Unified School Governing Board has adopted policies which contain rules and regulations to ensure safe transportation of students to and from school. Bus rules and regulations are designed not only for safety but to create a pleasant atmosphere on buses conducive to the comfort of all student riders. Below is a list of rules and regulations outlining student responsibilities relative to bus riding:

Rules for School Bus Passengers

A complete list of bus rules published for this district follows:

1. The bus driver is in charge at all times.
2. Keep all parts of the body completely inside the bus.
3. Use quiet voices. Screaming or unnecessary noise will not be tolerated. Drivers must be able to hear emergency vehicles.
4. Remain seated at all times. Serious injury can result if a sudden stop must be made and a child is not seated.
5. Profanity or inappropriate behavior is forbidden.
6. No eating or drinking on the bus.
7. Form an orderly line at the bus stop. Enter the bus only when instructed to do so by the driver. Get on and off one at a time. No horseplay of any kind is allowed.
8. Face forward and keep your feet on the floor in front of your seat.
9. Keep books, lunch boxes and personal possessions out of the aisle.
10. Leave the emergency door and bus controls alone unless there is an emergency.
11. Never throw any object out the window or inside the bus.
12. Rough behavior or horseplay will not be tolerated.
13. No animals of any kind, including rodents, reptiles or insects will be allowed.
14. No large object, skateboards, balls, bats, marbles, balloons, or glass objects or containers will be allowed.
15. Foot wear with cleats or spikes is not allowed.
16. Use or possession of tobacco or drugs will not be tolerated.
17. Any disruptive conduct considered dangerous to the driver, other students and/or the bus is prohibited.
18. Students must use a regular designated bus stop. Notes from parents requesting changes in their child's regular bus stop cannot be honored unless the note is approved and signed by the principal or designee. Bus routes cannot be altered by the bus driver without approval of the Director of Transportation.

19. Because of the extremely tight schedules, buses cannot wait for late students.
20. Misbehavior at the bus stop will result in suspension from the bus and possible from school.
21. Students are requested to arrive at the bus stop 5-10 minutes before the scheduled departure time.
22. Please ask a teacher in charge of the bus line to help you get your child off a bus at school, if needed.

Students who are suspended from the bus will not only be unable to ride it to and from school, but will also be unable to ride a bus for a field trip.

Authority of Bus Driver (Section 14103 Calif. Code of Regulations Title 5) states:

A. Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus between home and school or other destinations.

B. The Boards of Trustees shall adopt rules and regulations to enforce this section. These regulations shall include, but not be limited to, specific administrative procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

CUSTODY INTERPRETATIONS AT SCHOOL

Custody of children from a recent separation or divorce is a very emotional issue. The school staff is frequently put in the middle of such a dispute. Court orders, including restraining orders, are generally delivered to us by one parent or the other.

We keep a confidential file in the office of all such orders.

During the time of a contested custody issue, children are under a lot of pressure and their attendance, behavior and learning are negatively affected at school. Here are a few reminders to keep in mind to help your child through this difficult time:

1. Deliver legal papers to the school office before the opening of school or the earliest possible time after an order is executed. The office will make sure the teacher and any other key personnel who must know this confidential information have copies.

2. Make sure the ex-spouse has copies of the papers and understands visitation of the children, especially as it relates to the school. You, as well, need to understand all provisions of the order(s). Your attorney or the judge will explain the legal documents to you.

3. Never put the school in the position of arbitrating custody between you and your ex-spouse. The school's only role is to carry out orders as to who has a right to visit and/or pick child up at school. If a custody problem occurs, our office staff will contact our School Resource Officer or another police officer.

4. Always check in at the school office when picking up your child during the day.

5. The child needs to have a clear understanding of who is going to pick him/her up every day.

6. Never confront your ex-spouse at school about custody details. This presents an explosive situation around young children and the administration will not hesitate to call law enforcement personnel.

7. The teacher will provide duplicate papers (report cards, discipline notes, notices, permission slips) when it is requested and only if there is shared legal custody.

Your child will not be released to anyone who is not on your emergency card without a note or phone call from you. **Please keep the school secretary informed of any changes in custody.**

Brookside Elementary School **Policy for Family Involvement in the Education of Their Children**

Typically, our plan follows in the sections below, but given the Covid-19 pandemic, we are modifying this plan as opportunity allows, for example, by attending Zoom lessons and Zoom meetings, and by communicating through phone, email, on the district and site web pages and

on the PTO Facebook page. We always value family involvement in education, but now more than ever it is vital for student success. Thank you for your support!

Brookside Elementary School staff members recognize that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
2. Family involvement in their children's education is extremely important for student success.
3. Family involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
4. The benefits of family involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
5. Families need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Brookside believes that the education of its students is a responsibility shared with families. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the Common Core State Standards.

Families shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Family involvement, as described in this policy, shall be developed with the assistance of parents/guardians, agreed to by parents/guardians, incorporated into the school plan, reviewed and updated annually by parents/guardians, and made available to the local community.

Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in August at Back to School Night. The written notice shall be in English and Spanish. It will be sent home with students and will include the rights of parents

to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.

- Each year parents shall be invited to attend a number of regularly scheduled School Site Council (SSC) and Parent-Teacher Organization (PTO) meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of children in the core academic program. In addition, parents will receive specific information about the Title I program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.
- The principal and staff shall provide timely information about curriculum, local and state assessment results, and the proficiency levels students are expected to meet. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information on education-related topics to assist them with their children.

Shared Responsibilities (This year, rather than a compact, we shared information through family conferences during the first week of school.)

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.

The **compact** shall:

- Be signed by all parties – parent, student, teacher(s), and principal – and a copy will be given to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and at other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

* Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Building Parental Involvement (Meetings through Zoom)

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement the **school** shall:

1. Provide regularly scheduled informational meetings to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - The eligibility and requirements of Title I.
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
 - Effective use of resources provided by the parent group that support and encourage parental involvement in their child's education, if available.

2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
 - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
 - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
 - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO) and other decision-making groups at school.
 - Become knowledgeable about parent rights as specific in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A.

3. To further the goal of effective parent involvement, **school staff** will:

- Work with and support a parent group (such as PTO) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
- Train parents in leadership roles in order to effectively serve on the School Site Council, PTO, and other advisory committees.
- Form alliances with community-based agencies (such as the Migrant Education Program) and businesses outside of the school to connect families in need of assistance, to appropriate services.
- Provide other support and services as required.

Accessibility

The school, to the extent practical, will strive to provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at meetings and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

**BROOKSIDE ELEMENTARY SCHOOL
Title I School-Parent Compact**

Title I program funds allow the Brookside Elementary School staff to provide support to all students in the areas of language arts or math. The goal of the Title I program is to help students acquire the necessary skills to attain success and grade-level proficiency. A team effort by the parent, student and teacher is required to meet this goal.

TITLE I PARENTS ARE EXPECTED TO:

- Ensure their child’s regular and punctual attendance
- Read with their student a minimum of twenty minutes a day
- Attend parent/teacher conferences
- Provide time, place, and support for homework activities
- Ask for information and support when needed

Parent/Guardian signature: _____

TITLE I STUDENTS ARE EXPECTED TO:

- Complete and return homework assignments
- Observe school rules in the classroom and on the playground
- Ask for help
- Participate actively
- Arrive to class on time and ready to learn
- Follow directions and listen carefully
- Work cooperatively with classmates

Student signature: __

CLASSROOM TEACHERS AND INSTRUCTIONAL AIDES ARE EXPECTED TO:

- Provide support and continually assess student progress
- Design lessons for a variety of learning styles
- Provide individualized instruction and extra time to complete assignments
- Increase structured activities such as tutoring and review homework each day
- Modify the curriculum when necessary
- Maintain contact with parents throughout the year regarding progress

Teacher signature: _____ **Date:** _____

Principal signature: _____ **Date:** _____

Dear Parents and Guardians:

Your involvement and support is an important aspect for your child’s success. We ask you to review this Student/Parent Success Handbook outlining expectations, rewards/ recognition, and consequences with your child.

Please sign and return this page to your child’s classroom teacher.

* I have discussed these expectations with my parents/guardians and recognize my responsibility for doing my best to meet them.

Student_____ **Date**_____

* I have reviewed these expectations with my child and will support him/her in following through with responsibilities.

Parent/Guardian_____ **Date**_____

Title IX

What is the purpose of Title IX and how can I access Title IX support?

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX coordinator is now Mackenzie Erickson. She can be reached at 707.459-2417.

**WILLITS UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Laura Sleeper, Human Resources
DATE: October 14, 2020
RE: Approval of Bilingual Family Liaison Job Description

Priority:
Communication

Objective:
To approve the Bilingual Family Liaison Job Description

Background:
Under the direction of site administration or designee, the Bilingual Family Liaisons will enlist family involvement in students' educational programs; work with students, family and the Hispanic and Latino community in identifying and achieving educational goals; refer support services; may provide tutoring, and share training programs and opportunities; and facilitate positive family, school and student relationships for and with our Hispanic and Latino families and students. This highly technical position requires independent judgement and strong interpersonal communications skills.

Salary placement has been negotiated with CSEA.

Funding/Source:
CARES 42% \$47,670.69
ESSER 33% \$37,455.54
CSI 25% \$ 28,375.41
\$113,501.65

Recommendation:
Administration recommends the approval of the job description as presented.

Willits Unified School District
Bilingual Family Liaison
Classified
For Board Consideration 10/14/2020

SUMMARY

Under the direction of site administration or designee, the Bilingual Family Liaison will enlist family involvement in students' educational programs; work with students, family and the Hispanic and Latino community in identifying and achieving educational goals; refer support services; may provide tutoring, and share training programs and opportunities; and facilitate positive family, school and student relationships for and with our Hispanic and Latino families and students. This highly technical position requires independent judgement and strong interpersonal communications skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Assists in recruiting Hispanic and Latino parents and community as volunteers within the school (e.g., classroom volunteers, workshop volunteers) for the purpose of increasing family participation in school activities and in their child's education.
- Provides written and oral translation services for school sites.
- May attend IEPs as a translator.
- Assists administrators or designee to monitor attendance, behavior, and academic progress.
- Communicates with Hispanic and Latino families and community on behalf of the school, teachers, and educational program.
- Collaborates with school staff for the purpose of developing programs and classes to support Hispanic and Latino parents and students.
- Coordinates assigned programs, workshops and processes for the purpose of ensuring compliance with established guidelines and procedures.
- Coordinates parent participation, organizes meetings and educational classes for program participants and encouraging leadership (e.g., parenting skills, volunteer training) for the purpose of developing parenting skills, understanding of school processes and parent/student success.
- Facilitates outreach to Hispanic and Latino families, community leaders and organizations for the purpose of developing resources and building partnerships with community members.
- May maintain a variety of manual and electronic files and/or records (e.g., program participation, contact sheets, agency referrals) for the purpose of providing required information and/or documentation.
- Assists in organizing Hispanic and Latino family meetings and educational classes for program participants. (e.g., parenting skills, volunteer training, child growth and development) for the purpose of providing family members parenting classes and/or family support needs.
- Participates in workshops, meetings, community events, etc. for the purpose of receiving and/or presenting information.
- Prepares a variety of written materials (e.g., newsletters, reports, logs, memos, handouts) for the purpose of documenting activities, providing written reference and/or communicating information.
- Provides appropriate referrals and advocacy for Hispanic and Latino families as needed and provides follow up to determine the outcome of services provided for the purpose of supporting families in working toward their goals.
- Provides data for a variety of reports (e.g., program participation, activity) for the purpose of meeting program, district, state and federal requirements.
- Provides materials required for assigned programs on a monthly basis for the purpose of addressing program needs.
- May provide academic tutoring to English Learners.
- Maintains a monthly log of activities completed.
- Responds to inquiries from a variety of sources (e.g., parents, community agencies, auditors, students) for the purpose of providing information and/or direction.
- Makes phone calls and home visits as assigned to identified students and families.
- Performs other related duties.

QUALIFICATIONS/REQUIREMENTS

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include:

planning and managing activities; preparing and maintaining accurate records; and operating standard office equipment including pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percent, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: procedures, methods, techniques and strategies related to the development of school and community liaison processes; and ability to read, speak, write and translate conversations and documents in Spanish and English.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; communicating with culturally diverse populations, including those with limited English proficiency; maintaining confidentiality; setting priorities; and working flexible hours.

RESPONSIBILITIES

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the Organization's services.

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

EXPERIENCE

Job related experience with increasing levels of responsibility is desired.
Demonstrated excellent attendance in prior assignments.

LICENSES AND OTHER REQUIREMENTS

1. Education High School diploma or equivalent.
Equivalency High school graduation or equivalent; and any combination of experience which includes working as a bilingual aide or teacher, working directly with the community (i.e., community resource aide), or coordinating family education programs and training parents.
2. Bilingual in English and Spanish required.
3. Valid California Driver's License

Recommended salary: Range 13

Willits Unified School District
1277 Blosser Lane, Willits, CA 95490
(707) 459-5314

**NOTICE OF PUBLIC HEARING
SUFFICIENCY OF TEXTBOOKS AND
INSTRUCTIONAL MATERIALS**

Education Code Section 60119 requires that in order to be eligible for certain state funding for textbooks, the governing board shall adopt, on an annual basis, a resolution with respect to textbook and instructional material availability and affirm that each pupil in each school in the district has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject that are consistent with the contents of and cycles of the curriculum framework adopted by the State Board. The Board of Trustees of the Willits Unified School District will hold a public hearing and welcomes the input of the public.

DATE: Wednesday, October 14, 2020

TIME: 5:30 p.m.

LOCATION: Via-Zoom

link will be provided on board agenda, regular meeting

WILLITS UNIFIED SCHOOL DISTRICT
SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS

WHEREAS, the governing board of the Willits Unified School District, in order to comply with the requirements of *Education Code Section 60119* held a public hearing on Wednesday, October 14, 2020 at 5:30 p.m., to provide the public and the Board of Trustees detailed information regarding the sufficiency of textbooks and instructional materials for all students. This public hearing was on or before the eighth week of school and did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed that sufficient textbooks or instructional materials were provided to pupils, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for each school in the following subjects and grade levels at district schools;

Baechtel Grove Middle School Grades 6-8 Social Studies

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

TCI Social Studies, 2006 edition

Baechtel Grove Middle School Grades 6-8 Mathematics

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Algebra 1, Houghton Mifflin Harcourt, 2015, Digital and Print Components,
Resolution 2017/18-2

Ready Math, Grades 6-8, Curriculum Associates, 2017 edition,

ISBN 978-1-4957-4602-4; 978-1-4957-4603-1, 978-1-4957-4604-8

Baechtel Grove Middle School Grades 6-8 Science

One Hundred Percent (100%) of students have instructional materials including technology based and/or textbooks that are consistent with the cycles and content of the curriculum frameworks.

FlexBooks Earth, Physical and Life Sciences, Grades 6-8, CK12, 2017 edition, Digital and Print Components

Baechtel Grove Middle School Grades 6-8 Reading/Language Arts

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

CA Collections, Grades 6-8, Houghton Mifflin Harcourt, 2017 edition

ISBN 978-0-544-50326-7, 978-0-544-50328-1, 978-0-544-50329-8

Blosser Lane Elementary School **Grades 3-5** **Reading/Language Arts**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
Benchmark Education Company, 2017 edition, Digital and Print Components
3-5 Shared Reading Consumable Texts
3-5 Texts for Designated ELD

Blosser Lane Elementary School **Grades 3-5** **Mathematics**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
Everyday Mathematics, 2016, McGraw Hill

Blosser Lane Elementary School **Grades 3-5** **Science**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
Pearson Scott Foresman – Science, 2008 edition

Blosser Lane Elementary School **Grades 3-5** **Social Studies**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
Harcourt School Publishers, 2007 edition

Brookside Elementary School **Grades K-2** **Reading/Language Arts**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
Benchmark Education Company, 2017 edition, Digital and Print Components
K-2 Teacher’s Resources
K-2 Small Group Leveled Texts with Teacher Support
K-2 Small Group Reader’s Theater
K-1 Whole Group Big Books and Handbook
K-1 Phonics Decodable Lap Books, Bigbooks, Decodable Texts, and Teacher Materials
K-1 Shared Reading Consumable Texts
K-2 Texts for ELD

Brookside Elementary School **Grades K-2** **Social Studies**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
Kindergarten - Harcourt Series: Reflections, Our World, Now and Long Ago, 2007 edition
1st grade – Houghton Mifflin School and Family, 2005 edition
2nd grade- Houghton Mifflin Neighborhoods, 2005 edition

Brookside Elementary School **Grades K-2** **Science**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
Scott Foresman California Science, 2007 edition

Brookside Elementary School **Grades K-2** **Mathematics**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
Everyday Mathematics, 2016, McGraw Hill

Sherwood Elementary School **Grades K-8** **Science**
One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.
K-2 Scott Foresman Science, 2007 edition
3-5 Pearson Scott Foresman – Science, 2008 edition

Sherwood Elementary School Grades K-8 Language/Arts

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Benchmark Education Company, 2017 edition, Digital and Print Components

K-2 Teacher's Resources

K-2 Small Group Leveled Texts with Teacher Support

K-2 Small Group Reader's Theater

K-1 Whole Group Big Books and Handbook

K-1 Phonics Decodable Lap Books, Bigbooks, Decodable Texts, and Teacher Materials

K-1 Shared Reading Consumable Texts

K-2 Texts for ELD

3-5 Shared Reading Consumable Texts

3-5 Texts for Designated ELD

CA Collections, Grades 6-8, Houghton Mifflin Harcourt, 2017 edition

ISBN 978-0-544-50326-7, 978-0-544-50328-1, 978-0-544-50329-8

Sherwood Elementary School Grades K-8 Social Studies

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Kindergarten - Harcourt Series: Reflections, Our World, Now and Long Ago, 2007 edition

1st grade – Houghton Mifflin School and Family, 2005 edition

2nd grade- Houghton Mifflin Neighborhoods, 2005 edition

3-5 Harcourt School Publishers, 2007 edition

6-8 TCI Social Studies, 2006 edition

Sherwood Elementary School Grades K-8 Mathematics

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

K-5 Everyday Mathematics, 2016, McGraw Hill

Algebra 1, Houghton Mifflin Harcourt, 2015, Digital and Print Components, Resolution 2017/18-2

Ready Math, Grades 6-8, Curriculum Associates, 2017 edition,

ISBN 978-1-4957-4602-4; 978-1-4957-4603-1, 978-1-4957-4604-8

San Hedrin High School Grades 9-12 Language Arts

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Write Source, Write Ahead, 2004 edition

Character Based Literacy, Milligan news Company Incorporated

CA Collections, 2017, Houghton Mifflin, Resolution 2017/18-3

San Hedrin High School Grades 9-12 Social Studies

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

AGS Publishing, World History, 2001 edition

AGS Publishing, U.S. History, 2005 edition

AGS Publishing, U.S. Government, 2005 edition

AGS Publishing, Life Skills Health, 1999 edition

AGS Publishing, Economics, 2005 edition

Sanhedrin High School Grades 9-12 Mathematics

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

AGS, Consumer Math, 2002 edition
 Pre-Algebra, 2012 Edition, Holt McDougal, Larson,
 ISBN#9780547587776, Resolution 2012/13-4
 Algebra 1 & 2, Houghton Mifflin, 2015, Digital & Print Components
 Geometry, Copyright 2015, Author: Kanold et al, ISBN 978-0-544-38587-0,
 Resolution 2015/16-1

San Hedrin High School **Grades 9-12 Science**

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

AGS, Earth Science, 2004 edition
 AGS, Biology, 2004 edition

Willits High School **Grades 9-12 Reading/Language Arts**

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Grade Level 9

Animal Farm, Teacher Aligned, Adopted/Resolution 2003/04-21
 Bean Trees, Teacher Aligned, Adopted/Resolution 2003/04-21
 Bless Me, Ultima, Teacher Aligned, Adopted/Resolution 2003/04-21
 Day No Pigs Would Die, Teacher Aligned, Adopted/Resolution
 2003/04-21
 House on Mango Street, Teacher Aligned, Adopted/Resolution 2003/04-21
 Mythology (Hamilton), Teacher Aligned, Adopted/Resolution 2003/04-21
 Odyssey, Teacher Aligned, Adopted/Resolution 2003/04-21
 Of Mice and Men, Teacher Aligned, Adopted/Resolution 2003/04-21
 Outsiders, Teacher Aligned, Adopted/Resolution 2003/04-21
 Romeo and Juliet, Teacher Aligned, Adopted/Resolution 2003/04-21
 Barrio Boy, Holt, Adopted/Resolution 2005/06-23
 Never Cry Wolf, Holt, Adopted/Resolution 2005/06-23
 Night, Holt, Adopted/Resolution 2005/06-23
 CA Collections, 2017, Houghton Mifflin, Resolution 2017/18-3

Willits High School **Grades 9-12 Reading/Language Arts**

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Grade Level 10

Brave New World, Teacher Aligned, Adopted/Resolution 2003/0-21
 Eye of the Heart, Teacher Aligned, Adopted/Resolution 2003/04-21
 I Know Why the Caged Bird Sings, Teacher Aligned, Adopted/Resolution
 1984, Teacher Aligned, Adopted/Resolution 2003/04-21
 Old Man and the Sea, Teacher Aligned, Adopted/Resolution 2003/04-21
 Stranger, Teacher Aligned, Adopted/Resolution 2003/04-21
 Their Eyes Were Watching God, Teacher Aligned, Adopted/Resolution
 2003/04-21
 Things Fall Apart, Teacher Aligned, Adopted/Resolution 2003/04-21
 To Kill a Mockingbird, Teacher Aligned, Adopted/Resolution 2003/04-21
 Readings in World Literature, Holt, Resolution 2005/06-23
 Frankenstein, Holt, Resolution 2005/06-23
 Night, Holt Adoption, Resolution 2005/06-23
 Macbeth, Holt Adoption, Teacher Aligned, Adopted/Resolution 2005/06-23
 CA Collections, 2017, Houghton Mifflin, Resolution 2017/18-3

Willits High School **Grades 9-12 Reading/Language Arts**

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Grade Level 11

Adventures of Huckleberry Finn, Teacher Aligned, Adopted/Resolution 2003/04-21
 Age of Innocence, Teacher Aligned, Adopted/Resolution 2003/04-21
 As I lay Dying, Teacher Aligned, Adopted/Resolution 2003/04-21
 Catcher in the Rye, Teacher Aligned, Adopted/Resolution 2003/04-21
 Crucible, Teacher Aligned, Adopted/Resolution 2003/04-21
 Fahrenheit 451, Teacher Aligned, Adopted/Resolution 2003/04-21
 Grapes of Wrath, Teacher Aligned, Adopted/Resolution 2003/04-21
 Love Medicine, Teacher Aligned, Adopted/Resolution 2003/04-21
 My Antonia, Teacher Aligned, Adopted/Resolution 2003/04-21
 Pilgrim at tinker Creek, Teacher Aligned, Adopted/Resolution 2003/04-21
 Red Badge of Courage, Teacher Aligned, Adopted/Resolution 2003/04-21
 Scarlet Letter, Teacher Aligned, Adopted/Resolution 2003/04-21
 Song of Solomon, Teacher Aligned, Adopted/Resolution 2003/04-21
 Woman Warrior, Teacher Aligned, Adopted/Resolution 2003/04-21
 The Things They Carried, Teacher Aligned, Adopted/Resolution 2003/04-21
 Shoeless Joe, Teacher Aligned, Adopted/Resolution 2003/04-21
 Stranger, Resolution 2003/04-21
 CA Collections, 2017, Houghton Mifflin, Resolution 2017/18-3

Willits High School

Grades 9-12 Reading/Language Arts

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks

Grade Level 12

Chosen, Teacher Aligned, Adopted/Resolution 2003/04-21
 Cry, the Beloved Country, Teacher Aligned, Adopted/Resolution 2003/04-21
 Great Expectations, Teacher Aligned, Adopted/Resolution 2003/04-21
 Hamlet, Teacher Aligned, Adopted/Resolution 2003/04-21
 Heart of the Matter, Teacher Aligned, Adopted/Resolution 2003/04-21
 Invisible Man (Ellison), Teacher Aligned, Adopted/Resolution 2003/04-21
 Joy Luck Club, Teacher Aligned, Adopted/Resolution 2003/04-21
 Lord of the Flies, Teacher Aligned, Adopted/Resolution 2003/04-21
 Pride & Prejudice, Teacher Aligned, Adopted/Resolution 2003/04-21
 Return of the Native, Teacher Aligned, Adopted/Resolution 2003/04-21
 Severed Head, Teacher Aligned, Adopted/Resolution 2003/04-21
 Shipping News, Teacher Aligned, Adopted/Resolution 2003/04-21
 Tale of Two Cities, Teacher Aligned, Adopted/Resolution 2003/04-21
 Wuthering Heights, Teacher Aligned, Adopted/Resolution 2003/04-21
 Into the Wild-Krakauer, Expository Writing, Adopted/Resolution 2005/06-23
 Macbeth, Holt Adoption, Teacher Aligned, Adopted/Resolution 2005/06-23
 Farewell to Arms, Teacher Aligned, Adopted/Resolution 2003/04-21
 Othello, Teacher Aligned, Adopted/Resolution 2003/04-21
 Bless Me, Ultima, Teacher Aligned, Resolution 2003/04-21
 Age of Innocence, Teacher Aligned Resolution 2003/04-21
 CA Collections, 2017, Houghton Mifflin, Resolution 2017/18-3

Willits High School

Grades 9-12 Social Science

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Grade Level 9

Course: Health, Goodheart-Wilcox Co. Inc., Comprehensive Health, 2018 edition, Resolution 2019/20-14

Willits High School

Grades 9-12 Social Science

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks

Grade Level 10

Social Science

Course: World History, Glencoe, World History-Modern Times, 2006 edition, Resolution 2008/09-25

Willits High School

Grades 9-12

Social Science

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks

Grade Level 11

Course: U.S. History, Prentice Hall, America Pathways to the Present, 2002 edition, Resolution 2003/04-21

Course: AGS U.S. History, United States History, 2001 edition, Resolution 2002/03-14

Course: AP U.S. History (AP), Black Boy copy right 1944, Permabound Books, Resolution 2003/04-21

Course: AP U.S. History (AP), Bury My Heart at Wounded, copy right 1970, Permabound Books, Resolution 2003/04-21

Course: AP U.S. History, American Pageant: Cengage Learning, 2016

Willits High School

Grades 9-12 Social Science

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks

Grade Level 12

Course: Economics, Glenco McGraw-Hill, Economics: Principles & Practices, 2001 edition, Resolution 2003/04-21

Course: U.S. Government, Glencoe McGraw-Hill, U.S. Government: Democracy in Action, 2000 edition, Resolution 2003/04-21

Course: Psychology (AP), Prentice Hall, 2012 edition,

Course: AP American Government, Pearson American Government Continuity and Change, 2006 edition, Resolution 2006/07-3

Willits High School

Grades 9-12 Mathematics

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Subject: Algebra I

Pre-Algebra, 2012 Edition, Holt McDougal, Larson, ISBN#9780547587776, Resolution 2012/13-4

Houghton Mifflin Harcourt, 2015, Digital and Print Components, Resolution 2017/18-2

Subject: Algebra II

Houghton Mifflin Harcourt, 2015, Digital and Print Components, Resolution 2017/18-2

Subject: Pre-Calculus

Addison Wesley Precalculus; Graphical, Numerical, Algebraic 8th Edition, 2011, Board Adopted June 21, 2011

Subject: Calculus

Prentice Hall, Calculus: Graphical, Numerical, Algebraic, 2007 edition, Resolution 2006/07-3

Subject: Geometry

Houghton Mifflin Harcourt, Copyright 2015, Author: Kanold et al, ISBN 978-0-544-38587-0, Resolution 2015/16-1

Willits High School Grades 9-12 Science

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks.

Subject: Earth Science

Glencoe McGraw-Hill, Earth Science: Geology, the Environment, the Universe, 2007 edition, Resolution 2003/04-21

Subject: Physical Science

Houghton Mifflin Harcourt, Holt Science Spectrum Flexbooks, 2013 edition, Resolution 2019/20-6

Subject: Biology

Pearson Education, Prentice Hall, 2017 edition, Resolution 2018/19-10

Subject: Chemistry

Prentice-Hall, Chemistry, 2002 edition, Resolution 2003/04-21

Subject: Physics

Holt, Rinehart-Winston, Physics, 2002 edition, Resolution 2003/04-21

Subject: AP Environmental Science

McGraw-Hill, AP Environmental Science, 2004 edition, Resolution 2003-0421

Thompson Cengage Publishing, AP Environmental Science, 2007 edition

Willits High School Grades 9-12 Laboratory Science Equipment

Sufficient laboratory science equipment is available for all students enrolled in laboratory science classes for grades 9-12.

- 68 beakers
- 70 thermometers
- 25 balances
- 22 microscopes

Willits High School Grades 9-12 Foreign Language

One Hundred Percent (100%) of students have textbooks that are consistent with the cycles and content of the curriculum frameworks

- Prentice-Hall, Spanish 1, Realidades 1, 2004 edition, Resolution 2004/05-2
- Prentice-Hall, Spanish 2, Realidades 2, 2004 edition, Resolution 2004/05-2
- Prentice-Hall, Spanish 3, Realidades 3, 2004 edition, Resolution 2004/05-2
- Kendall Hunt Publishing, American Sign Language, 2013 edition, Resolution 2019/20-13

THIS RESOLUTION WAS ADOPTED at a public meeting on October 14, 2020 by the following vote:

AYES	_____
NOES	_____
ABSENT	_____
ABSTAIN	_____

I **Robert Colvig, Clerk of the Board of Trustees of the Willits Unified School District**, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on October 14, 2020.

Dated: October 14, 2020

Robert Colvig, Clerk Board of Trustees

WILLITS UNIFIED SCHOOL DISTRICT
Resolution of Support: #2020/21-3
Schools and Local Communities Funding Act of 2020

Whereas, for four decades, school districts in California have experienced underinvestment and devastating cuts causing California's school funding to fall behind and resulting in fewer services and resources for students and teachers;

Whereas, the lack of adequate local funding is the result of an inequitable tax system in which corporations and wealthy investors do not pay their fair share in property taxes;

Whereas, loopholes in California's property tax system allows a fraction of major commercial and industrial properties to avoid regular reassessment and use shady schemes to hide change in ownership;

Whereas, these loopholes and tax schemes result in millions of dollars going to corporations and wealthy investors rather than to schools and local communities for essential services;

Whereas, experts estimate that the *California Schools and Local Communities Funding Act* reclaims \$12 billion in property tax revenue every year to ensure that our schools and communities have the resources to educate all of our kids and the services to support all of our families;

Whereas the *California Schools and Local Communities Funding Act* does not affect property taxes for homeowners or renters because the initiative exempts all residential property;

Whereas, academic researchers at the University of Southern California (USC) have identified that the vast majority of the reclaimed revenue will come from just a fraction of large properties;

Whereas, California schools are falling behind, ranking lowest in the nation with the largest number of students per teacher and the fewest counselors per student;

Whereas, per-pupil funding has declined from the top 10 in the nation to 39th;

Whereas, the top-ranked state spends \$10,259 more per-pupil to educate their children than California spends;

Whereas, the measure invests up to \$4 billion annually for K-14 schools to ensure that our kids receive the world-class education they deserve;

Whereas, California should be a leader in innovation by educating the next generation of students to compete in the global economy;

Whereas, the *California Schools and Local Communities Funding Act* guarantees funding to all school districts, over and above Proposition 98 funding, and following the local control funding formula to all students in need in all districts;

Whereas, the measure also provides billions in funding yearly for cities, counties, and special districts in locally controlled revenues for affordable housing, parks, libraries, emergency responders, health and human services, libraries, public infrastructure, and much more;

Whereas, the measure incentivizes the development of residential units and provides more funding for communities to invest in affordable housing;

Whereas, the measure provides new tax incentives to spur new investment in small businesses by eliminating the business personal property tax on equipment for California's small businesses;

Whereas, the measure also exempts all small business owners whose property is worth \$3 million or less;

Whereas, the measure levels the playing field for businesses that already pay their fair share in our communities;

Whereas, the *California Schools and Local Communities Funding Act of 2020* is expected to be on the November 2020 ballot;

Whereas, now more than ever, in light of the national and state economic crisis precipitated by the COVID-19 global pandemic, California's schools and community colleges require additional revenues for the continued provision of services to the children, youth and families of California;

Therefore, be it resolved, that the Willits Unified School District endorses the *California Schools and Local Communities Funding Act of 2020* for a ballot measure in November 2020.

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

Clerk, Willits Unified School District

**WILLITS UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP/AR 0420.4 - Charter School Authorization

Priority:

Communication

Objective:

To conduct a first read of the revised policy

Background:

(BP/AR revised)

Policy updated to reflect **NEW LAWS (AB 1505 and 1595)** which extend the timeline for holding a public hearing to determine the level of support for a charter petition, extend the timeline for making a final decision to grant or deny the petition, define receipt of the petition for the purpose of determining the beginning of this time period, and require publishing staff recommendations 15 days prior to the hearing at which the final decision will be made. As amended, criteria for reviewing the petition require consideration of the interests of the community in which the school is proposing to locate and prohibit the approval of a new charter school offering nonclassroom-based instruction until January 1, 2022. Regulation reflects **NEW LAWS (AB 1505 and AB 1595)** which revise the required components of a petition to delete a requirement to include annual goals that apply to the nature of the program operated, add a requirement that the petition describe the means by which the charter school will achieve a balance of special education students and English learners that is reflective of the general population within the district, and require that a petition for a charter school operated by or as a nonprofit public benefit corporation include the names and qualifications of the governing body. Regulation also reflects **NEW LAW (AB 982)** which requires the petition to include requirements for providing homework assignments, upon request, to students who have been suspended for two or more days. Regulation also reflects **NEW LAW (AB 1507)** which limits the ability of a charter school to establish a resource center, meeting space, or other satellite facility used for nonclassroom-based independent study outside district boundaries.

Funding/Source:

None

Recommendation:

Administration recommends the board conduct a first read of the revised policy

Charter School Authorization

The Governing Board of Trustees recognizes that charter schools may assist the district in offering diverse learning opportunities for students. In considering any petition to establish a charter school within the district, the Board shall give thoughtful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

~~The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)~~

One or more persons may submit a petition for a start-up charter school to be established within the district or for the conversion of an existing district school to a charter school. (Education Code 47605)

Any petition for a ~~start-up charter school or conversion~~ charter school shall include all components, ~~and signatures, and statements~~ required by law, as specified in the accompanying administrative regulation, and shall be submitted to the Board. The proposed charter shall be attached to the petition.

The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, the Superintendent or designee may also meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

The Board shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school.

Timelines for Board Action

~~Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)~~

(cf. 9320 – Meetings and Notices)

Within 60 days of receiving a petition, the Board shall hold a public hearing on the charter provisions, at which time the Board shall consider the level of support for the petition by teachers, other district employees, and parents/guardian. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

~~or within 90 days with mutual consent of the petitioners and the Board, the~~ The Board shall either grant approve or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board, request to establish the charter school. (Education Code 47605)

(cf. 9320 – Meetings and Notices)

~~The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)~~

At least 15 days before the public hearing at which the Board will grant or deny the charter, the district shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the district. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code 47605)

The Superintendent or designee shall maintain accurate records, in relation to each charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

Approval of Petition

~~The Board shall approve the charter petition~~ shall be granted only if the Board is satisfied that if doing so is consistent with sound educational practice and the interests of the community in which the school is proposing to locate. In granting charters, the Board shall consider the academic needs of the students the charter proposes to serve and shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving, based on standards established by California Department of Education (CDE). (Education Code 47605)

~~Prior to authorizing any charter, the Board shall verify that the any approved charter contains adequate processes and measures for monitoring and holding the school accountable for complying with applicable law, including Education Code 47604.1, and for fulfilling the terms of its charter and complying with all applicable laws, including Education Code 47604.1. Such processes and measures~~ These shall include, but are not limited to, fiscal accountability systems, multiple measures for evaluating the educational program, inspection and observations of any part of the charter school, including student outcomes aligned with state priorities as described in Education Code 52060, and regular reports to the Board.

(cf. 0420.41 - Charter School Oversight)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

(cf. 0420.42 - Charter School Renewal)

(cf. [0420.43](#) - Charter School Revocation)

~~When a petition is approved by the Board, it~~ shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, ~~the CDE California Department of Education,~~ and the State Board of Education (SBE). (Education Code [47605](#))

Denial of Petition

The Board shall summarily deny any charter petition that proposes to:

1. ~~Proposes to O~~operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code [47604](#))
2. ~~Convert~~~~Authorizes the conversion of~~ a private school to a charter school (Education Code [47602](#))
3. ~~Proposes to S~~serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district (Education Code [47605](#))

4. Offer nonclassroom-based instruction

Regarding all Any-other charter petitions, the Board shall ~~be denied a petition~~ only if the Board makes written factual findings specific to the petition that one or more of the following conditions exist: (Education Code [47605](#); [5CCR 11967.51.1](#))

1. The charter school presents an unsound educational program that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain a clear, unequivocal statement described in Education Code 47605(e), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220. an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code [47605\(cb\)](#).
6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code [3540-3549.3](#).
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include

consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances regarding:

- a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings
 - b. Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate
8. The district is not positioned to absorb the fiscal impact of the proposed charter school. The district meets this criterion if it has a negative interim certification, or has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the district having a negative interim certification.

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll students with disabilities who reside outside the special education local plan area in which the district participates. (Education Code [47605.7](#), [47647](#))

(cf. [0430](#) - Comprehensive Local Plan for Special Education)

Appeals

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to SBE. (Education Code [47605](#))

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code 47605)

Within 30 days of receipt of an appeal submitted to SBE, the Board may submit a written opposition to SBE detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code 47605)

If either the County Board or SBE remands the petition to the Board because the petition on appeal contains new or different material terms, the Board shall reconsider the petition and grant shall or deny the petition within 30 days. (Education Code 47605)

Legal Reference:

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200 Equal rights and opportunities in state educational institutions

220 Nondiscrimination

1240 Duties of County Superintendent

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52060-52077 Local control and accountability plan

56026 Special education

56145-56146 Special education services in charter schools

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5110-6910 Nonprofit public benefit corporations

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California Charter Schools Association: <http://www.ccsa.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

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U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: September 11, 2019 Willits, California

revised: November 18, 2020

Charter School Authorization

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for students. In considering any petition to establish a charter school within the district, the Board shall give thoughtful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition for a start-up charter school to be established within the district or for the conversion of an existing district school to a charter school. (Education Code [47605](#))

Any petition for a charter school shall include all components, signatures, and statements required by law, as specified in the accompanying administrative regulation. The proposed charter shall be attached to the petition.

The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, the Superintendent or designee may also meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

The Board shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school.

Timelines for Board Action

Within 60 days of receiving a petition, the Board shall hold a public hearing on the charter provisions, at which time the Board shall consider the level of support for the petition by teachers, other district employees, and parents/guardian. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

The Board shall either grant or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code [47605](#))

(cf. 9320 – Meetings and Notices)

At least 15 days before the public hearing at which the Board will grant or deny the charter, the district shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the district. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code 47605)

The Superintendent or designee shall maintain accurate records, in relation to each charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

Approval of Petition

A charter petition shall be granted only if the Board is satisfied that doing so is consistent with sound educational practice and the interests of the community in which the school is proposing to locate. In granting charters, the Board shall consider the academic needs of the students the charter proposes to serve and shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving, based on standards established by California Department of Education (CDE). (Education Code [47605](#))

Prior to authorizing any charter, the Board shall verify that the charter contains adequate processes and measures for monitoring and holding the school accountable for fulfilling the terms of its charter and complying with all applicable laws, including Education Code 47604.1. Such processes and measures shall include, but are not limited to, fiscal accountability systems, multiple measures for evaluating the educational program, inspection and observations of any part of the charter school, and regular reports to the Board.

(cf. [0420.41](#) - Charter School Oversight)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code [47607](#))

(cf. [0420.42](#) - Charter School Renewal)

(cf. [0420.43](#) - Charter School Revocation)

When a petition is approved by the Board, it shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code [47605](#))

Denial of Petition

The Board shall summarily deny any charter petition that proposes to:

1. Operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code [47604](#))
2. Convert a private school to a charter school (Education Code [47602](#))

3. Serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district (Education Code [47605](#))

4. Offer nonclassroom-based instruction

Regarding all other charter petitions, the Board shall deny a petition only if the Board makes written factual findings specific to the petition that one or more of the following conditions exist: (Education Code [47605](#); 5CCR 11967.51.1)

1. The charter school presents an unsound educational program that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit for the students to be enrolled in the charter school.

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

3. The petition does not contain the number of signatures required.

4. The petition does not contain a clear, unequivocal statement described in Education Code [47605\(e\)](#), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code [220](#).

5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code [47605\(c\)](#).

6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code [3540-3549.3](#).

7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances regarding:

a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings

b. Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate

8. The district is not positioned to absorb the fiscal impact of the proposed charter school. The district meets this criterion if it has a negative interim certification, or has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the district having a negative interim certification.

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll students with disabilities who reside outside the special education local plan area in which the district participates. (Education Code [47605.7](#), [47647](#))

(cf. [0430](#) - Comprehensive Local Plan for Special Education)

Appeals

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to SBE. (Education Code [47605](#))

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code 47605)

Within 30 days of receipt of an appeal submitted to SBE, the Board may submit a written opposition to SBE detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code 47605)

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Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: September 11, 2019 Willits, California

revised: November 18, 2020

Charter School Authorization

Petition Signatures

A petition for the establishment of a start-up charter school must be signed by either of the following: (Education Code [47605](#))

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
2. A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation

~~If the charter petition that proposes to convert calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code [47605](#))~~

(cf. [4116](#) - Probationary/Permanent Status)

Any petition circulated to collect signatures shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having a child attend the charter school or, ~~in the case of~~ a teacher's signature means, that the teacher is meaningfully interested in teaching at the charter school. ~~The proposed charter shall be attached to the petition.~~ (Education Code [47605](#))

Staff Advisory Committee

The Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a charter petition based on the requirements in Education Code [47605](#) and to identify any concerns that should be addressed by the petitioners.

(cf. 2230 - Representative and Deliberative Groups)

Components of Charter Petition

All charter petitions shall comply with the applicable requirements of Education Code 47065, other state and federal laws, and district policies.

The charter petition shall include affirmations that the charter school will be nonsectarian in its programs, admission policies, employment practices, and operations; will not charge tuition; and will not discriminate against a student on the basis of characteristics listed in Education Code [220](#). The petition shall also contain reasonably comprehensive descriptions of: (Education Code [47605](#))

1. The educational program of the proposed school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

The petition shall include a description of the charter school's annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code [52052](#), including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. These goals shall be aligned with the state priorities listed in Education Code [52060](#) that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established for the proposed school, goals aligned with those priorities, and specific annual actions to achieve those goals.

(cf. [0420.41](#) - Charter School Oversight)

(cf. [0460](#) - Local Control and Accountability Plan)

If the proposed charter school will serve high school students, the petition shall describe the manner in which the school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements.

2. The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code [52060](#) that apply for the grade levels served or the nature of the program operated by the charter school.

3. The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

(cf. [0510](#) - School Accountability Report Card)

4. The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.

5. The qualifications to be met by individuals to be employed by the charter school.

6. The procedures that the charter school will follow to ensure the health and safety of students and staff, including the following requirements:

a. Each charter school employee shall furnish the school with a criminal record summary as described in Education Code [44237](#).

b. The charter school shall develop a school safety plan which includes the topics listed in Education Code [32282\(a\)\(2\)\(A\)-\(H\)](#) and procedures for conducting tactical responses to criminal incidents.

c. The charter school's safety plan shall be reviewed and updated by March 1 each year.

7. The means by which the charter school will achieve a racial and ethnic students, special education students and English learner students, including rdesignated fluent English proficient students, balancee among its students that is reflective of the general population residing within the district's territorial jurisdiction.

8. The charter school's student admission policy. The petition shall, in accordance with Education Code 47605(ed), specify procedures for determining enrollment when the number of applicants exceeds the school's capacity, including requirements for the use of a public random drawing, admission preferences, and priority order of preferences as required by law and subject to Governing Board of Trustees approval.

9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Board's satisfaction.

10. The procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as specified in Education Code 47605(b) and a statement that the suspension procedures will include requirements pertaining to the provision of homework assignments to suspended students as specified in Education Code 47606.2.

Such procedures shall also include processes by which the charter school will notify the superintendent of a district and, by which the charter school may request to be notified by the superintendent of a district, when about a student or former student of the charter school is expelled or subject to any of when the circumstances specified in Education Code 47605(ed)(3) exist.

11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

12. The public school attendance alternatives for students residing within the district who choose to not attend the charter school.

13. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.

14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

15. A declaration as to whether or not the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.

16. Consistent with 5 CCR 11962, the procedures to be used if the charter school closes, including, but not limited to:

a. Designation of a responsible entity to conduct closure-related activities

b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the charter school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:

- (1) The effective date of the closure
 - (2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
 - (3) The students' districts of residence
 - (4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
- c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above
- d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity
- e. Transfer and maintenance of personnel records in accordance with applicable law
- f. Completion of an independent final audit within six months after the closure of the charter school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR [11962](#) and an assessment of the disposition of any restricted funds received by or due to the school
- g. Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed pursuant to 5 CCR [11962](#)
- h. Completion and filing of any annual reports required pursuant to Education Code [47604.33](#)
- i. Identification of funding for the activities identified in item #16a-h above

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code [47605](#))

1. The facilities to be used by the charter school, including where the school intends to locate

(cf. [7160](#) - Charter School Facilities)

2. The manner in which administrative services of the charter school are to be provided

3. Potential civil liability effects, if any, upon the charter school and district

4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation

5. If the charter school is to be operated by or as a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school

Location of Charter School

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code [47605](#), [47605.1](#))

~~A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, provided that: (Education Code [47605](#), [47605.1](#))~~

- ~~1. The district is notified prior to approval of the petition.~~
- ~~2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations.~~
- ~~3. The charter school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project.~~

A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met: (Education Code [47605.1](#))

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

Regulation WILLITS UNIFIED SCHOOL DISTRICT

approved: September 11, 2019 Willits, California

revised: November 18, 2020

Charter School Authorization

Petition Signatures

A petition for the establishment of a start-up charter school must be signed by either of the following: (Education Code [47605](#))

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
2. A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation

A petition that proposes to convert an existing public school to a charter school must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code [47605](#))

(cf. [4116](#) - Probationary/Permanent Status)

Any petition circulated to collect signatures shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having a child attend the charter school or a teacher's signature means that the teacher is meaningfully interested in teaching at the charter school. (Education Code [47605](#))

Staff Advisory Committee

The Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a charter petition based on the requirements in Education Code [47605](#) and to identify any concerns that should be addressed by the petitioners.

(cf. [2230](#) - Representative and Deliberative Groups)

Components of Charter Petition

All charter petitions shall comply with the applicable requirements of Education Code [47065](#), other state and federal laws, and district policies.

The charter petition shall include affirmations that the charter school will be nonsectarian in its programs, admission policies, employment practices, and operations; will not charge tuition; and will not discriminate against a student on the basis of characteristics listed in Education Code [220](#). The petition shall also contain reasonably comprehensive descriptions of: (Education Code [47605](#))

1. The educational program of the proposed school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

The petition shall include a description of the charter school's annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code [52052](#), including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. These goals shall be aligned with the state priorities listed in Education Code [52060](#) that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established for the proposed school, goals aligned with those priorities, and specific annual actions to achieve those goals.

(cf. [0420.41](#) - Charter School Oversight)

(cf. [0460](#) - Local Control and Accountability Plan)

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2. The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code [52060](#) that apply for the grade levels served or the nature of the program operated by the charter school.

3. The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

(cf. [0510](#) - School Accountability Report Card)

4. The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.

5. The qualifications to be met by individuals to be employed by the charter school.

6. The procedures that the charter school will follow to ensure the health and safety of students and staff, including the following requirements:

a. Each charter school employee shall furnish the school with a criminal record summary as described in Education Code [44237](#).

b. The charter school shall develop a school safety plan which includes the topics listed in Education Code [32282\(a\)\(2\)\(A\)-\(H\)](#) and procedures for conducting tactical responses to criminal incidents.

c. The charter school's safety plan shall be reviewed and updated by March 1 each year.

7. The means by which the charter school will achieve a racial and ethnic students, special education students and English learner students, including redesignated fluent English proficient students, that is reflective of the general population residing within the district's territorial jurisdiction.

8. The charter school's student admission policy. The petition shall, in accordance with Education Code [47605\(e\)](#), specify procedures for determining enrollment when the number of applicants exceeds the school's capacity, including requirements for the use of a public random drawing, admission preferences, and priority order of preferences as required by law and subject to Governing Board approval.

9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Board's satisfaction.

10. The procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as specified in Education Code [47605](#) and a statement that the suspension procedures will include requirements pertaining to the provision of homework assignments to suspended students as specified in Education Code [47606.2](#).

Such procedures shall also include processes by which the charter school will notify the superintendent of a district and, by which the charter school may be notified by the superintendent of a district, when a student or former student of the charter school is expelled or subject to any of the circumstances specified in Education Code [47605\(e\)\(3\)](#) exist.

11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

12. The public school attendance alternatives for students residing within the district who choose to not attend the charter school.

13. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.

14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

15. A declaration as to whether or not the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code [3540-3549.3](#).

16. Consistent with 5 CCR [11962](#), the procedures to be used if the charter school closes, including, but not limited to:

a. Designation of a responsible entity to conduct closure-related activities

b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the charter school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:

- (1) The effective date of the closure
 - (2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
 - (3) The students' districts of residence
 - (4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
- c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above
 - d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity
 - e. Transfer and maintenance of personnel records in accordance with applicable law
 - f. Completion of an independent final audit within six months after the closure of the charter school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR [11962](#) and an assessment of the disposition of any restricted funds received by or due to the school
 - g. Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed pursuant to 5 CCR [11962](#)
 - h. Completion and filing of any annual reports required pursuant to Education Code [47604.33](#)
 - i. Identification of funding for the activities identified in item #16a-h above

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code [47605](#))

1. The facilities to be used by the charter school, including where the school intends to locate
(cf. [7160](#) - Charter School Facilities)
2. The manner in which administrative services of the charter school are to be provided
3. Potential civil liability effects, if any, upon the charter school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation
5. If the charter school is to be operated by or as a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school

Location of Charter School

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code [47605](#), [47605.1](#))

A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met: (Education Code [47605.1](#))

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

Regulation WILLITS UNIFIED SCHOOL DISTRICT

approved: September 11, 2019 Willits, California

revised: November 18, 2020

**WILLITS UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP/E 0420.41 - Charter School Oversight

Priority:

Communication

Objective:

To conduct a first read of the revised policy

Background:

(BP/E revised)

Policy updated to reflect **NEW LAWS (AB 1505 and AB 1595)** which require a charter school to request a material revision to its charter whenever it proposes to expand operations at one or more grade levels, and **AB 1505** which revises criteria for the provision of technical assistance to charter schools beginning with the 2020-21 school year. Exhibit updated to add new requirements for charter schools pursuant to **NEW LAWS**, including requirements to refrain from discouraging a student from enrolling for any reason (**SB 75**), hold a public hearing when adopting the local control and accountability plan (**SB 75**), provide assistive technology devices to a student at home or a student who transfers to another school (**AB 605**), pay a student's tuition and conduct on-site visits if the charter school has a master contract with a nonpublic, nonsectarian school (**AB 1172**), phase in a requirement for teachers to hold the certificate or permit required for their certificated assignment (**AB 1505**), provide parent/guardian notices in English and in the primary language when 15 percent or more of the students speak a language other than English (**SB 75**), provide students with a meal of their choice regardless of unpaid meal fees (**SB 265**), adopt policy on suicide prevention applicable to grades K-6 (**AB 1767**), print the national domestic abuse hotline number on student identification cards (**SB 316**), post specified information on bullying and harassment prevention (**AB 34**), include the charter school's sexual harassment policy in student orientations and notify students of the policy by posting a poster (**AB 543**), neither expel a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or willfully defying the authority of school personnel (**SB 419**), provide a student who is suspended for two or more days with the homework assigned during the period of suspension (**AB 982**), and update and reissue a former student's records to include the student's updated name or gender (**AB 711**). Exhibit also reflects current law requiring charter schools to accept and provide full or partial credit for coursework completed by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or immigrant student participating in a newcomer program at another school.

Funding/Source:

None

Recommendation:

Administration recommends the board conduct a first read of the revised policy

Charter School Oversight

The ~~Governing Board of Trustees~~ recognizes its ongoing responsibility to oversee that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. [0420.4](#) - Charter School Authorization)

(cf. [0500](#) - Accountability)

The Superintendent or designee shall identify at least one staff member to serve as a contact person for each charter school authorized by the Board. (Education Code [47604.32](#))

The Superintendent or designee shall visit each charter school at least annually and may inspect or observe any part of the charter school at any time. (Education Code [47604.32](#), [47607](#))

The Superintendent or ~~designated charter school contact~~ designee shall attend meetings of the charter school governing body whenever possible and shall periodically meet with a representative of the charter school.

Waivers

If the charter school wishes to request a general waiver of any state law or regulation applicable to it, it shall request that the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the Superintendent or designee shall submit such a waiver request to the SBE on behalf of the charter school.

(cf. [1431](#) - Waivers)

Provision of District Services

The charter school may purchase administrative or other services from the district or any other source. (Education Code [47613](#))

Whenever the district agrees to provide administrative or support services, the district and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between ~~them~~ the district and charter school.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The district may charge the charter school for the actual costs of the reporting services, but shall not require the charter school to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code [47611.3](#))

Material Revisions to Charter

Material revisions to a charter may only be made with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code [47605](#) and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code [47607](#))

If an approved charter school proposes to establish or move operations to one or more additional sites, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations or grade levels. The Board shall consider approval of the additional locations at an open meeting. (Education Code [47605](#))

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision of the approved charter.

Monitoring Charter School Performance

The Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code [47604.32](#). Any violations of law shall be reported to the Board.

The Board shall monitor the charter school to determine whether it is achieving the measurable student outcomes set forth in the charter, both schoolwide and for each numerically significant student subgroup served by the school, as defined in Education Code [52052](#). This determination shall be based on the measures specified in the approved charter petition and any applicable memorandum of understanding, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP), as reported in the California School Dashboard.

The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, annual update of the charter school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (Education Code [47604.32](#), [47604.33](#), [47606.5](#))

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the district is able to provide substantially rent-free facilities to the charter school, the district may charge up to three percent of the charter school's revenue for actual costs of supervisory oversight or, if the facility is provided under Education Code [47614](#), the pro-rata share facilities costs calculated pursuant to 5 CCR [11969.7](#). If the district charges the pro-rata share, it may also charge one percent of the charter school's revenue in oversight fees. If the district is given responsibility for supervisory oversight of a charter school that was authorized by SCE on appeal, the district is not limited to these percentages and may charge for the actual costs of supervisory oversight and for the administrative costs necessary to secure charter school funding. (Education Code [47613](#))

(cf. [7160](#) - Charter School Facilities)

Technical Assistance/Intervention

Whenever a charter school is identified for technical assistance based on the performance of one or more numerically significant student subgroups on SBE-established criteria, the charter school shall receive technical assistance from the County Superintendent of Schools. Such technical assistance shall be focused on building the charter school's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to, any of the following: (Education Code 45607.3)

1. Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities applicable to the charter school pursuant to Education Code 47605. This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.
2. Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school. Another service provider, including, but not limited to, a school district, county office of education, or charter school, may be solicited to act as a partner to the charter school in need of technical assistance.
3. Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in items #1 and 2 or substantially similar activities, or has selected another service provider to work with the charter school to complete the activities described in items #1 and 2 or substantially similar activities, and ongoing communication with the Board to assess the charter school's progress in improving student outcomes.

In addition, if in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the district: (Education Code [47607.3](#))

1. Shall provide technical assistance to the charter school based on the California School Dashboard
2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code [52074](#)

In accordance with law, the Board may deny a charter school's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regard to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. [0420.42](#) - Charter School Renewal)

(cf. [0420.43](#) - Charter School Revocation)

Complaints

Each charter school shall establish and maintain policies and procedures to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR [4600-4670](#), alleging the school's noncompliance with Education Code [47606.5](#) or [47607.3](#). (Education Code [52075](#))

(cf. [1312.3](#) - Uniform Complaint Procedures)

A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Education Code [52075](#))

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code [52075](#))

School Closure

In the event that the Board revokes or denies renewal of a charter or the charter school ceases operation for any reason, the Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, if renewal of the charter is denied, the charter is revoked, or the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code [47604.32](#); 5 CCR [11962.1](#))

Legal Reference:

EDUCATION CODE

215 Suicide prevention policy

215.5 Suicide prevention hotline contact information on student identification cards

220 Nondiscrimination

221.61 Posting of Title IX information on web site

221.9 Sex equity in competitive athletics

222 Lactation accommodations for students

222.5 Pregnant and parenting students, notification of rights

231.5-231.6 Sexual harassment policy

234.4 Mandated policy on bullying prevention

234.6 Bullying and harassment prevention information

234.7 Student protections relating to immigration and citizenship status

17070.10-17079.30 Leroy F. Greene School Facilities Act

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

32282 Comprehensive safety plan

32283.5 Online training on bullying prevention

33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act

35179.4-35179.6 Interscholastic athletic programs, safety

35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance

35330 Field trips and excursions; student fees

38080-38086 School meals

39831.3 Transportation safety plan

39843 Disciplinary action against bus driver; report to Department of Motor Vehicles

41024 Report of expenditure of state facility funds

42100 Annual statement of receipts and expenditures

44030.5 Reporting change in employment status due to alleged misconduct

44237 Criminal record summary

44691 Information on detection of child abuse

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Fingerprinting; employees of contracting entity

46015 Accommodations for pregnant and parenting students; parental leave

47600-47616.7 Charter Schools Act of 1992

47634.2 Nonclassroom-based instruction

47640-47647 Special education funding for charter schools

47651 Apportionment of funds, charter schools

48000 Minimum age of admission for kindergarten; transitional kindergarten

48010-48011 Minimum age of admission (first grade)

48206.3-48208 Students with temporary disabilities; individual instruction

48850-48859 Educational placement of foster youth and homeless students

48901.1 Suspension and expulsion, willful defiance

48907 Students' exercise of free expression; rules and regulations

48913.5 Suspended students, homework assignments

48950 Student speech and other communication

48985 Parental notifications

49005-49006.4 Seclusion and restraint

49011 Student fees

49014 Public School Fair Debt Collection Act

49061 Student records

49062.5 Student records, name or gender changes

49070 Challenging student records

49073.2 Privacy of student and parent/guardian personal information

49076.7 Student records; data privacy; Social Security numbers

49110 Authority to issue work permits

49381 Human trafficking prevention

49414 Epinephrine auto-injectors

49414.3 Administration of opioid antagonist

49428 Notification of mental health services

49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:

49431.9 Advertisement of non-nutritious foods

49475 Health and safety, concussions and head injuries

49557.5 Child Hunger Prevention and Fair Treatment Act of 2017

49564 Meals for needy students

51224.7 Mathematics placement policy

51225.1-51225.2 Exemption from local graduation requirements; acceptance of coursework

51225.6 Instruction in cardiopulmonary resuscitation

51513 Diploma of graduation, without passage of high school exit examination

51745-51749.6 Independent study

51930-51939 California Healthy Youth Act

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plans

52075 Uniform complaint procedures

56026 Special education

56040.3 Availability of assistive technology devices

56145-56146 Special education services in charter schools

56365-56366.12 Nonpublic, nonsectarian schools

EDUCATION CODE

60600-60649 Assessment of academic achievement

64000 Categorical programs included in consolidated application

64001 School plan for student achievement, consolidated application programs

65000-65001 School site councils

69432.9-69432.92 Cal Grant program; notification of grade point average and high school graduation

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

3540-3549.3 Educational Employment Relations Act

6250-6270 California Public Records Act

54950-54963 Ralph M. Brown Act

81000-91014 Political Reform Act of 1974

HEALTH AND SAFETY CODE

104420 Tobacco Use Prevention Education grant program

104559 Tobacco-free schools

LABOR CODE

1198.5 Personnel records related to performance and grievance

PENAL CODE

667.5 Definition of violent felony

1192.7 Definition of serious felony

VEHICLE CODE

28160 Child safety alert system

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

Article 16, Section 8.5 Public finance; school accountability report card

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

11700.1-11705 Independent study

11960-11969 Charter schools

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

6311 State plan

7221-7221j Charter schools

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 Accountability

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

Opinion No. 11-201 (2018)

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS

Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Management Resources:

CSBA PUBLICATIONS

Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018

Charter Schools in Focus, Issue 2: Ensuring Effective Oversight, Governance Brief, October 2017

Charter Schools: A Guide for Governance Teams, rev. 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Sample Copy of a Memorandum of Understanding

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 17-01, July 28, 2017

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program: Title V, Part B of the ESEA, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.qualitycharters.org>

U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: May 8, 2019 Willits, California

revised: November 18, 2020

Charter School Oversight

The Governing Board recognizes its ongoing responsibility to oversee that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. [0420.4](#) - Charter School Authorization)

(cf. [0500](#) - Accountability)

The Superintendent or designee shall identify at least one staff member to serve as a contact person for each charter school authorized by the Board. (Education Code [47604.32](#))

The Superintendent or designee shall visit each charter school at least annually and may inspect or observe any part of the charter school at any time. (Education Code [47604.32](#), [47607](#))

The Superintendent or designated charter school contact shall attend meetings of the charter school governing body whenever possible and shall periodically meet with a representative of the charter school.

Waivers

If the charter school wishes to request a general waiver of any state law or regulation applicable to it, it shall request that the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the Superintendent or designee shall submit such a waiver request to the SBE on behalf of the charter school.

(cf. [1431](#) - Waivers)

Provision of District Services

The charter school may purchase administrative or other services from the district or any other source. (Education Code [47613](#))

Whenever the district agrees to provide administrative or support services, the district and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between them.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The district may charge the charter school for the actual costs of the reporting services, but shall not require the charter school to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code [47611.3](#))

Material Revisions to Charter

Material revisions to a charter may only be made with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education

Code [47605](#) and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code [47607](#))

If an approved charter school proposes to establish or move operations to one or more additional sites, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations or grade levels. The Board shall consider approval of the additional locations at an open meeting. (Education Code [47605](#))

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision of the approved charter.

Monitoring Charter School Performance

The Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code [47604.32](#). Any violations of law shall be reported to the Board.

The Board shall monitor the charter school to determine whether it is achieving the measurable student outcomes set forth in the charter, both schoolwide and for each numerically significant student subgroup served by the school, as defined in Education Code [52052](#). This determination shall be based on the measures specified in the approved charter petition and any applicable memorandum of understanding, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP), as reported in the California School Dashboard.

The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, annual update of the charter school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (Education Code [47604.32](#), [47604.33](#), [47606.5](#))

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the district is able to provide substantially rent-free facilities to the charter school, the district may charge up to three percent of the charter school's revenue for actual costs of supervisory oversight or, if the facility is provided under Education Code [47614](#), the pro-rata share facilities costs calculated pursuant to 5 CCR [11969.7](#). If the district charges the pro-rata share, it may also charge one percent of the charter school's revenue in oversight fees. If the district is given responsibility for supervisory oversight of a charter school that was authorized by SCE on appeal, the district is not limited to these percentages and may charge for the actual costs of supervisory oversight and for the administrative costs necessary to secure charter school funding. (Education Code [47613](#))

(cf. [7160](#) - Charter School Facilities)

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Whenever a charter school is identified for technical assistance based on the performance of one or more numerically significant student subgroups on SBE-established criteria, the charter school shall receive technical assistance from the County Superintendent of Schools. Such technical

assistance shall be focused on building the charter school's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to, any of the following: (Education Code 45607.3)

1. Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities applicable to the charter school pursuant to Education Code 47605. This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.
2. Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school. Another service provider, including, but not limited to, a school district, county office of education, or charter school, may be solicited to act as a partner to the charter school in need of technical assistance.
3. Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in items #1 and 2 or substantially similar activities, or has selected another service provider to work with the charter school to complete the activities described in items #1 and 2 or substantially similar activities, and ongoing communication with the Board to assess the charter school's progress in improving student outcomes.

In addition, if, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the district: (Education Code [47607.3](#))

1. Shall provide technical assistance to the charter school based on the California School Dashboard
2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code [52074](#)

In accordance with law, the Board may deny a charter school's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regard to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. [0420.42](#) - Charter School Renewal)

(cf. [0420.43](#) - Charter School Revocation)

Complaints

Each charter school shall establish and maintain policies and procedures to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR [4600-4670](#), alleging the school's noncompliance with Education Code [47606.5](#) or [47607.3](#). (Education Code [52075](#))

(cf. [1312.3](#) - Uniform Complaint Procedures)

A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Education Code [52075](#))

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code [52075](#))

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In the event that the Board revokes or denies renewal of a charter or the charter school ceases operation for any reason, the Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, if renewal of the charter is denied, the charter is revoked, or the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code [47604.32](#); 5 CCR [11962.1](#))

Legal Reference:

EDUCATION CODE

215 Suicide prevention policy

215.5 Suicide prevention hotline contact information on student identification cards

220 Nondiscrimination

221.61 Posting of Title IX information on web site

221.9 Sex equity in competitive athletics

222 Lactation accommodations for students

222.5 Pregnant and parenting students, notification of rights

231.5-231.6 Sexual harassment policy

234.4 Mandated policy on bullying prevention

234.6 Bullying and harassment prevention information

234.7 Student protections relating to immigration and citizenship status

17070.10-17079.30 Leroy F. Greene School Facilities Act

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

32282 Comprehensive safety plan

32283.5 Online training on bullying prevention

33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act

35179.4-35179.6 Interscholastic athletic programs, safety

35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance

35330 Field trips and excursions; student fees

38080-38086 School meals

39831.3 Transportation safety plan

39843 Disciplinary action against bus driver; report to Department of Motor Vehicles

41024 Report of expenditure of state facility funds

42100 Annual statement of receipts and expenditures

44030.5 Reporting change in employment status due to alleged misconduct

44237 Criminal record summary

44691 Information on detection of child abuse

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Fingerprinting; employees of contracting entity

46015 Accommodations for pregnant and parenting students; parental leave

47600-47616.7 Charter Schools Act of 1992

47634.2 Nonclassroom-based instruction

47640-47647 Special education funding for charter schools

47651 Apportionment of funds, charter schools

48000 Minimum age of admission for kindergarten; transitional kindergarten

48010-48011 Minimum age of admission (first grade)

48206.3-48208 Students with temporary disabilities; individual instruction

48850-48859 Educational placement of foster youth and homeless students

48901.1 Suspension and expulsion, willful defiance

48907 Students' exercise of free expression; rules and regulations

48913.5 Suspended students, homework assignments

48950 Student speech and other communication

48985 Parental notifications

49005-49006.4 Seclusion and restraint

49011 Student fees

49014 Public School Fair Debt Collection Act

49061 Student records

49062.5 Student records, name or gender changes

49070 Challenging student records

49073.2 Privacy of student and parent/guardian personal information

49076.7 Student records; data privacy; Social Security numbers

49110 Authority to issue work permits

49381 Human trafficking prevention

49414 Epinephrine auto-injectors

49414.3 Administration of opioid antagonist

49428 Notification of mental health services

49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:

49431.9 Advertisement of non-nutritious foods

49475 Health and safety, concussions and head injuries

49557.5 Child Hunger Prevention and Fair Treatment Act of 2017

49564 Meals for needy students

51224.7 Mathematics placement policy

51225.1-51225.2 Exemption from local graduation requirements; acceptance of coursework

51225.6 Instruction in cardiopulmonary resuscitation

51513 Diploma of graduation, without passage of high school exit examination

51745-51749.6 Independent study

51930-51939 California Healthy Youth Act

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plans

52075 Uniform complaint procedures

56026 Special education

56040.3 Availability of assistive technology devices

56145-56146 Special education services in charter schools

56365-56366.12 Nonpublic, nonsectarian schools

EDUCATION CODE

60600-60649 Assessment of academic achievement

64000 Categorical programs included in consolidated application

64001 School plan for student achievement, consolidated application programs

65000-65001 School site councils

69432.9-69432.92 Cal Grant program; notification of grade point average and high school graduation

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

3540-3549.3 Educational Employment Relations Act

6250-6270 California Public Records Act

54950-54963 Ralph M. Brown Act

81000-91014 Political Reform Act of 1974

HEALTH AND SAFETY CODE

104420 Tobacco Use Prevention Education grant program

104559 Tobacco-free schools

LABOR CODE

1198.5 Personnel records related to performance and grievance

PENAL CODE

667.5 Definition of violent felony

1192.7 Definition of serious felony

VEHICLE CODE

28160 Child safety alert system

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Article 9, Section 5 Common school system

Article 16, Section 8.5 Public finance; school accountability report card

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

11700.1-11705 Independent study

11960-11969 Charter schools

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101 et seq. California Building Standards Code

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1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

6311 State plan

7221-7221j Charter schools

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11431-11435 McKinney-Vento Homeless Assistance Act

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200.1-200.78 Accountability

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California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.qualitycharters.org>

U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: May 8, 2019 Willits, California

revised: November 18, 2020

Charter School Oversight

Requirements For Charter Schools

A charter school shall be subject to the terms of its charter; any memorandum of understanding between the school and the district **Governing Board of Trustees**; the state and federal constitutions; applicable federal laws; state laws that apply to governmental agencies in general; and other legal requirements that are expressly applicable to charter schools, including, but not limited to, requirements that each charter school or the entity managing the charter school:

Governance

1. Comply with the Ralph M. Brown Act (Government Code [54950-54963](#)), California Public Records Act (Government Code [6250-6270](#)), conflict of interest laws (Government Code [1090-1099](#)), and Political Reform Act (Government Code [81000-91014](#)), including the adoption of a conflict of interest code pursuant to Government Code [87300](#) (Education Code 47604.1)
2. Except as otherwise authorized by Government Code [54954](#), hold the meetings of its governing body within the physical boundaries of the county in which the charter school is located or, if a nonclassroom-based charter school that does not have a facility or operates one or more resource centers, hold governing body meetings within the physical boundaries of the county in which the greatest number of students enrolled in the charter school reside. In addition, a two-way teleconference location shall be established at the school site and/or resource center, as applicable. (Education Code 47604.1)

Operations

3. Not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code [47604](#))
4. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code [47605](#))

Admission/Enrollment

5. Adhere to all laws establishing the minimum age for public school attendance (Education Code [47610](#))
6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR [11965](#) (Education Code [47612](#))
7. Serve students with disabilities in the same manner as such students are served in other district schools (Education Code [47646](#), [56145](#))
8. Admit all students who wish to attend the charter school, according to the following criteria and procedures:

a. Admission to the charter school shall not be determined according to the student's or parent/guardian's place of residence within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within that school's former attendance area. (Education Code [47605](#))

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admission preference for students who are currently enrolled in that public elementary school and for students who reside in the public school attendance area. (Education Code [47605.3](#))

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, with preference extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code [47614.5](#). (Education Code [47605](#))

c. Other admission preferences may be permitted by the Board of the district on an individual school basis consistent with law. (Education Code [47605](#))

9. Not discourage a student from enrolling or seeking to enroll in the charter school, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The charter school shall not request or require a student's records to be submitted before enrollment. The charter school shall post on its web site the California Department of Education's (CDE) notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Education Code 47605)

109. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code [47605\(d\)](#) (Education Code [48850](#); 42 USC [11431-11435](#))

110. Comply with the requirements of Education Code [48850-48859](#) regarding the enrollment and placement of foster youth (Education Code [48853.5](#), [48859](#))

124. Allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated (Education Code [48207.3](#))

Nondiscrimination

132. Not discriminate against any student on the basis of the characteristics listed in Education Code [220](#) (Education Code [47605](#))

143. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the

collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code [234.7](#)

154. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code [221.61](#))

165. If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code [221.9](#))

176. Provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The charter school shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Education Code [222](#), [222.5](#), [46015](#))

187. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR [4600-4670](#) (5 CCR [4600](#))

Tuition and Fees

198. Not charge tuition (Education Code [47605](#))

1920. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools

210. Not bill, nor take any negative action against, a student or former student for a debt owed to the charter school. The school shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student before pursuing payment of the debt and shall provide a receipt to the parent/guardian for each payment made to the school. (Education Code [49014](#))

School Plans

221. Adopt a local control and accountability plan (LCAP) and update the plan by July 1 each year, in consultation with specified stakeholders and using the template adopted by the State Board of Education (SBE). ~~To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.~~ As part of the LCAP adoption and annual update to the LCAP, the governing body of the charter school shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the school's budget. (Education Code [47604.33](#), [47606.5](#), [52064](#), [52064.1](#))

232. If the charter school applies for federal and/or state categorical program funding through the state's consolidated application, establish a school site council to develop and annually review a school plan for student achievement, unless the school chooses to use its LCAP for this purpose (Education Code [64000-64001](#), [65000-65001](#))

243. Develop a comprehensive safety plan in accordance with Education Code [32282](#) and review and update the plan by March 1 each year (Education Code [47605](#))

254. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Education Code [39831.3](#); Vehicle Code [28160](#))

Curriculum and Instruction

265. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code [47612.5](#))

276. If the charter school offers a kindergarten program, also offer a transitional kindergarten program to students whose fifth birthday is from September 2 through December 2 (Education Code [48000](#))

287. If the charter school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code [51224.7](#))

298. If the charter school serves students in any of grades 7-12, provide comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in junior high or middle school and once in high school, beginning in the 2019-2020 school year (Education Code [51931](#), [51934](#))

2930. If the charter school serves students in any of grades 6-12, identify and implement methods of informing parents/guardians of human trafficking prevention resources ~~by January 1, 2020~~ (Education Code [49381](#))

310. If the charter school provides independent study, meet the requirements of Education Code [51745-51749.6](#), except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code [51745\(e\)](#) (Education Code [47612.5](#), [51747.3](#); 5 CCR [11705](#))

32. Accept and provide full or partial credit for coursework satisfactorily completed by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a student participating in a newcomer program while attending another school (Education Code [51225.5](#))

331. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code [47605](#), [47612.5](#), [60605](#))

Special Education

34. Provide assistive technology devices in a student's home or other settings if the individualized education program team determines that such access is necessary. The charter school shall also provide an assistive technology device or comparable device to a student who enrolls in another local educational agency, for two months after the student

leaves the charter school or until alternative arrangements can be made, whichever occurs first. (Education Code 56040.3)

35. If the charter school is an independent member of a special education local plan area and has a master contract with a nonpublic, nonsectarian school:

a. Pay the full amount of the tuition or fees for students with disabilities enrolled in programs or services provided pursuant to that contract (Education Code 56365)

b. Conduct at least one onsite visit to the nonpublic, nonsectarian school prior to a student's placement and at least once each school year (Education Code 56366.1)

High School Graduation

362. Exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by the charter school that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school (Education Code 51225.1, 51225.2)

373. Grant a high school diploma to any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination (Education Code 51413)

Student Expression

384. Allow a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code 35183.1)

~~Student Expression~~

395. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

Staffing

3640. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) as required for the teacher's certificated assignment. Teachers employed by the charter school during the 2019-20 school year shall have until July 1, 2025 to obtain the required certificated required, equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605, 47605.4)

~~3741.~~ Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the charter school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code [44830.1](#), [45122.1](#), [45125.1](#))

~~3842.~~ Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code [44030.5](#))

~~3943.~~ If the charter school chooses to make the state teacher's retirement plan available to its employees, meet ~~Meet~~ the requirements of Education Code [47611](#) regarding the State Teachers' Retirement System (Education Code [47610](#))

~~440.~~ Meet the requirements of Government Code [3540-3549.3](#) related to collective bargaining in public education employment (Education Code [47611.5](#))

Parent/Guardian Involvement

~~451.~~ On a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs (Education Code [47605](#))

~~462.~~ Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code [47605](#))

47. If 15 percent or more of the student at the charter school speak a single primary language other than English, provide all notices, reports, statements, or records sent to parents/guardians in English and in the primary language (Education Code 48985)

Nutrition

~~483.~~ ~~Beginning with the 2019-2020 school year, P~~ provide each eligible student with one nutritionally adequate free or reduced-price meal during each school day, except as provided for a charter school that offers nonclassroom-based instruction (Education Code [47613.5](#))

~~494.~~ If the charter school participates in the National School Lunch and/or Breakfast program, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code [49430-49434](#), and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code [49431.9](#))

~~450.~~ If the charter school participates in the National School Lunch and/or Breakfast program, notify parents/guardians within 10 days of their child's meal account reaching a negative balance; not take any action directed at a student to collect unpaid meal fees; ensure that a student with unpaid school meal fees is not denied a meal of the student's choice, shamed or, treated differently; ~~or served a meal that differs from other students~~; and prohibit student discipline from resulting in the denial or delay of a nutritionally adequate meal (Education Code [49557.5](#))

~~4651.~~ If the charter school participates in the National School Lunch and/or Breakfast program and is a very high poverty school, as defined, apply to the California Department of Education (CDE) to provide lunch and/or breakfast free of charge to all students under a federal universal service provision (Education Code [49564](#))

Student Health

~~4752.~~ ~~If the charter school serves students in grades 7-12,~~ Adopt a policy on suicide prevention, intervention, and postvention for grades 7-12, and an age-appropriate policy for grades K-6 and with specified components, review the policy at least every five years ([Education Code 215](#)), ~~and, if~~

~~53.~~ If the charter school serves grades 7-12 and issues student identification cards, print the telephone number of the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on these identification cards (Education Code ~~215,~~ 215.5)

~~4854.~~ Notify students and parents/guardians at least twice during the school year on how to initiate access to available student mental health services on campus or in the community (Education Code 49428)

~~4955.~~ Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the charter school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment ([Education Code 44691](#))

~~560.~~ If the charter school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code [33479-33479.5](#), [49475](#))

~~571.~~ If the charter school offers an interscholastic athletic program, develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the school, and make the AED available at on-campus athletic activities or events (Education Code 35179.4, 35179.6)

~~582.~~ Provide school nurses or other voluntary, trained personnel with emergency epinephrine auto-injectors of the type required pursuant to Education Code [49414](#) (Education Code [49414](#))

~~5359.~~ If the charter school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code [49414.3](#), including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

Student Conduct/Discipline

~~5460.~~ Adopt a policy on bullying and cyberbullying prevention ~~by December 31, 2019,~~ post specified information on bullying and harassment prevention, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code 234.4, [234.6](#), [32283.5](#))

61. Adopt and display a written policy on sexual harassment, include the policy as part of any orientation for new and continuing students, and post a poster notifying students of the policy (Education Code 231.5, 231.6)

~~562.~~ Prohibit seclusion and behavioral restraint of students as a means of discipline, and only use such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code 49005-49006.4)

63. Neither recommend for expulsion a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties (Education Code 48901.1)

64. Upon request, provide a student who is suspended for two or more days with the homework assigned during the period of suspension (Education Code 48913.5)

Student and Parent/Guardian Records

~~565.~~ Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law (Education Code 49076.7)

~~5766.~~ Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined, in the minutes of a meeting of the governing body (Education Code 49073.2)

~~5867.~~ If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)

~~5968.~~ If the charter school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

69. Upon receipt of government-issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in Education Code 49070, update and reissue a former student's records to include the student's updated legal name or gender (Education Code 49062.5, 49070)

Facilities

760. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code [47610](#), [47610.5](#))

a. The facility complies with the Field Act pursuant to Education Code [17280-17317](#) and [17365-17374](#).

b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

Finance

761. Promptly respond to all reasonable inquiries from the district, the county office of education, or the Superintendent of Public Instruction (SPI), including, but not limited to, inquiries regarding the charter school's financial records (Education Code [47604.3](#))

762. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code [47612.5](#))

763. Identify and report to the SPI any portion of the charter school's average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code [47612.5](#), [47634.2](#); 5 CCR [11963.2](#))

764. Annually prepare and submit financial reports to the district Board and the County Superintendent of Schools in accordance with the following reporting cycle:

a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code [47605\(g\)](#) will satisfy this requirement. (Education Code [47604.33](#))

b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code [47604.33](#))

c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code [47604.33](#))

d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code [42100](#), [47604.33](#))

e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the State Controller and CDE. (Education Code [47605](#))

675. If the charter school receives state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code [17070.10-17079.30](#)), annually report a detailed list of all expenditures of state funds and of the school's matching funds for completed projects, and submit an audit of completed facilities projects within one year of project completion (Education Code [41024](#))

Accountability

766. Annually adopt a school accountability report card (Education Code [47612](#); California Constitution, Article 16, Section 8.5)

Exhibit WILLITS UNIFIED SCHOOL DISTRICT

version: May 8, 2019 Willits, California

revised: November 18, 2020

Charter School Oversight

Requirements For Charter Schools

A charter school shall be subject to the terms of its charter; any memorandum of understanding between the school and the district Governing Board ; the state and federal constitutions; applicable federal laws; state laws that apply to governmental agencies in general; and other legal requirements that are expressly applicable to charter schools, including, but not limited to, requirements that each charter school or the entity managing the charter school:

Governance

1. Comply with the Ralph M. Brown Act (Government Code [54950-54963](#)), California Public Records Act (Government Code [6250-6270](#)), conflict of interest laws (Government Code [1090-1099](#)), and Political Reform Act (Government Code [81000-91014](#)), including the adoption of a conflict of interest code pursuant to Government Code [87300](#) (Education Code 47604.1)
2. Except as otherwise authorized by Government Code [54954](#), hold the meetings of its governing body within the physical boundaries of the county in which the charter school is located or, if a nonclassroom-based charter school that does not have a facility or operates one or more resource centers, hold governing body meetings within the physical boundaries of the county in which the greatest number of students enrolled in the charter school reside. In addition, a two-way teleconference location shall be established at the school site and/or resource center, as applicable. (Education Code 47604.1)

Operations

3. Not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code [47604](#))
4. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code [47605](#))

Admission/Enrollment

5. Adhere to all laws establishing the minimum age for public school attendance (Education Code [47610](#))
6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR [11965](#) (Education Code [47612](#))
7. Serve students with disabilities in the same manner as such students are served in other district schools (Education Code [47646](#), [56145](#))
8. Admit all students who wish to attend the charter school, according to the following criteria and procedures:

a. Admission to the charter school shall not be determined according to the student's or parent/guardian's place of residence within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within that school's former attendance area. (Education Code [47605](#))

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admission preference for students who are currently enrolled in that public elementary school and for students who reside in the public school attendance area. (Education Code [47605.3](#))

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, with preference extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code [47614.5](#). (Education Code [47605](#))

c. Other admission preferences may be permitted by the Board of the district on an individual school basis consistent with law. (Education Code [47605](#))

9. Not discourage a student from enrolling or seeking to enroll in the charter school, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The charter school shall not request or require a student's records to be submitted before enrollment. The charter school shall post on its web site the California Department of Education's (CDE) notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Education Code 47605)

10. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code [47605\(d\)](#) (Education Code [48850](#); 42 USC [11431-11435](#))

11. Comply with the requirements of Education Code [48850-48859](#) regarding the enrollment and placement of foster youth (Education Code [48853.5](#), [48859](#))

12. Allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated (Education Code [48207.3](#))

Nondiscrimination

13. Not discriminate against any student on the basis of the characteristics listed in Education Code [220](#) (Education Code [47605](#))

14. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the

collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code [234.7](#)

15. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code [221.61](#))

16. If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code [221.9](#))

17. Provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The charter school shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Education Code [222](#), [222.5](#), [46015](#))

18. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR [4600-4670](#) (5 CCR [4600](#))

Tuition and Fees

19. Not charge tuition (Education Code [47605](#))

20. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools

21. Not bill, nor take any negative action against, a student or former student for a debt owed to the charter school. The school shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student before pursuing payment of the debt and shall provide a receipt to the parent/guardian for each payment made to the school. (Education Code [49014](#))

School Plans

22. Adopt a local control and accountability plan (LCAP) and update the plan by July 1 each year, in consultation with specified stakeholders and using the template adopted by the State Board of Education (SBE). As part of the LCAP adoption and annual update to the LCAP, the governing body of the charter school shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the school's budget. (Education Code [47604.33](#), [47606.5](#), [52064](#), [52064.1](#))

23. If the charter school applies for federal and/or state categorical program funding through the state's consolidated application, establish a school site council to develop and annually review a school plan for student achievement, unless the school chooses to use its LCAP for this purpose (Education Code [64000-64001](#), [65000-65001](#))

24. Develop a comprehensive safety plan in accordance with Education Code [32282](#) and review and update the plan by March 1 each year (Education Code [47605](#))

25. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Education Code [39831.3](#); Vehicle Code [28160](#))

Curriculum and Instruction

26. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code [47612.5](#))

276. If the charter school offers a kindergarten program, also offer a transitional kindergarten program to students whose fifth birthday is from September 2 through December 2 (Education Code [48000](#))

287. If the charter school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code [51224.7](#))

29. If the charter school serves students in any of grades 7-12, provide comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in junior high or middle school and once in high school, beginning in the 2019-2020 school year (Education Code [51931](#), [51934](#))

30. If the charter school serves students in any of grades 6-12, identify and implement methods of informing parents/guardians of human trafficking prevention resources (Education Code [49381](#))

31. If the charter school provides independent study, meet the requirements of Education Code [51745-51749.6](#), except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code [51745\(e\)](#) (Education Code [47612.5](#), [51747.3](#); 5 CCR [11705](#))

32. Accept and provide full or partial credit for coursework satisfactorily completed by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a student participating in a newcomer program while attending another school (Education Code [51225.5](#))

331. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code [47605](#), [47612.5](#), [60605](#))

Special Education

34. Provide assistive technology devices in a student's home or other settings if the individualized education program team determines that such access is necessary. The charter school shall also provide an assistive technology device or comparable device to a student who enrolls in another local educational agency, for two months after the student

leaves the charter school or until alternative arrangements can be made, whichever occurs first. (Education Code 56040.3)

35. If the charter school is an independent member of a special education local plan area and has a master contract with a nonpublic, nonsectarian school:
 - a. Pay the full amount of the tuition or fees for students with disabilities enrolled in programs or services provided pursuant to that contract (Education Code 56365)
 - b. Conduct at least one onsite visit to the nonpublic, nonsectarian school prior to a student's placement and at least once each school year (Education Code 56366.1)

High School Graduation

36. Exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by the charter school that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school (Education Code [51225.1](#), [51225.2](#))

37. Grant a high school diploma to any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination (Education Code [51413](#))

Student Expression

38. Allow a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code 35183.1)

39. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code [48907](#), [48950](#))

Staffing

40. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) as required for the teacher's certificated assignment. Teachers employed by the charter school during the 2019-20 school year shall have until July 1, 2025 to obtain the required certificated required. (Education Code [47605](#), 47605.4)

41. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the charter school contracts with an entity for specified services, verify that any

employee of that entity who will have contact with students has had a criminal background check (Education Code [44830.1](#), [45122.1](#), [45125.1](#))

42. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code [44030.5](#))

43. If the charter school chooses to make the state teacher's retirement plan available to its employees, meet the requirements of Education Code [47611](#) regarding the State Teachers' Retirement System (Education Code [47610](#))

440. Meet the requirements of Government Code [3540-3549.3](#) related to collective bargaining in public education employment (Education Code [47611.5](#))

Parent/Guardian Involvement

45. On a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs (Education Code [47605](#))

46. Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code [47605](#))

47. If 15 percent or more of the student at the charter school speak a single primary language other than English, provide all notices, reports, statements, or records sent to parents/guardians in English and in the primary language (Education Code [48985](#))

Nutrition

48. Provide each eligible student with one nutritionally adequate free or reduced-price meal during each school day, except as provided for a charter school that offers nonclassroom-based instruction (Education Code [47613.5](#))

49. If the charter school participates in the National School Lunch and/or Breakfast program, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code [49430-49434](#), and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code [49431.9](#))

50. If the charter school participates in the National School Lunch and/or Breakfast program, notify parents/guardians within 10 days of their child's meal account reaching a negative balance; not take any action directed at a student to collect unpaid meal fees; ensure that a student with unpaid school meal fees is not denied a meal of the student's choice, shamed or treated differently; and prohibit student discipline from resulting in the denial or delay of a nutritionally adequate meal (Education Code [49557.5](#))

51. If the charter school participates in the National School Lunch and/or Breakfast program and is a very high poverty school, as defined, apply to the California Department of Education (CDE) to provide lunch

and/or breakfast free of charge to all students under a federal universal service provision (Education Code [49564](#))

Student Health

52. Adopt a policy on suicide prevention, intervention, and postvention for grades 7-12, and an age-appropriate policy for grades K-6 and review the policy at least every five years (Education Code 215)

53. If the charter school serves grades 7-12 and issues student identification cards, print the telephone number of the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on the identification cards (Education Code 215.5)

54. Notify students and parents/guardians at least twice during the school year on how to initiate access to available student mental health services on campus or in the community (Education Code 49428)

55. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the charter school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code [44691](#))

56. If the charter school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code [33479-33479.5](#), [49475](#))

57. If the charter school offers an interscholastic athletic program, develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the school, and make the AED available at on-campus athletic activities or events (Education Code 35179.4, 35179.6)

58. Provide school nurses or other voluntary, trained personnel with emergency epinephrine auto-injectors of the type required pursuant to Education Code [49414](#) (Education Code [49414](#))

59. If the charter school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code [49414.3](#), including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

Student Conduct/Discipline

60. Adopt a policy on bullying and cyberbullying prevention, post specified information on bullying and harassment prevention, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code 234.4, 234.6, [32283.5](#))

61. Adopt and display a written policy on sexual harassment, include the policy as part of any orientation for new and continuing students, and post a poster notifying students of the policy (Education Code 231.5, 231.6)
62. Prohibit seclusion and behavioral restraint of students as a means of discipline, and only use such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code 49005-49006.4)
63. Neither recommend for expulsion a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties (Education Code 48901.1)
64. Upon request, provide a student who is suspended for two or more days with the homework assigned during the period of suspension (Education Code 48913.5)

Student and Parent/Guardian Records

65. Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law (Education Code [49076.7](#))
66. Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined, in the minutes of a meeting of the governing body (Education Code 49073.2)
67. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code [47605](#))
68. If the charter school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code [69432.9](#), [69432.92](#))
69. Upon receipt of government-issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in Education Code 49070, update and reissue a former student's records to include the student's updated legal name or gender (Education Code 49062.5, 49070)

Facilities

70. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code [47610](#), [47610.5](#))

- a. The facility complies with the Field Act pursuant to Education Code [17280-17317](#) and [17365-17374](#).
- b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

Finance

71. Promptly respond to all reasonable inquiries from the district, the county office of education, or the Superintendent of Public Instruction (SPI), including, but not limited to, inquiries regarding the charter school's financial records (Education Code [47604.3](#))

72. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code [47612.5](#))

73. Identify and report to the SPI any portion of the charter school's average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code [47612.5](#), [47634.2](#); 5 CCR [11963.2](#))

74. Annually prepare and submit financial reports to the district Board and the County Superintendent of Schools in accordance with the following reporting cycle:

- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code [47605\(g\)](#) will satisfy this requirement. (Education Code [47604.33](#))

- b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code [47604.33](#))

- c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code [47604.33](#))

- d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code [42100](#), [47604.33](#))

- e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the State Controller and CDE. (Education Code [47605](#))

75. If the charter school receives state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code [17070.10-17079.30](#)), annually report a detailed list of all expenditures of state funds and of the school's matching funds for completed projects, and submit an audit of completed facilities projects within one year of project completion (Education Code [41024](#))

Accountability

76. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5)

Exhibit WILLITS UNIFIED SCHOOL DISTRICT

version: May 8, 2019 Willits, California

revised: November 18, 2020

**WILLITS UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP 0420.42 - Charter School Renewal

Priority:
Communication

Objective:
To conduct a first read of the revised policy

Background:
(BP revised)

Policy updated to reflect **NEW LAW (AB 1505)** which revises the criteria for granting or denying charter renewals, provides that renewal of a high-performing school may be granted for up to seven years, and provides that a low-performing charter school shall not be granted a renewal unless it adopts a written plan with meaningful steps to address the underlying cause(s) of low performance and there is clear and convincing evidence of either measurable increases in academic achievement or strong postsecondary outcomes, as defined. Policy also reflects **NEW LAWS (AB 1505 and AB 1595)** which extend the timeline for holding a public hearing on the renewal, extend the timeline for making a final decision to grant or deny the renewal, define receipt of the petition for the purpose of determining the beginning of this time period, and require publishing staff recommendations 15 days prior to the hearing at which the final decision will be made. Section on "School Closure" added to clarify that if the charter school is not renewed and ceases operation, the closure procedures specified in the charter will be implemented.

Funding/Source:
None

Recommendation:
Administration recommends the board conduct a first read of the revised policy

Charter School Renewal

The Governing Board of Trustees believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition thoroughly and in a timely manner. The Board shall consider renewal petitions only of charters originally authorized by the Board itself or by the State Board of Education on appeal after initial denial by the Board.

(cf. [0420.4](#) - Charter School Authorization)

(cf. [0420.41](#) - Charter School Oversight)

(cf. [0420.43](#) - Charter School Revocation)

(cf. [0500](#) - Accountability)

~~The Board shall deny the renewal of a petition of any No-charter school that submits a renewal petition on or after July 1, 2019 shall be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code [47604](#))~~

~~When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the Board and in accordance with the standards and criteria in Education Code 47605 for material revisions. (Education Code 47607)~~

The Board recommends that a charter school submit its petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

~~Each renewal granted by the Board shall be for a period of five years. (Education Code 47607)~~

~~The petition for renewal shall include a reasonably comprehensive descriptions of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)~~

Criteria for Granting or Denying Renewal

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code [47605](#), ~~except. However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding that the charter school is unlikely to serve the interests of the entire community in which the school is located, as described in Education Code 47605. (Education Code 47607)~~

~~The that the~~ signature requirement for charter authorization new petitions is not applicable to petitions for renewal. (Education Code 47607; ~~5 CCR 11966.4~~)

~~The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; ~~5 CCR 11966.4~~)~~

In determining whether to grant a charter renewal, the Board shall review both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before the renewal, the Board shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. (Education Code 47607) ~~consider the past academic, financial, and operational performance of the charter school in evaluating the likelihood of future success, along with any plans for improvement. Increases in academic achievement for all numerically significant groups of students served by the charter school, as defined in Education Code 52052, shall be the most important factor. (Education Code 47607; ~~5 CCR 11966.4~~)~~

~~The Board shall not deny a renewal petition unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; ~~5 CCR 11966.4~~)~~

~~1. The charter school presents an unsound educational program for the students enrolled in the school.~~

~~2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.~~

~~3. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).~~

~~4. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).~~

~~5. The charter school has failed to demonstrate that it meets at least one of the following criteria of academic performance:~~

~~a. Increases in academic achievement for all groups of students schoolwide and among numerically significant student subgroups, as determined using measures identified pursuant to Education Code 52052~~

~~b. Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school~~

~~Such performance shall be determined based on a review of documented clear and convincing data; student achievement data from assessments, including, but not limited to, state academic achievement tests, for demographically similar student populations in comparison schools; and information submitted by the charter school. The Board shall not grant a renewal until at least 30 days after the submission of any such documentation by the charter school. The Superintendent or designee shall submit to the~~

~~Superintendent of Public Instruction copies of supporting documentation and a written summary of the basis for the Board's determination.~~

~~(cf. 6162.51— State Academic Achievement Tests)~~

~~e. Qualification for the state's alternative accountability system for schools that serve high-risk students~~

Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

1. Renewal of Five to Seven Years

A renewal shall be granted for a period of five to seven years to a charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 and that, for two consecutive years immediately preceding the renewal, achieved either of the following: (Education Code 47607)

- a. Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels
- b. For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average

2. Renewal of Five Years

a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)

- (1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school
- (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

b. For any such charter school, the Board may deny the renewal petition upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)

3. Denial with Option for Two-Year Renewal

a. The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, either of the following applies: (Education Code 47607.2)

(1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels.

(2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

b. However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that:

(1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

In addition to all the grounds stated above for denial of a charter renewal, the Board may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the Board shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The renewal shall be denied if the Board finds either that the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code 47607)

A charter school that is eligible for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the Board shall consider, in addition to the charter school's performance on

the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The Board may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Education Code 47607)

Timelines for Board Action

~~Within 30 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input.~~

~~Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the charter school, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input. A petition is deemed received on the day the petitioner deems the petition to be complete. either grant or deny the request to renew the charter. (Education Code 47605) 47607; 5 CCR 11966.4)~~

The Board shall either grant or deny the charter renewal within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and findings regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605)

~~If the Board fails to make a written factual finding when required for denial of the petition pursuant to ~~items #1-5 in~~ the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)~~

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. (Education Code 47605, 47607.5)

School Closure

If a charter is not renewed and the charter school ceases operation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992

52052 Definition of numerically significant student subgroup

56145-56146 Special education services in charter schools

60600-60649 Assessment of academic achievement

CODE OF REGULATIONS, TITLE 5

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Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

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U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: December 5, 2018 Willits, California

revised: November 18, 2020

Charter School Renewal

The Governing Board believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition thoroughly and in a timely manner. The Board shall consider renewal petitions only of charters originally authorized by the Board itself or by the State Board of Education on appeal after initial denial by the Board.

(cf. [0420.4](#) - Charter School Authorization)

(cf. [0420.41](#) - Charter School Oversight)

(cf. [0420.43](#) - Charter School Revocation)

(cf. [0500](#) - Accountability)

The Board shall deny the renewal of a petition of any charter school operated as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code [47604](#))

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the Board and in accordance with the standards and criteria in Education Code 47605 for material revisions. (Education Code 47607)

The Board recommends that a charter school submit its petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

The petition for renewal shall include a reasonably comprehensive descriptions of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)

Criteria for Granting or Denying Renewal

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code [47605](#). However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding that the charter school is unlikely to serve the interests of the entire community in which the school is located, as described in Education Code 47605. (Education Code 47607)

The signature requirement for charter authorization petitions is not applicable to petitions for renewal. (Education Code [47607](#))

In determining whether to grant a charter renewal, the Board shall review both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before the renewal, the Board shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. (Education Code 47607)

Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

1. Renewal of Five to Seven Years

A renewal shall be granted for a period of five to seven years to a charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 and that, for two consecutive years immediately preceding the renewal, achieved either of the following: (Education Code 47607)

- a. Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels
- b. For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average

2. Renewal of Five Years

a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)

- (1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school
- (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

b. For any such charter school, the Board may deny the renewal petition upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)

3. Denial with Option for Two-Year Renewal

- a. The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, either of the following applies: (Education Code 47607.2)
 - (1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels.
 - (2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.
- b. However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that:
 - (1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.
 - (2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

In addition to all the grounds stated above for denial of a charter renewal, the Board may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the Board shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The renewal shall be denied if the Board finds either that the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code 47607)

A charter school that is eligible for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for

such a charter school, the Board shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The Board may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings that the closure of the charter school is in the best interest of students. (Education Code 47607)

Timelines for Board Action

Within 60 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input. A petition is deemed received on the day the petitioner deems the petition to be complete. (Education Code 47605)

The Board shall either grant or deny the charter renewal within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and findings regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605)

If the Board fails to make a written factual finding when required for denial of the petition pursuant to the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR [11966.4](#))

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code [47604.32](#); 5 CCR [11962.1](#))

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. (Education Code [47605](#), [47607.5](#))

School Closure

If a charter is not renewed and the charter school ceases operation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992

52052 Definition of numerically significant student subgroup

56145-56146 Special education services in charter schools

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CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools

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U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: December 5, 2018 Willits, California

revised: November 18, 2020

**WILLITS UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP 0420.43 - Charter School Revocation

Priority:
Communication

Objective:
To conduct a first read of the revised policy

Background:
(BP revised)
Policy updated to move up the material regarding immediate revocation of a charter school in the event of a severe and imminent threat to the health or safety of students and to reflect **NEW LAW (AB 1505)** which provides that increases in student achievement for all numerically significant student subgroups should be a factor, but not necessarily the most important factor, in determining whether to revoke a charter. Section on "School Closure" added to clarify that if the charter school is revoked and ceases operation, the closure procedures specified in the charter will be implemented.

Funding/Source:
None

Recommendation:
Administration recommends the board conduct a first read of the revised policy

Charter School Revocation

The Governing Board of Trustees expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter. The Board may revoke a charter in accordance with law.

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

(cf. 0420.42 - Charter School Renewal)

(cf. 0500 - Accountability)

When the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students, the Board may immediately revoke the school's charter. When such a determination is made, the Board shall approve and deliver to the charter school's governing body, the County Board of Education, and the California Department of Education (CDE) a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety. (Education Code 47607; 5 CCR 11968.5.3)

In all other circumstances, the Board may revoke a charter after providing due process and using the procedures described below. The board may revoke a charter if it before the date it is due to expire whenever the Board makes a written factual finding specific to that charter school and, supported by substantial evidence, that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any ~~provision of~~ law

The Board shall also consider revoking the charter of any charter school for which the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance pursuant to Education Code 47607.3 if CCEE has issued either of the following findings: (Education Code 47607.3)

1. That the charter school has failed or is unable to implement the recommendations of the CCEE
2. That the inadequate performance of the charter school, as based on the California School Dashboard, is so persistent or acute as to require revocation of the charter

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all numerically significant groups of students served by the charter school, as defined in Education Code 52052. (Education Code 47607, 47607.3)

~~In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all "numerically significant" groups of students served by the charter school, as defined in Education Code 52052, as the most important factor. (Education Code 47607)~~

~~At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)~~

~~(cf. 9320 - Meetings and Notices)~~

Revocation Procedures

If the Board is considering a revocation of a charter school, it shall take action to approved and deliver ~~takes action to issue a Notice of Violation, it shall deliver the~~ Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

At least 72 hours prior to any meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

~~(cf. 9320 - Meetings and Notices)~~

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including, as applicable, a ~~the~~ refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2)

At the conclusion of the remedy period specified in the Notice of Violation, Within 60 calendar days of the conclusion of the remedy period, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR [11968.5.2](#))

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body

2. Continue revocation of the charter, by issuing a Notice of Intent to Revoke to the charter school's governing body within 60 calendar days of the conclusion of the remedy period, iff there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction., continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing bodyAll evidence relied upon by the Board for the decision shall be included in the Notice of Intent to Revoke.

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision on the revocation of to revoke or decline to revoke the charter. (Education Code [47607](#); 5 CCR [11968.5.2](#))

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR [11968.5.2](#))

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the ~~California Department of Education (CDE)~~ and the County Board of Education. (Education Code [47604.32](#); 5 CCR [11968.5.2](#))

~~Severe and Imminent Threat~~

~~The procedures specified above shall not be applicable when the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607; 5 CCR 11968.5.3)~~

Appeals

~~If~~ in the event that the Board revokes the charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. The County Board's decision may subsequently be appealed to the State Board of Education by either ~~Either~~ the charter school or the district. However, a revocation based upon the findings of CCEE pursuant to Education Code 47607.3 may not be appealed. ~~may subsequently appeal the County Board's decision to the SBE.~~ (Education Code [47607](#), [47607.3](#); 5 CCR [11968.5.3-11968.5.5](#))

School Closure

If a charter school ceases operation due to revocation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992, especially:

47607 Charter renewals and revocations

52052 Numerically significant student subgroup; definition

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools, especially:

11968.5-11968.5.5 Charter revocations

COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2011) 197 Cal.App.4th 436

Management Resources:

CSBA PUBLICATIONS

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U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: August 7, 2013 Willits, California

Charter School Revocation

The Governing Board expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter. The Board may revoke a charter in accordance with law.

(cf. [0420.4](#) - Charter School Authorization)

(cf. [0420.41](#) - Charter School Oversight)

(cf. [0420.42](#) - Charter School Renewal)

(cf. [0500](#) - Accountability)

When the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students, the Board may immediately revoke the school's charter. When such a determination is made, the Board shall approve and deliver to the charter school's governing body, the County Board of Education, and the California Department of Education (CDE) a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety. (Education Code 47607; 5 CCR 11968.5.3)

In all other circumstances, the Board may revoke a charter after providing due process and using the procedures described below. The board may revoke a charter if it makes a written factual finding specific to that charter school and supported by substantial evidence that the charter school has done any of the following: (Education Code [47607](#))

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any law

The Board shall also consider revoking the charter of any charter school for which the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance pursuant to Education Code 47607.3 if CCEE has issued either of the following findings: (Education Code 47607.3)

1. That the charter school has failed or is unable to implement the recommendations of the CCEE
2. That the inadequate performance of the charter school, as based on the California School Dashboard, is so persistent or acute as to require revocation of the charter

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all numerically significant groups of students served by the charter school, as defined in Education Code 52052. (Education Code 47607, 47607.3)

Revocation Procedures

If the Board is considering a revocation of a charter school, it shall take action to approved and deliver a Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code [47607](#); 5CCR [11965](#), [11968.5.2](#))

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

At least 72 hours prior to any meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

(cf. 9320 - Meetings and Notices)

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including, as applicable, a refutation, remedial action taken, or proposed remedial action. (5 CCR [11968.5.2](#))

At the conclusion of the remedy period specified in the Notice of Violation, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR [11968.5.2](#))

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body
2. Continue revocation of the charter, by issuing a Notice of Intent to Revoke to the charter school's governing body within 60 calendar days of the conclusion of the remedy period, if there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction., All evidence relied upon by the Board for the decision shall be included in the Notice of Intent to Revoke.

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision on the revocation of the charter. (Education Code [47607](#); 5 CCR [11968.5.2](#))

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR [11968.5.2](#))

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the (CDE) and the County Board. (Education Code [47604.32](#); 5 CCR [11968.5.2](#))

Appeals

If the Board revokes a charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. The County Board's decision may subsequently be appealed to the State Board of Education by either the charter school or the district, However, a revocation based upon the findings of CCEE pursuant to Education Code 47607.3 may not be appealed.. (Education Code [47607](#), 47607.3; 5 CCR [11968.5.3-11968.5.5](#))

School Closure

If a charter school ceases operation due to revocation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

EDUCATION CODE

[47600-47616.7](#) Charter Schools Act of 1992, especially:

[47607](#) Charter renewals and revocations

[52052](#) Numerically significant student subgroup; definition

CODE OF REGULATIONS, TITLE 5

[11960-11969](#) Charter schools, especially:

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Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2011) 197 Cal.App.4th 436

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U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: August 7, 2013 Willits, California

revised: November 18, 2020

**WILLITS UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP 3471 - Parcel Taxes

Priority:

Communication

Objective:

To conduct a first read of the revised policy

Background:

(BP added)

New policy addresses the major requirements of levying, with voter approval, a parcel tax on real property which may be used by the district for any purpose specified in the ballot statement. Policy includes, but is not limited to, the requirement for the board to hold a public hearing; board approval of a resolution for the adoption of a parcel tax; the prohibition against using district funds, services, supplies, or equipment to support the parcel tax; and persons who may be exempted by the board from paying the parcel tax.

Funding/Source:

None

Recommendation:

Administration recommends the board conduct a first read of the revised policy

PARCEL TAXES- NEW POLICY

The Governing Board recognizes its obligation to provide a high-quality educational program within safe facilities and secure campuses, and that additional funds are at times necessary to fulfill this responsibility. The Board may consider appropriate methods of financing and, when it is in the best interest of the district, may order the placement of a parcel tax on the ballot for approval by the voters.

(cf. 3100 - Budget)

(cf. 3470 - Debt Issuance and Management)

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

(cf. 7214 - General Obligation Bonds)

The Board shall hold a noticed public hearing prior to approving a resolution for the adoption of a parcel tax. The resolution shall be approved by a two-thirds vote of the Board in order to be placed on the ballot. The resolution shall include the type and rate of the tax to be levied, the method of collection, and the date upon which an election shall be held to approve the levy of the tax. (Government Code 50077, 53724)

(cf. 9320 - Meetings and Notices)

(cf. 9323.2 - Actions by the Board)

The parcel tax shall apply uniformly to all taxpayers or all real property within the district, except that unimproved property may be taxed at a lower rate than improved property. (Government Code 50079)

The Board shall consult with legal counsel to ensure compliance with all requirements of law, including its determination of the appropriate amount of the proposed parcel tax and whether exemptions from the tax will be granted.

Any parcel tax to be proposed for voter approval shall provide for accountability measures, including, but not limited to, a statement indicating the specific purposes of the special tax and that the proceeds of the tax shall be used only for the specific purposes identified, creation of a separate account into which the proceeds shall be deposited, and annual reporting pursuant to Government Code 50075.3. (Government Code 50075.1)

No district funds, services, supplies, or equipment shall be used to support or defeat a parcel tax ballot measure. The Superintendent or designee may use district resources to provide students, parents/guardians, and community members with fair and impartial information related to a parcel tax ballot measure, including information about the impact of the parcel tax on the district. (Education Code 7054)

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

Upon approval of the tax by two-thirds of the votes, the district may levy the tax or contract with the county to collect the tax on the district's behalf. (Government Code 50077)

Exemptions

The Board may grant an exemption from the parcel tax for any or all of the following: (Government Code 50079)

1. Persons who are 65 years of age or older
2. Persons receiving Supplemental Security Income for a disability, regardless of age
3. Persons receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guideline issued by the U.S. Department of Health and Human Services

Any exemption granted by the Board shall remain in effect until the taxpayer becomes ineligible. If the taxpayer becomes ineligible for the exemption for any reason, a new exemption may be granted in the same manner. (Government Code 50079)

If the district provides for an exemption from the parcel tax and contracts or enters into an agreement with the county to collect such tax, the district shall annually provide to the tax collector a phone number where requests for exemption information may be directed and the link, if available, to the location on the district's web site that contains exemption information and the application for exemption. (Government Code 50079)

Legal Reference:

EDUCATION CODE

7054 Prohibition against use of district property for campaigning; informational only

ELECTIONS CODE

324 General election, definition

328 Local election, definition

341 Primary election, definition

348 Regular election, definition

356 Special election, definition

357 Statewide election, definition

1302 Local election to select governing board members

15372 Elections official certificate statement of election results

GOVERNMENT CODE

50075-50077.5 Voter-approved special taxes

50079 Qualified special taxes of school district

53724 Board resolution for special tax

54952 Definition of legislative body, Brown Act

REVENUE AND TAXATION CODE

2611.6 County tax bill special tax information

CALIFORNIA CONSTITUTION

Article 13A Taxation

COURT DECISIONS

Borikas v. Alameda Unified School District (2013) 214 Cal.App.4th 135

Management Resources:

CSBA PUBLICATIONS

The Impact of Pension Cost Increases on California Schools, January 2018

Behind the Numbers: The Cold, Hard Facts of California Public School Funding, January 2018

California Education Funding: Students Deserve Better, Fact Sheet, August 2017

California's Challenge: Adequately Funding Education in the 21st Century, December 2015

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

CSBA: <http://www.csba.org>

U.S. Department of Health and Human Services: <https://www.hhs.gov>

WILLITS UNIFIED SCHOOL DISTRICT

Approved: November 18, 2020

**WILLET'S UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP 4112.2 - Certification

Priority:

Communication

Objective:

To conduct a first read of the revised policy

Background:

(BP revised)

Policy updated to clarify the hiring hierarchy if the district is unable to hire a person who possesses a clear or preliminary credential, including one who is approved for a limited assignment option. Policy reflects Commission on Teacher Credentialing (CTC) Coded Correspondence stating that, if the district needs to hire a person who has been granted a credential waiver by CTC, that person must qualify for a "variable term waiver." Policy also expands section on "National Board for Professional Teaching Standards Certification" to add examples of incentives that may encourage teacher participation.

Funding/Source:

None

Recommendation:

Administration recommends the board conduct a first read of the revised policy

Certification

The Governing Board of Trustees recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

(cf. [4111/4211/4311](#) - Recruitment and Selection)

(cf. [4112.21](#) - Interns)

(cf. [4112.22](#) - Staff Teaching English Language Learners)

(cf. [4112.23](#) - Special Education Staff)

(cf. [4112.5/4212.5/4312.5](#) - Criminal Record Check)

(cf. [4113](#) - Assignment)

(cf. [4121](#) - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

(cf. [6178](#) - Career Technical Education)

(cf. 6200 - Adult Education)

The Superintendent or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.

(cf. [4131](#) - Staff Development)

(cf. [4131.1](#) - Teacher Support and Guidance)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher who is authorized in the subject or setting for each assignment, or, when necessary, a fully prepared teacher serving on a local assignment option. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code [44225.7](#))

1. A candidate who enrolls in an approved intern program in the region of the district and possesses an intern credential

2. A candidate who is scheduled to complete preliminary credential requirements within six months and who ~~is granted~~ holds a provisional internship permit (PIP) or short-term staff permit issued by the CTC

The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR [80021.1](#))

3. An individual who ~~has been granted~~ holds an emergency permit or for whom a credential waiver ~~has been granted~~ by the CTC

Prior to requesting that the CTC issue an emergency permit ~~pursuant to item #3 above~~ or a limited assignment permit, ~~which allows a fully credentialed teacher to teach outside of his/her area of certification while working toward an added or supplementary authorization~~, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled ~~openpublic~~ Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code [44225](#), [44225.7](#); 5 CCR [80023.2](#), [80026](#), [80027](#), [80027.1](#))

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR [80026](#))

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

National Board for Professional Teaching Standards Certification

~~The Superintendent or designee shall promote a career continuum that includes participation of The Board encourages~~ district teachers in professional learning that supports their completion of to voluntarily complete the requirements for the advanced certification awarded by the National Board for Professional Teaching Standards (NBPTS). The Superintendent or designee may coordinate a cohort of teachers through school or district programs or other available networks.

With Board approval and funding, and consistent with the collective bargaining agreement and applicable law, the Superintendent may provide an incentive program for teacher participation in NBPTS certification, which may include:

~~The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials. In accordance with the collective bargaining agreement and the district budget, the Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program.~~

1. Defraying, subsidizing, or reimbursing the registration, certification, or maintenance fees for NBPTS certification

2. Providing bonuses, step increases, or differential pay for teachers who maintain their certification and continue to teach in the district, with priority given to teachers at Title I schools and schools serving a majority of low-income students
3. Providing substitute teachers to provide release time for participating teachers
4. Providing stipends for teacher participation that match other professional development stipends
5. Compensating mentor teachers who support other teachers' professional learning aligned to NBPTS standards

(cf. 4161.3 - Professional Leaves)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC [6312](#))

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. Is teaching in the field of discipline of the teacher's his/her certification

(cf. [5145.6](#) - Parental Notifications)

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC [6312](#))

Legal Reference:

EDUCATION CODE

8360-8370 Qualifications of child care personnel

32340-32341 Unlawful issuance of a credential

35186 Complaints regarding teacher vacancy or misassignment

44066 Limitations on certification requirements

44200-44399.1 Teacher credentialing, especially:

44250-44277 Credential types; minimum requirements

44300-44302 Emergency permit

44325-44328 District interns

44330-44355 Certificates and credentials

44420-44440 Revocation and suspension of credentials

44450-44468 University intern program

44830-44929 Employment of certificated persons; requirement of proficiency in basic skills

56060-56063 Substitute teachers in special education

CODE OF REGULATIONS, TITLE 5

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

6312 Title I local educational agency plans; notifications regarding teacher qualifications

CODE OF FEDERAL REGULATIONS, TITLE 34

200.~~4861~~ Parent notification regarding teacher qualifications

COURT DECISIONS

Association of Mexican-American Educators et al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-667 Basic Skills Requirement

CL-856 Provisional Internship Permit

CL 858 Short-Term Staff Permit

Credential Information Guide

Approved Addition and Amendments to Title 5 of the California Code of Regulations Pertaining to Teaching Permit for Statutory Leave (TPSL), Coded Correspondence 16-10, August 23, 2016

~~13-01~~ Hiring Hierarchy in Education Code [44225.7](#), Coded Correspondence ~~13-01~~, January 30, 2013

Subject Matter Authorization Guideline Book, 2012

Supplementary Authorization Guideline Book, 2012

California Standards for the Teaching Profession, 2009

The Administrator's Assignment Manual, rev. September 2007

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS PUBLICATIONS

Considerations for Using Federal Funds to Support National Board Certification, 2018

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Commission on Teacher Credentialing, Credential Information Guide (for employers' use only): <http://www.ctc.ca.gov/credentials/cig>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: February 1, 2017 Willits, California

revised: November 18, 2020

Certification

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

(cf. [4111/4211/4311](#) - Recruitment and Selection)

(cf. [4112.21](#) - Interns)

(cf. [4112.22](#) - Staff Teaching English Language Learners)

(cf. [4112.23](#) - Special Education Staff)

(cf. [4112.5/4212.5/4312.5](#) - Criminal Record Check)

(cf. [4113](#) - Assignment)

(cf. [4121](#) - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

(cf. [6178](#) - Career Technical Education)

(cf. 6200 - Adult Education)

The Superintendent or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.

(cf. [4131](#) - Staff Development)

(cf. [4131.1](#) - Teacher Support and Guidance)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher who is authorized in the subject or setting for each assignment, or, when necessary, a fully prepared teacher serving on a local assignment option. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code [44225.7](#))

1. A candidate who enrolls in an approved intern program in the region of the district and possesses an intern credential

2. A candidate who is scheduled to complete preliminary credential requirements within six months and who is granted a provisional internship permit (PIP) or short-term staff permit issued by the CTC

The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR [80021.1](#))

3. An individual who has been granted a credential waiver by the CTC

Prior to requesting that the CTC issue an emergency permit or a limited assignment permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled open Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code [44225](#), [44225.7](#); 5 CCR [80023.2](#), [80026](#), [80027](#), [80027.1](#))

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR [80026](#))

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

National Board for Professional Teaching Standards Certification

The Superintendent or designee shall promote a career continuum that includes participation of district teachers in professional learning that supports their completion of advanced certification awarded by the National Board for Professional Teaching Standards (NBPTS). The Superintendent or designee may coordinate a cohort of teachers through school or district programs or other available networks.

With Board approval and funding, and consistent with the collective bargaining agreement and applicable law, the Superintendent may provide an incentive program for teacher participation in NBPTS certification, which may include:

1. Defraying, subsidizing, or reimbursing the registration, certification, or maintenance fees for NBPTS certification
2. Providing bonuses, step increases, or differential pay for teachers who maintain their certification and continue to teach in the district, with priority given to teachers at Title I schools and schools serving a majority of low-income students
3. Providing substitute teachers to provide release time for participating teachers
4. Providing stipends for teacher participation that match other professional development stipends

5. Compensating mentor teachers who support other teachers' professional learning aligned to NBPTS standards

(cf. 4161.3 - Professional Leaves)

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At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. Is teaching in the field of discipline of the teacher's certification

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Legal Reference:

EDUCATION CODE

8360-8370 Qualifications of child care personnel

32340-32341 Unlawful issuance of a credential

35186 Complaints regarding teacher vacancy or misassignment

44066 Limitations on certification requirements

44200-44399.1 Teacher credentialing, especially:

44250-44277 Credential types; minimum requirements

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44420-44440 Revocation and suspension of credentials

44450-44468 University intern program

44830-44929 Employment of certificated persons; requirement of proficiency in basic skills

56060-56063 Substitute teachers in special education

CODE OF REGULATIONS, TITLE 5

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

6312 Title I local educational agency plans; notifications regarding teacher qualifications

CODE OF FEDERAL REGULATIONS, TITLE 34

200.48 Parent notification regarding teacher qualifications

COURT DECISIONS

Association of Mexican-American Educators et al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-667 Basic Skills Requirement

CL-856 Provisional Internship Permit

CL 858 Short-Term Staff Permit

Credential Information Guide

Approved Addition and Amendments to Title 5 of the California Code of Regulations Pertaining to Teaching Permit for Statutory Leave (TPSL), Coded Correspondence 16-10, August 23, 2016

Hiring Hierarchy in Education Code 44225.7, Coded Correspondence 13-01, January 30, 2013

Subject Matter Authorization Guideline Book, 2012

Supplementary Authorization Guideline Book, 2012

California Standards for the Teaching Profession, 2009

The Administrator's Assignment Manual, rev. September 2007

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS PUBLICATIONS

Considerations for Using Federal Funds to Support National Board Certification, 2018

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Commission on Teacher Credentialing, Credential Information Guide (for employers' use only): <http://www.ctc.ca.gov/credentials/cig>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

U.S. Department of Education: <http://www.ed.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: February 1, 2017 Willits, California

revised: November 18, 2020

**WILLETT'S UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP/AR 5141.52 - Suicide Prevention

Priority:

Communication

Objective:

To conduct a first read of the revised policy

Background:

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 1767)** which mandates age-appropriate policy on suicide prevention, intervention, and postvention for students in grades K-6 beginning in the 2020-21 school year. Policy reflects requirements to consult with specified stakeholders on policy development, coordinate with the county mental health plan whenever a referral is made for mental health or related services for a student in grades K-6 who is a Medi-Cal beneficiary, and ensure that employees act within the authorization and scope of their credential or license. Policy also reflects **NEW LAW (AB 34)** which requires the district, beginning in the 2020-21 school year, to post its suicide prevention policy in a prominent location on its web site. Regulation updated to move material regarding the printing of the national suicide hotline number on student identification cards to a new section. Regulation also adds an optional postvention strategy to identify and monitor students significantly affected by suicide and those at risk of imitative behavior.

Funding/Source:

None

Recommendation:

Administration recommends the board conduct a first read of the revised policy

Suicide Prevention

The Governing Board of Trustees recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing ~~policy measures~~ and strategies suicide prevention and intervention, for use by the district, the Superintendent or designee ~~shall~~may consult with school and community stakeholders such as health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as , local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

Measures ~~Such measures~~ and strategies for suicide prevention, intervention and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students, as described in the accompanying and administrative regulation

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. [6142.8](#) - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning ~~youth~~. (Education Code [215](#))

If a referral is made for mental health or related services for a student in grade K-6 who is a Medical beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

(cf. 5141.6 - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code [215](#))

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

234.6 Posting suicide prevention policy on web site

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Children's Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 201903

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <https://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <https://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention
Program: <http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <https://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

*Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide> Suicide Prevention Lifeline:
<https://suicidepreventionlifeline.org>*

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: <http://www.samhsa.gov>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: April 10, 2019 Willits, California

revised: November 18, 2020

Suicide Prevention

The Governing Board of Trustees recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing policy and strategies suicide prevention and intervention, the Superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians, and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

Measures and strategies for suicide prevention, intervention and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students, as described in the accompanying and administrative regulation

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. [6142.8](#) - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code [215](#))

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

(cf. 5141.6 - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code [215](#))

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

234.6 Posting suicide prevention policy on web site

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Children's Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <https://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <https://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention
Program: <http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <https://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>
Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: <http://www.samhsa.gov>

POLICY WILLITS UNIFIED SCHOOL DISTRICT

adopted: April 10, 2019 Willits, California

revised: November 18, 2020

Suicide Prevention

~~Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)~~

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code [215](#))

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning **youth**
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. [5131.6](#) - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. [5141.6](#) - School Health Services)

(cf. [6164.2](#) - Guidance/Counseling Services)

7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed

8. District procedures for responding after a suicide has occurred

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. [5131.6](#) - Alcohol and Other Drugs)

(cf. [5141.6](#) - School Health Services)

(cf. [6142.8](#) - Comprehensive Health Education)

(cf. [6164.2](#) - Guidance/Counseling Services)

Student Identification Cards

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code [49602](#))

(cf. [5141](#) - Health Care and Emergencies)

~~School employees shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. (Education Code [215](#))~~

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [5141](#) - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. [5125](#) - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide deaths and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. [1112](#)- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation WILLITS UNIFIED SCHOOL DISTRICT

approved: April 10, 2019 Willits, California

revised: November 18, 2020

Suicide Prevention

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. [4131](#) - Staff Development)

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2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. [5141.6](#) - School Health Services)

(cf. [6164.2](#) - Guidance/Counseling Services)

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2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. [5131.6](#) - Alcohol and Other Drugs)

(cf. [5141.6](#) - School Health Services)

(cf. [6142.8](#) - Comprehensive Health Education)

(cf. [6164.2](#) - Guidance/Counseling Services)

Student Identification Cards

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

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the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code [49602](#))

(cf. [5141](#) - Health Care and Emergencies)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [5141](#) - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. [5125](#) - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide deaths and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation WILLITS UNIFIED SCHOOL DISTRICT

approved: April 10, 2019 Willits, California

revised: November 18, 2020

**WILLITS UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP/AR 5144.1 - Suspension and Expulsion/Due Process

Priority:

Communication

Objective:

To conduct a first read of the revised policy

Background:

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (SB 419)** which prohibits districts from suspending students in grades 4-8 for disrupting school activities or willfully defying the authority of school personnel. Policy also references **NEW LAW (AB 982)** which requires a district to provide a student who is suspended for two or more days with the homework assigned during the period of suspension. Regulation adds new section on "Additional Grounds for Suspension and Expulsion: Grades 9-12" reflecting the option to suspend, but not expel, a student in grades 9-12 for disruption or willful defiance.

Funding/Source:

None

Recommendation:

Administration recommends the board conduct a first read of the revised policy

Suspension And Expulsion/Due Process

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

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

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

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

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

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

(cf. [6142.4](#) - Service Learning/Community Service Classes)

(cf. [6164.2](#) - Guidance/Counseling Services)

(cf. [6164.5](#) - Student Success Teams)

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

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code [48910](#). (Education Code [48900](#))

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

(cf. [5113](#) - Absences and Excuses)

(cf. [5113.1](#) - Chronic Absence and Truancy)

On-Campus Suspension

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

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

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code [11053-11058](#)
5. Committing or attempting to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committing a sexual battery as defined in Penal Code [243.4](#)
6. Possessing an explosive as defined in 18 USC [921](#)

For all other violations listed in the accompanying administrative regulation, ~~under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12,"~~ the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code [48915](#)(b) and (e))

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

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

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

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

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

(cf. [5148.3](#) - Preschool/Early Childhood Education)

Due Process

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

(cf. [5119](#) - Students Expelled from Other Districts)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

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

7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

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

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil

Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students: <http://www2.ed.gov/about/offices/list/oese/oshs>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: December 5, 2018 Willits, California

revised: November 18, 2020

Suspension And Expulsion/Due Process

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(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.2](#) - Bullying)

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

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

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

(cf. [5112.5](#) - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

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

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

(cf. [6142.4](#) - Service Learning/Community Service Classes)

(cf. [6164.2](#) - Guidance/Counseling Services)

(cf. [6164.5](#) - Student Success Teams)

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

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code [48910](#). (Education Code [48900](#))

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

(cf. [5113](#) - Absences and Excuses)

(cf. [5113.1](#) - Chronic Absence and Truancy)

On-Campus Suspension

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

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

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code [11053-11058](#)
5. Committing or attempting to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committing a sexual battery as defined in Penal Code [243.4](#)
6. Possessing an explosive as defined in 18 USC [921](#)

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

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

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

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

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

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

(cf. [5148.3](#) - Preschool/Early Childhood Education)

Due Process

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

(cf. [5119](#) - Students Expelled from Other Districts)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

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

7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

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

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students: <http://www2.ed.gov/about/offices/list/oese/oshs>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: December 5, 2018 Willits, California

revised: November 18, 2020

Suspension And Expulsion/Due Process

Definitions

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

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

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

Notice of Regulations

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

(cf. [5144](#) - Discipline)

(cf. [5145.6](#) - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

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

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code [48900\(a\)](#) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code [48900\(b\)](#))

(cf. [5131](#) - Conduct)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind (Education Code [48900\(c\)](#))

(cf. [3513.4](#) - Drug and Alcohol Free Schools)

(cf. [5131.6](#) - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code [48900\(d\)](#))

5. Committed or attempted to commit robbery or extortion (Education Code [48900\(e\)](#))

6. Caused or attempted to cause damage to school property or private property (Education Code [48900\(f\)](#))

7. Stole or attempted to steal school property or private property (Education Code [48900\(g\)](#))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing ~~his/her own~~ prescription products (Education Code [48900\(h\)](#))

(cf. [5131.62](#) - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code [48900\(i\)](#))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code [11014.5](#) (Education Code [48900\(j\)](#))

11. Knowingly received stolen school property or private property (Education Code [48900\(l\)](#))

12. Possessed an imitation firearm (Education Code [48900\(m\)](#))

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

13. Committed or attempted to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committed a sexual battery as defined in Penal Code [243.4](#) (Education Code [48900\(n\)](#))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code [48900\(o\)](#))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code [48900\(p\)](#))

16. Engaged in, or attempted to engage in, hazing (Education Code [48900\(q\)](#))

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

17. Engaged in an act of bullying (Education Code [48900\(r\)](#))

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

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code [48900.2](#), [48900.3](#), or [48900.4](#) and below in ~~the section items #1-3 of~~ "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

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

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

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

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

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

(cf. [1114](#) - District-Sponsored Social Media)

(cf. [5131.2](#) - Bullying)

(cf. [6163.4](#) - Student Use of Technology)

(cf. [6164.4](#) - Identification and Evaluation of Individuals for Special Education)

(cf. [6164.6](#) - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code [31](#) (Education Code [48900\(t\)](#))

19. Made terrorist threats against school officials and/or school property (Education Code [48900.7](#))

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

Additional Grounds for Suspension and Expulsion: Grades 4-12

~~Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code [48900\(k\)](#))~~

~~(cf. [5131.4](#) - Student Disturbances)~~

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

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

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

(cf. [5145.7](#) - Sexual Harassment)

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

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

(cf. [5145.9](#) - Hate-Motivated Behavior)

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

(cf. [5145.3](#) - Nondiscrimination/Harassment)

Additional Grounds for Suspension and Expulsion: Grades 9-12

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

(cf. [5131.4](#) - Student Disturbances)

Suspension from Class by a Teacher

A teacher may suspend a student, ~~including a grade K-3 student,~~ from class for the remainder of the day and the following day for ~~any of the disruption, willful defiance, or any of the other~~ acts specified in Education Code [48900](#) and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. ~~Or for disruption or willful defiance at any grade level, including grades K-8.~~ (Education Code [48910](#))

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

As soon as possible after the teacher decides to suspend the student, ~~the teacher he/she~~ shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.

A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code [48910](#))

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which ~~a recommendation of expulsion is required he/she is required to recommend expulsion.~~ (Education Code [48915\(e\)](#))

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

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

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

(cf. [5125](#) - Student Records)

Length of Suspension

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

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

(cf. [6184](#) - Continuation Education)

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

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

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

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code [48911](#))

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code [48911](#))

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

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

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

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

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code [48911](#))

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code [48911](#))

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code [48853.5](#), [48911](#), [48918.1](#))

(cf. [6173.1](#) - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code [48918.1](#))

(cf. [6173](#) - Education for Homeless Children)

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

Suspension by the Board

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

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

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

(cf. [9321](#) - Closed Session Purposes and Agendas)

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

On-Campus Suspension

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

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

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

Superintendent or Principal's Authority to Recommend Expulsion

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code [11053-11058](#), except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed ~~for him/her~~ by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code [240](#) and [242](#), upon any school employee

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

Student's Right to Expulsion Hearing

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

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

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

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

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

Stipulated Expulsion

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

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

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

Rights of Complaining Witness

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

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

1. Receive five days' notice of ~~the his/her~~ scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time ~~the witness he/she~~ testifies

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

Written Notice of the Expulsion Hearing

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

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

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

(cf. [5119](#) - Students Expelled from Other Districts)

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

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

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

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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

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

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

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code [35145](#), the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code [48918](#))

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

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

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code [48918\(g\)](#))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure [1985-1985.2](#) and enforced in accordance with Government Code [11455.20](#). (Education Code [48918\(i\)](#))

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

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

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

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

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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code [48918](#), [48918.5](#))

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person ~~whom he/she finds~~ is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code [868.5](#).

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness ~~he/she~~ may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from ~~his/her~~ school, ~~of attendance~~, unless the student requests in writing that the decision be postponed. (Education Code [48918\(a\)](#))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's ~~his/her~~ parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code [48918\(e\)](#))

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

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

Final Action by the Board

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

(cf. [9321.1](#) - Closed Session Actions and Reports)

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

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

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

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

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code [48900.8](#))

2. The fact that a description of readmission procedures will be made available to the student and ~~his/her~~ parent/guardian (Education Code [48916](#))
3. Notice of the right to appeal the expulsion to the County Board (Education Code [48918](#))
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code [48918](#))
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code [48915.1](#) (Education Code [48918](#))

Decision to Suspend Expulsion Order

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

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

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code [48917](#))
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code [48917](#))
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" or "**additional Grounds for Ssuspension and Expulsion: Grades 9-12**" above or violates any of the district's rules and regulations governing student conduct. (Education Code [48917](#))
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code [48917](#))
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code [48917](#))
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform

the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's his/her status with the expelling district, pursuant to Education Code [48915.1\(b\)](#). (Education Code [48918\(j\)](#))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code [48917](#))

Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

Placement During Expulsion

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

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

(cf. [6158](#) - Independent Study)

(cf. [6185](#) - Community Day School)

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

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

Readmission After Expulsion

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

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board ~~his/her~~ recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code [48916](#))
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code [48916](#))

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

Maintenance of Records

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

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

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

(cf. [5119](#) - Students Expelled from Other Districts)

Regulation WILLITS UNIFIED SCHOOL DISTRICT

approved: December 5, 2018 Willits, California

revised: November 18, 2020

Suspension And Expulsion/Due Process

Definitions

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

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

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

Notice of Regulations

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

(cf. [5144](#) - Discipline)

(cf. [5145.6](#) - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

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

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code [48900](#)(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code [48900](#)(b))

(cf. [5131](#) - Conduct)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind (Education Code [48900\(c\)](#))

(cf. [3513.4](#) - Drug and Alcohol Free Schools)

(cf. [5131.6](#) - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code [48900\(d\)](#))

5. Committed or attempted to commit robbery or extortion (Education Code [48900\(e\)](#))

6. Caused or attempted to cause damage to school property or private property (Education Code [48900\(f\)](#))

7. Stole or attempted to steal school property or private property (Education Code [48900\(g\)](#))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code [48900\(h\)](#))

(cf. [5131.62](#) - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code [48900\(i\)](#))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code [11014.5](#) (Education Code [48900\(j\)](#))

11. Knowingly received stolen school property or private property (Education Code [48900\(l\)](#))

12. Possessed an imitation firearm (Education Code [48900\(m\)](#))

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

13. Committed or attempted to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committed a sexual battery as defined in Penal Code [243.4](#) (Education Code [48900\(n\)](#))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code [48900\(o\)](#))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code [48900\(p\)](#))

16. Engaged in, or attempted to engage in, hazing (Education Code [48900\(q\)](#))

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

17. Engaged in an act of bullying (Education Code [48900\(r\)](#))

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

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

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

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

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

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

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

(cf. [1114](#) - District-Sponsored Social Media)

(cf. [5131.2](#) - Bullying)

(cf. [6163.4](#) - Student Use of Technology)

(cf. [6164.4](#) - Identification and Evaluation of Individuals for Special Education)

(cf. [6164.6](#) - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code [31](#) (Education Code [48900\(t\)](#))

19. Made terrorist threats against school officials and/or school property (Education Code [48900.7](#))

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

Additional Grounds for Suspension and Expulsion: Grades 4-12

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

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

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

(cf. [5145.7](#) - Sexual Harassment)

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

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

(cf. [5145.9](#) - Hate-Motivated Behavior)

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

(cf. [5145.3](#) - Nondiscrimination/Harassment)

Additional Grounds for Suspension and Expulsion: Grades 9-12

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

(cf. [5131.4](#) - Student Disturbances)

Suspension from Class by a Teacher

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

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

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.

A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code [48910](#))

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

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

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

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

(cf. [5125](#) - Student Records)

Length of Suspension

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

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

(cf. [6184](#) - Continuation Education)

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were

attempted before the suspension as required pursuant to Education Code [48900.5](#), and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code [48911](#))

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

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code [48911](#))

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code [48911](#))

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

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

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

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

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code [48911](#))

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code [48911](#))

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code [48853.5](#), [48911](#), [48918.1](#))

(cf. [6173.1](#) - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code [48918.1](#))

(cf. [6173](#) - Education for Homeless Children)

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

Suspension by the Board

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

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

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

(cf. [9321](#) - Closed Session Purposes and Agendas)

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

On-Campus Suspension

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

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

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

Superintendent or Principal's Authority to Recommend Expulsion

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code [11053-11058](#), except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code [240](#) and [242](#), upon any school employee

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

Student's Right to Expulsion Hearing

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

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

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time

period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code [48918\(a\)](#))

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

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

Stipulated Expulsion

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

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

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

Rights of Complaining Witness

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

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

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time the witness testifies

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

Written Notice of the Expulsion Hearing

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

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

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

(cf. [5119](#) - Students Expelled from Other Districts)

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

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

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

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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

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

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

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code [35145](#), the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code [48918](#))

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

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

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code [48918\(g\)](#))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure [1985-1985.2](#) and enforced in accordance with Government Code [11455.20](#). (Education Code [48918\(i\)](#))

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

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

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

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

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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, , unless the student requests in writing that the decision be postponed. (Education Code [48918\(a\)](#))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code [48918\(e\)](#))

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

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

Final Action by the Board

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

(cf. [9321.1](#) - Closed Session Actions and Reports)

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

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

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

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

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code [48900.8](#))
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code [48916](#))
3. Notice of the right to appeal the expulsion to the County Board (Education Code [48918](#))
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code [48918](#))

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code [48915.1](#) (Education Code [48918](#))

Decision to Suspend Expulsion Order

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

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

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

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

Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

Placement During Expulsion

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

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

(cf. [6158](#) - Independent Study)

(cf. [6185](#) - Community Day School)

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

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

Readmission After Expulsion

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

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code [48916](#))
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code [48916](#))

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

Maintenance of Records

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

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

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

(cf. 5119 - Students Expelled from Other Districts)

Regulation WILLITS UNIFIED SCHOOL DISTRICT

approved: December 5, 2018 Willits, California

revised: November 18, 2020

**WILLETTS UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees
FROM: Mark Westerburg, Superintendent
DATE: October 14, 2020
RE: Board Policy Revision- BP/AR 6172.1 - Concurrent Enrollment in College Classes

Priority:

Communication

Objective:

To conduct a first read of the revised policy

Background:

(BP/AR revised)

Policy updated to include exceptions in determining the five percent enrollment cap on the number of students at each grade level who may be recommended for community college summer session and to reflect **NEW LAW (AB 1729)** which extends such exceptions through January 1, 2027. Policy reflects **NEW LAW (SB 554)** which authorizes an adult education student pursuing a high school diploma or high school equivalency certificate to attend community college as a special part-time student. Policy and regulation add new sections for districts that wish to establish a College and Career Access Pathways (CCAP) partnership program, in which the board enters into an agreement with the governing board of a community college district to offer or expand dual enrollment opportunities for students who may not already be college bound or are unrepresented in higher education. Regulation clarifies the board's responsibility, whenever a community college class will be offered on a high school campus, to determine the time that the campus is considered open to the general public and available for members of the public to attend such a class at the high school.

Funding/Source:

None

Recommendation:

Administration recommends the board conduct a first read of the revised policy

Concurrent Enrollment In College Classes

The Governing Board of Trustees desires to provide opportunities for eligible district students to enroll concurrently in courses offered at postsecondary institutions in order to foster individual student achievement, increase opportunities for students to complete college preparatory course requirements and/or participate in career technical education preparation (CTE), and prepare students for a smooth transition into college by providing exposure to the collegiate environment.

(cf. 6143 - Courses of Study)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

When it is determined that the postsecondary course in which the student intends to enroll is substantially equivalent to a course provided by the district, the student may receive credit toward high school graduation requirements in addition to credit received from the college.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

Approval of Concurrent Enrollment

The Board may approve a limited number of students of any age or grade level to apply for part-time or full-time concurrent enrollment in a community college or four-year college when it is determined to be in the student's best interest and the student is adequately prepared for such coursework.

Upon recommendation of the principal and with parent/guardian consent, the Board may authorize a student to attend ~~apply for attendance at~~ a community college during any session or term as a special part-time or full-time student and to undertake one or more courses of instruction offered at the community college level. (Education Code 48800)

Within the enrollment limits and exceptions allowed by law, the principal may recommend a student for community college summer session if that student demonstrates adequate preparation in the discipline to be studied and exhausts all opportunities to enroll in an equivalent course, if any, at the his/her school of attendance. (Education Code 48800)

(cf. 6162.52 - High School Exit Examination)

Any student's parent/guardian, regardless of the student's age or grade level, may petition the Board to authorize full-time attendance at a community college on the ground that if he/she believes the student would benefit from advanced scholastic or career technical work that would be available. If the petition is denied, an appeal may be filed with the County Board of Education. (Education Code 48800.5)

If the Board denies a request for special part-time or full-time enrollment at a community college for a student who is identified as highly gifted and talented ~~as defined in Education Code 52201~~, the Board shall issue its written recommendation and the reasons for the denial at its regularly scheduled Board meeting that falls at least 30 days, but within 60 days, after the request has been submitted, within 60 days. ~~The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that falls at least 30 days after the request has been submitted.~~ (Education Code 48800, 48800.5)

The Board may authorize a student who is pursuing a high school diploma or a high school equivalency certificate through an adult education program, upon recommendation of the administrator of the student's adult school, to attend a community college during any session or term as a special part-time student. (Education Code 52620)

cf. 6146.2 - Certificate of Proficiency/High School Equivalency
(cf. 6200 - Adult Education)

College and Career Access Pathways Partnerships

The Board may enter into a College and Career Access Pathways (CCAP) partnership agreement with the board of a community college district for the purpose of offering or expanding dual enrollment opportunities for students. The agreement shall be approved at an open public Board meeting, with an opportunity for public input provided prior to the Board taking action. If the CCAP agreement provides for CTE pathways, the Board shall consult with and consider input from appropriate local workforce board(s) to determine the extent to which the pathways are aligned with regional and statewide employment needs. (Education Code 76004)

Program Evaluation

The Superintendent or designee shall regularly report to the Board regarding the number of district students participating in the concurrent enrollment option, their success in completing in college preparatory courses (a-g" courses) and postsecondary courses, and any impact on their achievement in district courses and graduation rates.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

11300-11302 Early and middle college high schools

42238.02 Definition of unduplicated student

46141 Minimum day, high school

46145-46147 Minimum day, high school

48800-48802 Enrollment of gifted students in community college

51225.3 Alternative means of satisfying graduation requirements

~~52200-52212 Gifted and talented education program~~

52620 Adult education and attendance at community college

76000-760042 Enrollment in community college

76140 *No community college fee/tuition for special part-time students*

87010 *Definition of sex offense*

87011 *Definition of controlled substance offense*

Management Resources:

WEB SITES

California Community Colleges System: <http://www.cccco.edu>

California Department of Education: <http://www.cde.ca.gov>

California Postsecondary Education Commission: <http://www.cpec.ca.gov>

California State University: <http://www.calstate.edu>

Foundation for California Community Colleges, Early College High School Initiative: <http://www.foundationccc.org/ECHS>

University of California: <http://www.universityofcalifornia.edu>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: March 4, 2015 Willits, California

revised: November 18, 2020

Concurrent Enrollment In College Classes

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(cf. [6143](#) - Courses of Study)

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Within the enrollment limits and exceptions allowed by law, the principal may recommend a student for community college summer session if that student demonstrates adequate preparation in the discipline to be studied and exhausts all opportunities to enroll in an equivalent course, if any, at the school of attendance. (Education Code [48800](#))

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A student's parent/guardian, regardless of the student's age or grade level, may petition the Board to authorize full-time attendance at a community college on the ground that the student would benefit from advanced scholastic or career technical work that would be available. If the petition is denied, an appeal may be filed with the County Board of Education. (Education Code [48800.5](#))

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Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: March 4, 2015 Willits, California

revised: November 18, 2020

Concurrent Enrollment In College Classes

Credit

Unless enrolled as part of a College and Career Access Pathways (CCAP) partnership agreement in which students are authorized to take up to 15 units per term in a community college, as described below, district students enrolled in a community college as special ~~Special~~ part-time students may enroll in up to 11 units per semester, or the equivalent, ~~in a community college.~~ Such students shall receive credit for community college courses that they complete in an amount jointly determined appropriate by the district and the community college ~~governing board~~ Board of Trustees. (Education Code 48800, 76001)

(cf. 6146.11 - Alternative Credits Toward Graduation)

A written agreement regarding the student's enrollment in postsecondary courses and the credits to be awarded for successful completion shall be signed by the student, parent/guardian, principal, and college representative. The student shall be informed whether the credits to be earned are considered academic credits or elective credits and whether the course would need to be completed again during the college years to satisfy college requirements.

To receive district credit for coursework completed at a community college or four-year college, the student or parent/guardian shall submit a transcript showing completion of the course with a passing grade.

(cf. 5125 - Student Records)

College and Career Access Pathways Partnerships

The district may enter into a CCAP agreement, in accordance with Education Code 76004, which includes terms regarding course offerings, student eligibility, protocols for sharing information, joint facilities use, and staff qualifications.

A copy of the CCAP agreement shall be filed with the Office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the agreement. (Education Code 76004)

Only courses that provide career technical education or preparation for transfer, assist in improving high school graduation rates, or help high school students achieve college and career readiness shall be offered, and physical education courses shall not be provided. (Education Code 76004)

Students may enroll in up to 15 units of community college courses per term if all of the following circumstances are satisfied: (Education Code 76004)

1. The units constitute no more than four community college courses per term.
2. The units are part of an academic program that is part of a CCAP agreement.

3. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

A high school student shall submit one parental consent form and principal recommendation for the duration of the student's concurrent enrollment under a CCAP partnership. (Education Code 76004)

The district shall report information annually to the office of the Chancellor of the California Community Colleges as specified in Education Code 76004.

Minimum School Day

~~The Except under the conditions specified in Education Code 46146, the~~ minimum day of attendance in district schools shall be 180 minutes for any student who is enrolled part-time in a community college and any student in grades 11-12 who is enrolled part-time in the California State University or University of California, when the student is enrolled in classes for which academic credit will be provided upon satisfactory completion of enrolled courses. (Education Code [46146](#), [48801](#))

(cf. [6112](#) - School Day)

A student enrolled full-time at a community college shall be exempted from full-time attendance in the district's regular education program. (Education Code [48800.5](#))

(cf. [5112.1](#) - Exemptions from Attendance)

However, both part-time and full-time community college students shall be required to undertake courses of instruction of a scope and duration sufficient to satisfy the requirements of law. (Education Code [48800.5](#), [48801](#))

Community College Classes on High School Campus

If a community college class is to be offered at a district high school campus, the class shall ~~not~~ be held during the time the campus is ~~open~~closed to the general public as determined by the Governing Board. Members of the public who are enrolled in community college class(es) shall register immediately upon entering school buildings or grounds. (Education Code [76002](#))

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5142 - Safety)

Regulation WILLITS UNIFIED SCHOOL DISTRICT

approved: March 4, 2015 Willits, California

revised: November 18, 2020

Concurrent Enrollment In College Classes

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(cf. 0450 - Comprehensive Safety Plan)

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5142 - Safety)

Regulation WILLITS UNIFIED SCHOOL DISTRICT

approved: March 4, 2015 Willits, California

revised: November 18, 2020

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Baechtel Grove Middle School	23-65623-6025282	(Pros) 10/7/2020	(Pros) 10/14/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Willits Unified School District and Baechtel Grove Middle School have shared vocabulary and a planning process that is embedded in the context of continuous improvement. The ECAP and the SPSA are designed to work together, and joint meetings have been carried out to consult with stakeholders in the development of the plan. An involvement process was facilitated with meaningful engagement, feedback was collected and incorporated into the plan. The process included the four steps of an improvement cycle; assess needs, create a plan (informed by a needs assessment and effective practice), implement the plan, monitor the work, and adjust the course. This is an ongoing, annual process. Included in this process is the requirement for the CSI plan to identify and describe any resource inequities. Consideration of these inequities have provided a basis for the establishment of expected outcomes for specific groups of students. Identified Needs, using quantitative and qualitative information, are the basis for establishing the goals, including results of an annual review process and performance data reported on the California School Dashboard. We identified the metrics that will be used to evaluate progress toward the measurable outcomes, and accomplishing the goals, reestablishing our baseline every year. Also involved in the plan development were individuals that will carry out the plan, teachers, and other school leaders. The ELAC reviewed, and certified the plan. To address the CSI requirement the plan was locally developed with a target on improving student outcomes with a comprehensive support and improvement focus.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 6
 - Analysis of Current Instructional Program..... 7
- Stakeholder Involvement 12
- Resource Inequities 12
- School and Student Performance Data 13
 - Student Enrollment..... 13
 - CAASPP Results..... 15
 - ELPAC Results 20
 - Student Population 22
 - Overall Performance 23
 - Academic Performance 24
 - Academic Engagement 30
 - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
 - Goal 1..... 35
 - Goal 2..... 41
 - Goal 3..... 45
 - Goal 4..... 49
 - Goal 5..... 56
- Budget Summary 60
 - Budget Summary 60
 - Other Federal, State, and Local Funds 60
- Budgeted Funds and Expenditures in this Plan 61
 - Funds Budgeted to the School by Funding Source..... 61
 - Expenditures by Funding Source 61
 - Expenditures by Budget Reference 61
 - Expenditures by Budget Reference and Funding Source 61
 - Expenditures by Goal 62
- School Site Council Membership 63
- Recommendations and Assurances 64

Instructions.....65
 Instructions: Linked Table of Contents.....65
 Purpose and Description.....66
 Stakeholder Involvement.....66
 Resource Inequities66
Goals, Strategies, Expenditures, & Annual Review67
 Annual Review68
 Budget Summary69
 Appendix A: Plan Requirements71
 Appendix B:.....74
 Appendix C: Select State and Federal Programs76

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Healthy kids survey was taken in 2018-2019 by the seventh grade students so the data reported is for our 2019-2020 eighth grade class. The total target sample was 93 students however, the final number of respondents was 76 or 82% of the seventh grade class.

There are three Key Indicators of School Climate and Student Well Being: School Engagement and Supports, School Safety and Substance Use, and Mental and Physical Health. In the School Engagement and Supports there are six sub-groups. The data shows that 46% of students feel connected to school, 74% feel that there is high academic motivation, 68% feel that there are high expectations, 37% feel that they have caring adult relationships on campus but only 28% of students feel that there is meaningful participation in classes.

In School Safety and Substance Use there are seven sub-groups. Over half, 56% of students have had mean rumors or lies spread about them. The experience of harassment or bullying is felt by 53% of the students. Students that have been drunk or high on drugs at school is numbered at 3%. However, it was reported that 55% of the students feel that school is very safe or safe. Finally, in the category of Mental and Physical Health there are seven sub-groups. Students that have experienced chronic sadness and or hopelessness is reported at 32%. 11% of respondents have reported that they currently use alcohol and or drugs. E-Cigarette usage is reported at 1% which is 6% lower than 2018-2019 reports. Students report that they are cigarette smoking at 1%. The data shows that 3% of respondents currently binge drink and only 1% have been very drunk or high 7 or more times. Only 21% of students report that their parents' highest education level is a college degree. Over half or 57% of students reportedly are on Free and Reduced lunch, but all of our students are receiving free meals. About a quarter or 22% of students report that the language spoken at home is Spanish and 76% report that English is the primary language.

The most important factor of creating a positive school climate is one in which students feel motivated and engaged. The adults on campus have high expectations that are felt across the school's student community. The learning environments have to be both rigorous and relevant. Only 22% of the students do not feel that they help to decide things like class activities or rules. However, 29% of students feel that they do things that make a difference. As stated above at least 51% percent of students feel that there is an adult on campus who really cares about them. More than half or 52% of students feel that adults notices when they are not present at school. More than half of respondents (54%) feel listened to at school.

Students who feel emotionally connected to learning will more likely be able to achieve. Students that feel a connection to their school want to attend school no matter what the situation is at home. "Schools can boost students' sense of belonging at school by including positive behavior management practices at the classroom and school level, reducing school size, and encouraging participation in extracurricular activities. Most of our students or 76% of them reported that they have not been truant or absent only 1-2 times. Also, 79% of students report that they try hard to be good at school work. Students who are always trying harder to be better is reported at 92%. Most students or 52% feel close to people at BGMS. There is a percentage of students (32%) who do not feel that teachers treat them fairly. However, 36% of students feel treated fairly by teachers. It is true that, 55% of students feel safe in school. There are only 9% of students who do not feel safe at school. In addition to an emotional connection to learning it has been reported that students who feel that there are teachers and or other adults on campus that show that they care for students' well being will have a better opportunity to overcome a adverse life experiences. Furthermore, it is not only the

caring relationships from adults but the feeling that how students are participating in school is real and meaningful; which in turn will foster engagement and involvement. For example 52% of students in this report have stated that they feel that a teacher or adult notices when they are not at school. Important to add, 54% of students feel that they are listened to when they have something to say. It was reported that 29% of students feel that they do things on campus that make a difference. Students report (80-90%) that they are not getting harassed for any of the following reasons: race, ethnicity, religion, gender, someone thinking you are gay or lesbian, physical or mental disability, or an immigrant. The main ways that students are experiencing harassment is through others making verbal comments about looks (28%) or being called names (31%).

Having a school culture that respects diversity, promotes equity, and is culturally sensitive is fundamental to the success of all students and families within the school community. Students report that 26% of the Hispanic/Latino subgroup feels academically motivated in comparison to 33% of Caucasian students. However, 17% of Hispanic/Latino students feel that their parents are involved in school compared to 12% of Caucasian students' parents. When comparing by gender 44% of girls feel safe at school compared with 14% of boys who are feeling safe. 34% of students feel that they are treated fairly by teachers, while 41% of students do not feel treated fairly. Most students 74% report to not being harassed on school property for race, ethnicity, or national origin.

The data on student safety and problem behaviors covers questions related to substance abuse, bullying, harassment, student perceived school safety, weapons on campus, truancy, and disruptive behavior. All of which lead to a connection of lower academic success, teacher turn-over, low student engagement, and an overall negative impact on school culture. As previously stated 55% of students feel safe or very safe at school. The main factor to consider is that only 29% percent of students feel that they do things that make a difference at school. 22% of students feel like they do not have a voice in deciding school activities or rules. 85% of students felt that they do not get to help decide on school activities or rules and 79% feel that they do not get to help decide on class activities or rules. Even though students persist the majority of students (92%) report that they are always trying to do better in their school work. We have very low numbers of students 1% reporting that they have seen a weapon on campus. 73% of students report to never have been bullied via social media. Students that are Hispanic or Latino report (45%) that they have been bullied at school versus 50% of White students. Also important to note, 48% of Hispanic or Latino students feel safe at school compared to 72% of White students. Finally, both female and male students feel that there are caring adults 56% to 45% and high expectations from adults 68% to 66%. 79% of female students are motivated academically as compared to 67% of males. Overall, we must take a closer look at how to get our students equitably engaged.

In thinking about how we support engagement and learning for all students are conflicted. The majority of students feel that teachers help them and show them the value of how classroom lessons are helpful. Most students feel that they participate in class discussions. However, only 31% feel that the school is a supportive and inviting place to learn. Even though students see the value in learning, 53% of respondents report that they feel students are not motivated to learn. Only 10% of students feel that kids pay attention in class. Even though 92% say that they are trying to do better, 17% of their peers feel that students try their best. A third of the students feel that academic success is promoted for everyone.

When considering how we show fairness and respect for diversity we can consider how to ensure equity for all student groups. Most students see that they do not treat teachers with respect. They also do not feel treated fairly when rules are broken. Most important to note, 70% of students do not feel disrespected by adults for their race or culture. They also report that there is not tension among people of different cultures or races. They feel that teachers respect their differences but not their peers. They also feel that the school is promoting conflict resolution in a fair way.

When it comes to the disciplinary environment students feel that the rules are clearly stated and taught and that they understand how they are supposed to behave. However, they do feel that the rules are too strict and that it is easy for kids to be removed from class or get in trouble for breaking

small rules. Even though they feel that they get in trouble to easily most of them do not feel that the teachers are overly strict.

At BGMS we were using advisory time to teach Social Emotional Learning Lessons during the 2018-2019 school year. Only a third of students feel that the school encourages students to feel responsible for their behavior, given rewards for doing the right thing, as well as encouraging them to understand how others feel. Students do feel that teachers make it clear that bullying is not tolerated. Although, a third of students feel that students feel that they are helped to resolve conflicts and are encouraged to care about each other. Almost half of students report that students at our school do not try to stop bullying when they see it.

Students feel that the school's physical environment is not clean and tidy. They do not feel that the schoolyard and buildings are clean or in good condition. Further they do not see that the school grounds are being kept clean. They do feel that there is enough space in their classrooms to concentrate.

Finally, students feel that they eat lunch at the proper time and they also feel that there is enough time to eat. Some feel that the water is drinkable and some do not.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration observes classrooms informally every week for an average of 18 classes a week. Every teacher is observed at least once a week in different classes, and different periods each week. Our goal is that every class on the master schedule is observed at least once every 7 full school weeks. The Principal uses the Willits Instructional Model, and the Willits Unified Walk-Through Assessment Form, the AVID Classroom Observation forms, and other forms that delineate lesson purpose and format. Feedback of what is observed in the classroom is given to each teacher observed, on an informal basis. The focus this year is on student engagement in classrooms and in distance learning, instructional design, using technology to deliver effective lessons, use of AVID strategies, and teacher development of distance learning lessons. Teachers conduct peer observations for these focus areas, and then discuss their observations to inform their instruction, following the Instructional Rounds format developed by Robert Marzano . Teachers will also conduct peer observations for use of classroom management techniques and use of AVID strategies. In Mathematics teachers will conduct peer observations for effective implementation of the Ready Math program, as well as the Collections curriculum in ELA, and the Foss Science Units. The entire staff was trained in strategies for; lesson closure, transitions, room entry and exit, warm ups, classroom management, classroom routines, cooperative learning, paired conversations, the PDSA Cycle, Learning Walkthroughs, looking at CAASPP Data, establishing norms for observations, the Consultancy Protocol, differentiation for EL students and students with 504's, and trauma informed practices. These were implemented in the Math classrooms and observed during the classroom Walkthroughs about 2 weeks after the professional development. After the walkthroughs had been conducted, members of the observing team convened to debrief on their experiences. They do so by discussing each observation one at a time. Each teacher comments on what he or she noted. The leader of the rounds facilitates this process. As observer teachers took turns commenting on what they saw in a particular classroom, they used a "pluses" and "deltas" format. The observer teacher began by noting the positive things he or she observed in the classroom. Next, the observer talked about some questions they had about the teacher's use of strategies. Finally, the observer teacher compares and contrasts his or her classroom strategies with one or more of the techniques observed. The Math Department also reflected on the process during these walkthrough sessions. A lead teacher was trained in their role as a lead teacher and in facilitating the walkthrough debrief.

In the regular evaluation process 90% of BGMS teachers will also have two whole period formal observations with a pre-conference before the observation, and a post-conference after the observation. This is for the purpose of improved instruction in classrooms. 60% of the teaching staff at BGMS is new to BGMS this year, and the majority of those are new to the profession. Each new teacher has a mentor and participates in the CTIP credentialing program. The mentor also observes the teacher they are supporting and assists them in self reflection about their instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers in Math, ELA, Social Studies and Science meet in Professional Learning Communities to implement common assessments. The benchmark assessments for Language Arts are curriculum based assessments, with at least one common writing assessment for Language Arts. In Math the Math diagnostic, in iReady, is used as benchmark assessments. All of these benchmarks are used to inform instruction (Meeting performance goals).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use the DuFour cycle of inquiry to use common assessments to monitor student progress on curriculum-embedded assessments, and Standards Mastery Assessments in iReady, in Math, unit tests in Social Studies and Science, writing assignments in Language Arts to inform and modify their instruction (Meeting performance goals).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

25% of teachers are new to BGMS, and there is two interns and one pre-intern on staff, not meeting all requirements (Not meeting performance goals).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of teachers have had training in CCSS implementation in each core subject. 40% of Language Arts Core teachers have received training, that are using the newly adopted CA Collections curriculum, and AVID methodologies. 60% Math teachers have been trained in the newly adopted Ready Math curriculum, according to the requirements of the program (Not meeting performance goals).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development has focused on the use of the online components of CA Collections, and Ready Math curriculum. Instruction during distance learning, using the gradual release of responsibility Instructional Model and research based best practices. These will focus on teaching students how to use their technology during distance learning, teacher use of access strategies for students with special education services and English Learners, and embedding SEL lessons in in content delivery. New teachers receive training through the CTIP Induction Program. Teachers in the GATE program received GATE training in the CAG Institute. CCSS implementation training continues through these programs, and through professional development from Mendocino County Office of Education as part of the support for schools in differentiated assistance (Exceeding performance goals).

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Baechtel Grove uses Teacher Leaders for assistance and support for teachers. In PLCs pacing, content, and instruction is discussed. All New teachers access the CTIP Induction program and have a Mentor who meets with them once a week. Peer walk-throughs are carried out in every department as part of the reflection on their teaching that is carried out. (Meeting performance goals).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate by grade level, once, every two weeks, and by subject, once every week, and on early release days during collaboration time. (Exceeding performance goals).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Math is using pacing calendars for implementation from the Ready Math curriculum. Language Arts is using pacing calendars for implementation from the CA Collections curriculum, and Social Studies developed scope and sequences in the summer of 2014, and are using the Mini Document Based Questions for implementation of the new Social Studies Framework. They review their pacing as a regular activity every week to adjust as needed. Science is adjusting their pacing this year to better align to the NGSS, using the Delta Education Foss Science Units for an integrated middle school program (Exceeding performance goals).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/Language Arts is taught meeting the recommended instructional minutes. Mathematics is taught meeting the recommended instructional minutes (Meeting performance goals).

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Every core subject uses a pacing calendar which is discussed in collaboration for needed adjustments. The master schedule includes a period 7 intervention time for Reading and Math instruction classes. (Exceeding performance goals).

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

CCSS based instructional materials are available with differentiation materials for all student groups in both ELA/ELD and Mathematics, through our adopted ELA/ELD and Math curricula. Teachers have also been trained in and are expected to use accessibility tools in the students' use of technology. (Meeting performance goals).

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

ELA/ELD adopted curriculum is the CA Collections and Ready Math. Reading intervention uses the intervention program from the adopted curriculum and standards-aligned instructional materials. Mathematics intervention classes use the Intervention Program from the adopted curriculum which are standards aligned (meeting performance goals).

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program that enable under-performing students to meet state standards are the period of Reading and Math support classes. There is scaffolding and differentiation strategies used in the classroom, and on line lessons. To build accessibility in distance learning we use Google Accessibility Apps We make use of AVID strategies so that students can access the standards. (Meeting performance standards).

Evidence-based educational practices to raise student achievement

The research-based educational practices are; use of Professional Learning Communities for teacher collaboration, use of a district wide instructional model that incorporates the slow release of responsibility (Fisher and Frye), the use of Accelerated Reader school wide, use of AVID methodologies school wide, such as focused note taking, and interactive notebooks, and implementing common classroom expectations for every teacher's classroom. The counselor also coordinates bully intervention education, and conflict resolution sessions. Social emotional curriculum is taught at every subjected area, embedded with content. Restorative Practices, including circles and conferences are used as needed by the counselor and administration. Grade level meetings are held for students during a common prep time weekly. They feed information into the SST process for students. Administration and the counselor work closely with the foster youth liaison in the county to coordinate services for students in this system. The counselor carries out support groups for students, focusing on the topics of trust, friendship and relationships, social media, self esteem, drugs and alcohol, healthy choices, and executive functioning. Constructing the master schedule to include a separate bell schedule for each grade level has helped to calm the student interactions outside of the classroom, which were impacting classroom time. The addition of an elective teacher to teach Art as an elective class has allowed students to have choice in their elective classes. All this is creating a learning climate at the school that is conducive to achievement by students at risk for low performance. (Exceeding performance standards)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The resources available to assist under-achieving students are the Kids Club After School program at BGMS. ACES funding provides Academic Assistance classes after school at BGMS. Web Leaders tutoring at BGMS is carried out by eighth graders for sixth graders. Grade level Team meetings are carried out at BGMS involving parents and students in developing plans for student success. IEP, 504, SST, and parent/student conferences are all attended by parents to plan for student success. The counselor carries out meeting with parents to plan for the success of promotion for students at risk of retention called Promotion with a Plan, in the fourth quarter. Community members have volunteered to assist the Science department in the development of projects for the Science Fair, which is a large community event. The College and Careers Week community workshops use community professionals to present career options to students. In the community there exists several tutor services such as the Sherwood Valley Rancheria tutoring center, and the public library tutoring services. (Meeting performance goals).

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Baechtel Grove Middle School has a school site council consisting of parents, teachers, and administration. They are involved in the planning, implementation, and evaluation of consolidated application programs, as well as the development of the Consolidated Support and Improvement strategies. A Title I parent group also meets once a year to evaluate programs. Parents of EL students are accessed for input into the English Learner program through participation in an ELAC. We partner with Migrant Education to involve our parents of migrant students in MPAC meetings. Parents, students, the community, and the staff are involved in a school climate survey for program evaluation (Meeting performance goals).

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The services provided by categorical funds are:

Reading support courses during the regular day
Math support classes during the regular day
After School Academic Assistance Program in Language Arts, Mathematics, and Science
Professional Learning Communities Teacher Training
Gradual release of responsibility Instructional Model training for teachers
Ca Collections curriculum teacher collaboration
AVID teacher training through Summer Institutes in all subject areas and in student College readiness preparation
SEL Teacher Education training
College visits by AVID students
Access to technology, all students are 1 to 1 using Chromebooks
AR Reading Program and Books
Academic Support classes during the regular day
AVID Elective Sections, and District Director
Staff development for technology use in the classroom
Language Arts support instructional materials
Mathematics support intervention materials
Staff training in Trauma Informed practices
Social Studies Framework training
Summer Growth Program
PLC analysis of aggregated data to inform instruction using the cycle of inquiry meetings
Use of accessibility tools in Google apps for EL students, and students with special education services in language intensive courses
ELD class during period 7 for EL students
Provide AVID workshops, and Parent Education Nights partnering with First Five Mendocino
EI Student Family Liaison during distance learning for parent trainings
Newcomer Class for EL students
PE and Exploratory Department Lead to emphasize SEL in these sections of the master schedule
Student attendance incentives during distance learning
Instructional Aides to hold cohort support during distance learning
(Exceeding performance goals)

Fiscal support (EPC)

Most Staff development is provided by Title I funding. The AVID professional development, and program components are funded using CSI funding. Intervention classes are supported by Title I funding for personnel. A Vice Principal and a Counselor are provided by Supplemental Concentration funding. Extra teachers to have true elective courses is supported by the general fund. 1.6 FTE is funded by Title I, including Math and ELA support classes. Summer Growth Program is funded by CSI funding. The EL family liaison, the Newcomer class, the PE and Exporatories Lead, student attendance incentives, and the instructional aides during distance learning are all funded using CSi funding.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Baechtel Grove School Site Council has taken four meetings, in four different months to look at the overall data from the State Testing to review and update the achievement goals for the SPSA. The School Site Council is made up of parents, teachers, classified personnel, and administrators. Input is sought from students in focus groups, and using the Student Council meetings. A meeting was held for parents of English Learners to give input into the plan. Review by the ELAC is an ongoing process throughout the year. One extra school site council meeting was held to look at data for the Comprehensive School Improvement funding, and research based interventions, which were incorporated into the updated SPSA for 2020-21. Each of the previous goals were evaluated using achievement data particular to each individual goal. The Healthy Kids Survey was used to evaluate the school climate. There are several groups that parents can use as a platform to express their concerns and ideas to both the school and the district; the Title I parent meetings, the School Site Council, the AVID Parent Workshops, and Early High School Parent Workshops, the English Learner Advisory Committee, and the Migrant Parent Advisory Committee. The annual BGMS Parent Survey is given in January, but was not given for 2019-2020. A distance learning survey was given in March of 2020 and the results were incorporated into the CSI action items.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities identified as a result of the needs assessment were:

- Special Education ELA and Math courses are not addressing grade level standards
- This is a rural community and about 15% of our students do not have reliable internet access for distance learning
- The Chromebooks used by some students are outdated and broken
- BGMS has had a consistent turnover in teaching staff for the last three years, from experienced teachers to beginning and pre-intern teachers, lacking experience and expertise
- Students lack consistent norms in distance classrooms causing an inequity in student connectedness to school and appropriate online culture
- Spanish speaking parents do not have someone who can communicate well with the school personnel, and help them to access school trainings

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	6.99%			19
African American	%	%	1.1%			3
Asian	%	%	0.74%			2
Filipino	%	%	0%			0
Hispanic/Latino	%	%	37.5%			102
Pacific Islander	%	%	0%			0
White	%	%	42.28%			115
Multiple/No Response	%	%	2.21%			25
Total Enrollment						272

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6			99
Grade 7			85
Grade 8			88
Total Enrollment			272

Conclusions based on this data:

1. Enrollment for 20-21 is holding steady at 275 students. Most of 2019-2020 was at 275 students.
2. The Hispanic population is increasing, and the White population is decreasing, making them about equal percentages at BGMS.
3. The American Indian population is decreasing, with now less than 10%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners			38			13.8%
Fluent English Proficient (FEP)			3			1.0%
Reclassified Fluent English Proficient (RFEP)			31			11.2%

Conclusions based on this data:

1. 68% of the Hispanic students are English Language Learners, or Re-designated English Language Learners.
2. Overall 25% of students are now, or have been at some point English Language Learners.
3. Only 4% of students from families that speak a language other than English (Spanish is the only other language in this group) are fluent in English when they arrive at school.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	120	88	86	115	87	82	114	87	82	95.8	98.9	95.3
Grade 7	103	114	91	97	111	87	96	111	87	94.2	97.4	95.6
Grade 8	111	97	111	108	89	103	108	89	102	97.3	91.8	92.8
All Grades	334	299	288	320	287	272	318	287	271	95.8	96	94.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2441.	2441.	2460.	2.63	1.15	3.66	12.28	12.64	18.29	25.44	31.03	29.27	59.65	55.17	48.78
Grade 7	2499.	2483.	2493.	5.21	4.50	3.45	26.04	22.52	27.59	31.25	27.93	25.29	37.50	45.05	43.68
Grade 8	2527.	2504.	2501.	1.85	4.49	6.86	30.56	22.47	21.57	31.48	29.21	25.49	36.11	43.82	46.08
All Grades	N/A	N/A	N/A	3.14	3.48	4.80	22.64	19.51	22.51	29.25	29.27	26.57	44.97	47.74	46.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.08	4.60	3.66	38.94	34.48	46.34	53.98	60.92	50.00
Grade 7	19.57	11.71	5.75	43.48	40.54	49.43	36.96	47.75	44.83
Grade 8	15.74	13.48	8.82	47.22	29.21	44.12	37.04	57.30	47.06
All Grades	13.74	10.10	6.27	43.13	35.19	46.49	43.13	54.70	47.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.56	2.30	6.17	25.93	36.78	40.74	68.52	60.92	53.09
Grade 7	12.36	8.11	6.90	41.57	42.34	48.28	46.07	49.55	44.83
Grade 8	16.83	12.36	10.78	45.54	42.70	45.10	37.62	44.94	44.12
All Grades	11.41	7.67	8.15	37.25	40.77	44.81	51.34	51.57	47.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.42	3.45	6.10	59.29	55.17	64.63	36.28	41.38	29.27
Grade 7	7.61	5.41	10.34	63.04	54.95	56.32	29.35	39.64	33.33
Grade 8	6.48	8.99	6.86	74.07	61.80	60.78	19.44	29.21	32.35
All Grades	6.07	5.92	7.75	65.50	57.14	60.52	28.43	36.93	31.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.54	3.45	8.54	43.36	60.92	52.44	53.10	35.63	39.02
Grade 7	13.04	13.51	8.05	52.17	45.95	51.72	34.78	40.54	40.23
Grade 8	12.96	8.99	11.76	47.22	47.19	43.14	39.81	43.82	45.10
All Grades	9.58	9.06	9.59	47.28	50.87	48.71	43.13	40.07	41.70

Conclusions based on this data:

1. The 18-19 whole group data might not be representative of this 8th grade class because a large group of boys were opted out by their parents, at the last minute, about 7 students. 8th grade between the grades of 6 through 8 lose 14 percentage points in the standards not met category, and gain those percentage points in the standards met and standards exceeded category in overall achievement. The highest percentage in the category of above standard is in the area of research/inquiry at 11.76% in 2018-2019. The lowest percentage in above standard is in the category of listening.
2. In seventh grade in overall achievement, the standards met category grew by 15 percentage points, while the standards not met category diminished by 12 percentage points. In seventh grade the largest percent in the above standard category is in the area of listening. The lowest percentage in the above standard category is in reading.
3. In sixth grade 21.95% of students are in the standards met and exceeded categories, and 48.78% are in the standards not met category, about twice as many. In sixth grade the highest percentage of students in the above standards category are in the area of research/inquiry, and the lowest are in the area of reading. The percentages in the above standard category are significantly lower in all three categories than in 7th and 8th grade.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	120	88	86	118	87	81	118	87	80	98.3	98.9	94.2
Grade 7	102	114	91	96	111	87	95	111	87	94.1	97.4	95.6
Grade 8	111	97	111	108	89	106	108	89	105	97.3	91.8	95.5
All Grades	333	299	288	322	287	274	321	287	272	96.7	96	95.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2426.	2440.	2424.	4.24	4.60	3.75	7.63	6.90	13.75	25.42	26.44	18.75	62.71	62.07	63.75
Grade 7	2482.	2468.	2481.	6.32	7.21	3.45	15.79	16.22	14.94	34.74	25.23	37.93	43.16	51.35	43.68
Grade 8	2498.	2464.	2467.	8.33	2.25	7.62	12.04	12.36	9.52	26.85	23.60	20.95	52.78	61.80	61.90
All Grades	N/A	N/A	N/A	6.23	4.88	5.15	11.53	12.20	12.50	28.66	25.09	25.74	53.58	57.84	56.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.93	6.90	5.00	22.88	18.39	23.75	71.19	74.71	71.25
Grade 7	14.74	14.41	6.90	29.47	26.13	33.33	55.79	59.46	59.77
Grade 8	10.19	6.74	8.57	30.56	26.97	23.81	59.26	66.29	67.62
All Grades	9.97	9.76	6.99	27.41	24.04	26.84	62.62	66.20	66.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.08	3.45	3.75	30.51	35.63	31.25	64.41	60.92	65.00
Grade 7	8.42	7.21	8.05	40.00	41.44	47.13	51.58	51.35	44.83
Grade 8	9.26	2.25	12.38	38.89	56.18	28.57	51.85	41.57	59.05
All Grades	7.48	4.53	8.46	36.14	44.25	35.29	56.39	51.22	56.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.93	2.30	7.50	27.97	41.38	28.75	66.10	56.32	63.75
Grade 7	7.37	6.31	5.75	55.79	44.14	66.67	36.84	49.55	27.59
Grade 8	6.48	3.37	7.62	40.74	41.57	34.29	52.78	55.06	58.10
All Grades	6.54	4.18	6.99	40.50	42.51	43.01	52.96	53.31	50.00

Conclusions based on this data:

- A lower percentage of sixth graders took their Mathematics test than tested in ELA. In eighth grade the percentage of students moving into the standards met and standards exceeded category increased between 16-17 and 17-18, but decreased again between 18-19, causing the standards not met category to raise to the level of 16-17 again. In eighth grade the largest percentage in the above standard category is in the area of Problem solving and modeling/data analysis, at 12.38%. The lowest percentage in the above standard category is in the area of communicating reasoning.

Only 19% in sixth grade, and 18% in seventh and eighth grade are meeting or exceeding grade level standards. Even though the nearly met category in seventh grade is larger, over half of the students in sixth and eighth grade, and just under half in seventh, are in the below standards category.

The area of most need of improvement is problem solving and modeling and data analysis.

The area where students are nearing standard is in communicating and reasoning.

The area where the largest number of students are near or above standards is concepts and procedures.

In seventh grade there was a movement of about 10 percentage points into the standards not met category, from the standards nearly met and the standards met category between 17-18 and 18-19, in overall achievement. The largest percentage in the above standard category for seventh grade is in the area of problem solving and modeling/data analysis, at 8.5%. The lowest percentage is in communicating reasoning.

In sixth grade 12% scored in the standards met and standards exceeded categories and almost 64% scored in the standards not met category in overall achievement. This is about the same place our eighth graders started, and they ended only a few percentage points smaller in this category. The largest percentage in the above standard category is in the area of communicating reasoning, 7.5%. The lowest percentage of 3% is in the area of problem solving and modeling/data analysis.

In sixth grade 12% scored in the standards met and standards exceeded categories and almost 64% scored in the standards not met category in overall achievement. This is about the same place our eighth graders started, and they ended only a few percentage points smaller in this category. The largest percentage in the above standard category is in the area of communicating reasoning, 7.5%. The lowest percentage of 3% is in the area of problem solving and modeling/data analysis.
- The Standards Mastery Assessments (SMA) were to be used by teachers at every grade level to assess their instruction of a standard, analyze the data and inform their instruction for targeted reteaching. This was put in place in the 18-19 school year and was very inconsistently implemented due to the fact that it was the first year of the Ready Math curriculum adoption, and half of the Math teachers were in their first year of teaching, and only one of the four was an experienced Math teacher. In the 19-20 school year again half of the Math department were first year teachers, but some of these actions were put into place. An average of about 5 SMA were given per Math teacher in the first two trimesters to each of their classes, before going to distance learning due to the pandemic. There were three teachers in sixth grade and one did a follow up to one of the SMA's they had given to one of their classes. There were two teachers in seventh grade and there were four SMA's in four classes that had follow up. There was only one teacher in eighth grade and they did not do follow ups on any of the SMA's given in their classes. See Table I in appendix 1.

Observations:

For the same standard tested after the targeted teaching in sixth grade the percentage of proficient students increased by 13 percentage points.

For the same standard tested after the targeted teaching in seventh grade, with Teacher 4 in period 2, the percentage of proficient students increased by 6 percentage points, and the progressing student percentage increased by 23% points and the beginning category decreased by 29 percentage points.

This trend for seventh grade, for Teacher 4 in period 2, is sustained in later testing of that standard in conjunction with a related standard.

For teacher 4 in period 6 assessment of the same standard after targeted teaching yielded an increase of 49 percentage points in the proficient category, decreasing the progressing percentage by 9, and the beginning category by 40 percentage points.

The results were similar for teacher 3 in period 5. The proficient category increased 29 percentage points, and the beginning category decreased by 27 percentage points.

3. Taking the scaled scores for the Math Diagnostic 2 given at the end of the first trimester and the scores for the Diagnostic 3 given at the end of the second trimester, the percentage of students increasing their overall scores was significantly higher, than those decreasing their overall scores. See Table II in appendix 1

Observations:

The Math Diagnostic is formatted to mirror the SBAC assessment.

This is a measure of their progress toward attaining grade level standards.

Three quarters of the classes performing at least one Standards Mastery Assessment and making instructional decisions based on these increased their scaled scores on the Math Diagnostic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6		*		*		*		5
Grade 7		*		*		*		9
Grade 8		1539.0		1536.3		1541.2		16
All Grades								30

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8		12.50		31.25		50.00		6.25		16
All Grades		10.00		36.67		50.00		3.33		30

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8		31.25		37.50		25.00		6.25		16
All Grades		36.67		40.00		20.00		3.33		30

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8		12.50		25.00		31.25		31.25		16
All Grades		6.67		20.00		40.00		33.33		30

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8		6.25		68.75		25.00		16
All Grades		10.00		70.00		20.00		30

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8		43.75		50.00		6.25		16
All Grades		56.67		36.67		6.67		30

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8		12.50		50.00		37.50		16
All Grades		6.67		43.33		50.00		30

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8		0.00		87.50		12.50		16
All Grades		3.33		90.00		6.67		30

Conclusions based on this data:

1. The largest number of EL students are in 8th grade, a contributing factor may be that no students have been re-designated in grades 6 through 8 until 8th grade. Half of the eighth grade EL students are in the EPAC level 2, somewhat developed, for overall language.
2. In eighth grade in oral language about 60% of the students are in levels 3 and 4, moderately developed and well developed, and the exact opposite is true for the written language category.
3. The majority of students are in the Somewhat/Moderately category for all domains. This is the first year of EPAC administration and comparison data is not available.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
299	65.6	21.1	1.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	63	21.1
Foster Youth	4	1.3
Homeless	4	1.3
Socioeconomically Disadvantaged	196	65.6
Students with Disabilities	56	18.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7
American Indian	23	7.7
Asian	3	1.0
Hispanic	110	36.8
Two or More Races	3	1.0
White	133	44.5





Conclusions based on this data:

1. English learners now comprise about a quarter of our student population. The percentage of students with special education services is unusually high at 18%.
2. Most of our population of students are socioeconomically disadvantaged. The two largest ethnic groups White and Hispanic are almost equal in size at 44% and 37%.
3. The percent of foster youth is increasing daily, and children who live with grandparents, aunts and uncles are not included in this percentage as displaced children.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="784 506 836 533">Red</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1260 506 1312 533">Red</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 360 730">Red</p>		

Conclusions based on this data:

1. Chronic absenteeism, suspension rate and mathematics academic achievement are all areas of challenges. These are the indicators that required a Comprehensive School Improvement effort.
2. English Language Arts achievement is an area that has improved.
3. Mathematics is the largest academic area of need for improvement.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 59.5 points below standard Increased ++8.3 points 267	<p>English Learners</p>  Orange 85.8 points below standard Increased Significantly ++24.7 points 62	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Yellow 66 points below standard Increased Significantly ++16.2 points 174	<p>Students with Disabilities</p>  Red 145.7 points below standard Declined -4.9 points 51

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 108 points below standard Maintained -0.6 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.1 points below standard Increased ++9 points 100	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Yellow 51.7 points below standard Increased ++3.8 points 116

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.6 points below standard Increased Significantly ++26.1 points 58	Less than 11 Students - Data Not Displayed for Privacy 4	56.2 points below standard Increased ++4.8 points 191

Conclusions based on this data:

- All students and the largest populations of Socioeconomically disadvantaged and Hispanic students are all 60, 66, and 68 points below standard. The current English Learners are 87 points below standard, and the Students with disabilities are 145 points below standard.
- The current English Learner students increased significantly in points below standard in 2019, 25 points, whereas the English only students increased only 4 points.
- There are 58 current English Learners and they increased 25 points, and there are 51 students with disabilities and they declined 5 points.

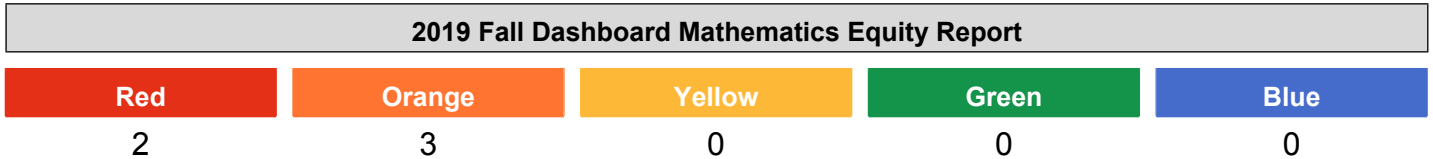
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 105.2 points below standard Maintained -1.7 points 268	<p>English Learners</p>  Orange 138 points below standard Increased Significantly ++18.4 points 63	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Orange 115.8 points below standard Increased ++9.2 points 175	<p>Students with Disabilities</p>  Red 209.5 points below standard Declined Significantly -16.3 points 51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 151.7 points below standard Declined Significantly -17.2 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 115 points below standard Increased ++11 points 100	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Red 96.8 points below standard Declined Significantly -16.7 points 117

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.9 points below standard Increased Significantly ++18.6 points 59	Less than 11 Students - Data Not Displayed for Privacy 4	101.6 points below standard Declined -10.3 points 191

Conclusions based on this data:

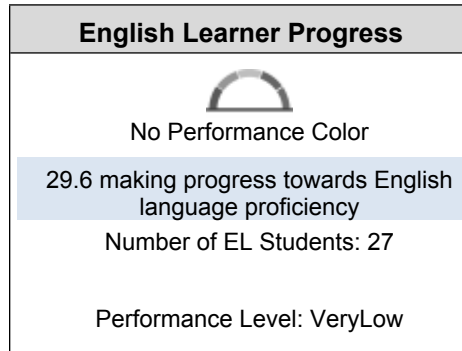
- All students, students with disabilities, and White students all declined in Math achievement towards standard, with the largest decline for White students and students with disabilities at 16 points each. Students with disabilities have the largest gap in achievement, being 209 points below standard.
- Socioeconomically disadvantaged, and Hispanic students both increased toward standards by 9 and 11 points. The highest gain of 18 points is for English Learners. Even though English Learners, Hispanic and Socioeconomically disadvantaged students increased in their achievement towards grade level, their gap is still larger than our white population, in Mathematics.
- Current English Learners increased significantly by 18 points to standard in Mathematics, this is about a quarter of our population.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	7	2	6

Conclusions based on this data:

1. There are 27 English Learners. 22% progressed at least one ELPI level.
2. 33% maintained their ELPI level.
3. 44% decreased one ELPI level, causing a larger gap in their achievement.

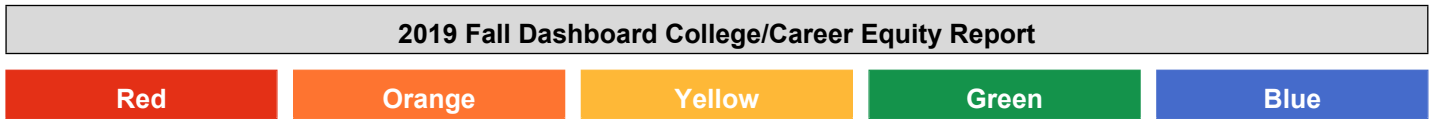
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

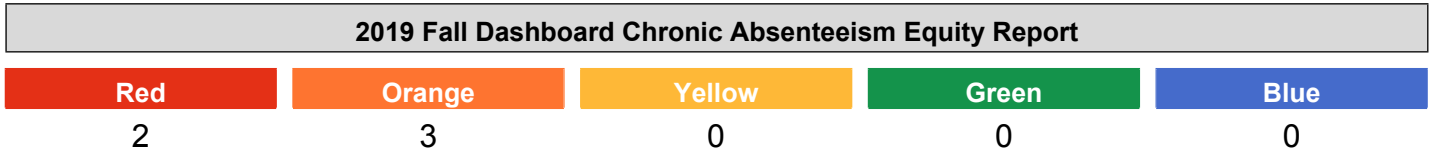
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>29.2</p> <p>Increased +0.9</p> <p>305</p>	<p>English Learners</p>  <p>Orange</p> <p>20.3</p> <p>Declined -6.3</p> <p>64</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>33.3</p> <p>Increased +2.9</p> <p>204</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>43.3</p> <p>Increased +13</p> <p>60</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 28 Increased +10.6 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.3 Declined -2.3 111	 No Performance Color 40.7 Increased +15.7 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 32.1 Declined -0.8 137

Conclusions based on this data:

- English Learners, White, and Hispanic students attendance is in the orange performance level.
- All students, Socioeconomically disadvantaged students, and Students with disabilities are all in the red performance level.
- The largest increase in attendance was from the students with disabilities group. The largest drop in attendance is from the English Learner group.

School and Student Performance Data

Academic Engagement Graduation Rate

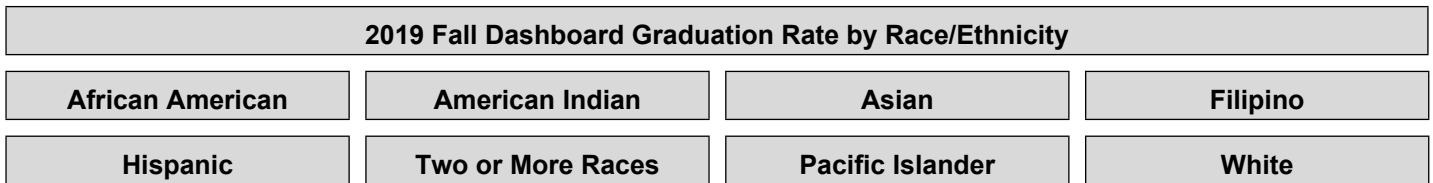
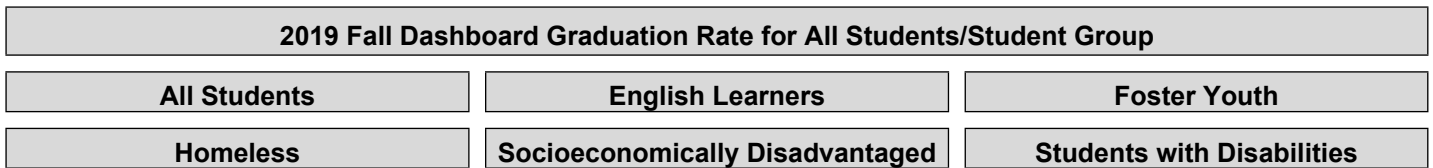
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

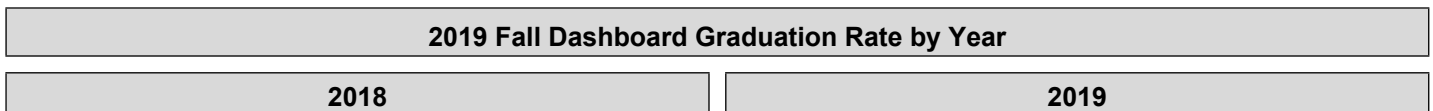
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

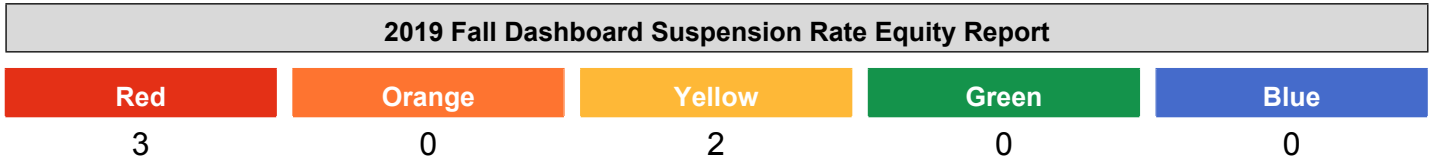
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 14.3 Increased +3.5 329	<p>English Learners</p>  Yellow 10.3 Declined -2.2 68	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 4	<p>Socioeconomically Disadvantaged</p>  Red 17.6 Increased Significantly +5.5 222	<p>Students with Disabilities</p>  Red 25 Increased +25 68

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color 26.9 Increased +9.5 26	 No Performance Color Less than 11 Students - Data 3	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.9 Declined -0.3 119	 No Performance Color 10.3 Declined -8.4 29		 Red 15.3 Increased Significantly +7.2 150

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.8	14.3

Conclusions based on this data:

1. There was an increase in the percentage of students with at least one suspension from 11% in 2018 to 14% in 2019. The largest gain was in the students with disabilities group, with a 25 point increase.
2. All students increased, White and Socioeconomically disadvantaged increased significantly at 5% and 7%, as well.
3. English Learners and Hispanic students declined slightly by 2% and .3%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

LCAP Goal #1: Students will be prepared to be college and or career ready.

Goal 1

BGMS Goal #1 Prepare students to be college and/or career ready as evidenced by increasing the percent of students above standard on the Smarter Balanced Interim Assessment Blocks given to assess standards taught in ELA, and the Standards Mastery Assessments from iReady in Math, by 10% and decreasing the below standard and near standard categories in ELA, and increasing the proficient category and decreasing the progressing and beginning categories in Math, given after first instruction, and then again after reteaching, including analyzing results and informing reteaching.

Identified Need

All students are scoring 105.2 points below standard on the SBAC in ELA

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Interim Assessment Block scores for all students in ELA after every set of standards	4% are scoring at the 70 percentile for Renaissance Learning Star Reading assessment	10% increase after reteach
SMA scores for all students in Mathematics after every set of standards.	Math diagnostic 39% 3 or more grade levels below, 27% two grade levels below, and 26% one grade level below	10% increase after reteach

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Train staff in the use and analysis of the Smarter Balanced Interim Assessment Blocks for ELA, and the Standards Mastery Assessments for Math, to be able to inform their instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,750

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
10 teachers 6 hour training, once every
trimester

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Meet in PLCs for each subject area using the cycle of inquiry, Analyze the data from the IAB's and the SMA's to develop goals for reteaching of each set of standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,167

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
10 teachers once a month for two hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Train teachers to use the online Ready Math teacher toolbox and the online Collections teacher tools, and other resources to structure reteaching using instructional resources to differentiate instruction on classroom and in distance learning for students performing below grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,676

Source(s)

General Fund

1000-1999: Certificated Personnel Salaries
10 teachers on one pre-service staff
development day

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

**All students

Strategy/Activity

Teachers will be involved in AVID Digital XP training for use of AVID School wide digital strategies in Math and ELA, and collaborate with an AVID-facilitated Community of Practice, access AVID's vast digital resources, including designing instruction that leverages fast-changing digital resources and one-to-one coaching throughout the 2020-2021 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,337

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
9 Math teachers at \$850.00 registration and
20.5 hours of extra duty pay

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use web based version of Accelerated Reader as a motivational and tracking tool. This is a system that parents appreciate and needs to be fully trained to include groups of students, to meet specific needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,500.00

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
One account for every student

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will participate in Classroom Walkthroughs to hold each other accountable for use of agreed upon resources for reteaching and embedding deficit skills into grade level standards. Teachers will set goals when analyzing their SMA and IAB data for reteaching, and explicitly use agreed upon resources for reteaching. Teachers will use these goals and a protocol for walkthrough observations, following the format of Robert Marzano's Instructional Rounds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,186

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
10 teachers 1 period observations, 1 debrief period, once a month for each teacher = 2 1/2 day subs a month = 20 days of substitute pay

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID Eighth, Seventh, and Sixth Grade Elective, and use of AVID school wide strategies of interactive notebooks, focused note taking, Philosophical Chairs, Socratic Seminars, and WICOR classroom strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

34,184

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Cost of three sections on master schedule

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Special Education services

Strategy/Activity

Special education teachers analyze data from the Read Naturally diagnostic and the MobyMax Math diagnostic to inform their individual one on one instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,016

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Three teachers twice a month one hour after school

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVD Site Team meetings carried out to further the implementation using teachers as leaders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

567

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
5 teachers X 1.5 hours a month extra duty pay

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA Math teachers participate in instructional coaching to support their selection of effective strategies to reteach a concept.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,500

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Cost of coach and extra duty pay for 10
teachers 1.5 hours twice a month

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Learner acquisition of English

LEA/LCAP Goal

LCAP Goal #1: Students will be prepared to be college and or career ready.

Goal 2

Increase the percent of students who progress at least one ELPI level 5% to 27% and those who maintain their ELPI level 5% to 38% on the English Language Proficiency Assessments for California (ELPAC).

Identified Need

44% of EL students taking the ELPAC in April 2019 decreased one ELPI level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC 2021 results	progress one level from 22" to 27% on the English Language Proficiency Assessment for California maintain their ELPI level from 33% to 38% on the English Language Proficiency Assessment for California	progress one level from 22" to 27% on the English Language Proficiency Assessment for California maintain their ELPI level from 33% to 38% on the English Language Proficiency Assessment for California

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Implement an ELD program using student materials from the California Collections adoption.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

45,584

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Four sections of English Language
Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with attention given to EL progress.

Strategy/Activity

Use PLC meetings to go deeper into and monitor more closely the performance of ELs, with a special focus on ELs who continue to perform at the Moderate Level on the ELPAC, in all subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Collaboration Tuesdays during regular teacher
contract time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Newcomer students and students with special education services

Strategy/Activity

All teaching staff training in using Google accessibility apps to differentiate for English Language learners, and students with special education services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,124

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
In pre-service Professional Development Days
(part of teacher contract days)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will train in and use the Smarter Balanced Tools for Teachers as an online collection of resources to support the use of the formative assessment process to adjust teaching for improving student learning, and to practice in the format of the SBAC assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Two after school training days for 18 teachers
for two hours.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students in designated ELD

Strategy/Activity

Training in use of designated ELD materials in the Collections adoption, and coaching for use of the curriculum in ELD classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,500

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Teachers' training, and coaching cost.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Intervention

LEA/LCAP Goal

LCAP Goal #3: Students will be provided academic support to promote language, mathematical and technology literacy.

Goal 3

Provide academic support by teaching deficit skills where necessary to learn grade level standards to increase students' Math diagnostic scaled score 25 points, and AR Star Reading Assessment grade equivalent .5, in every trimester for each student.

Identified Need

The percentage of all students in the standards not met category for ELA on the SBAC remained high over the last three years at 45%, 48%, and 46%.
The percentage of all students in the standards not met category for Math on the SBAC remained high over the last three years at 54%, 58%, and 57%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math diagnostic scaled scores AR Star Assessment grade equivalent	differs for every student	Scaled score increase of 25 points grade equivalent increase of .5

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All under-performing students

Strategy/Activity

Teachers analyze essential standards for prerequisite skills tied to each standard, to be embedded in the instruction in ELA and Math of each grade level standard. (Due to the pandemic 2019-2020 unfinished learning)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,680

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Department meetings after school 2 per month 2
hours each X 10 teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at risk of retention

Strategy/Activity

Summer Session 2021 will be used to assess the learning loss in the third trimester 19-20, and as long as we are distance learning, and establish several resources for embedding deficient skills in the instruction of grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13,334

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Cost of four teachers for 16 days of Summer
School, 5 hours a day.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing students

Strategy/Activity

Place students in Math intervention classes as is dictated by teacher benchmark assessments, grades, and the Math Diagnostic Assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

75,400

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1.0 FTE teaching intervention classes for Math

12,608

Title VI Part B: Rural Education Achievement Program
1000-1999: Certificated Personnel Salaries
.18 FTE teaching intervention classes for Math

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing students

Strategy/Activity

Meet with teachers for students not accomplishing a 2.0 overall GPA with parent present, each trimester, continue to monitor student achievement, and document teacher use of interventions along with parent communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31,521

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
One third the cost of a full time academic counselor

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing students

Strategy/Activity

Meet with parents, teachers, and student in Student Success Team meetings for students not responding to teacher documented interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31,521

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
One third the cost of a full time academic counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Access Willits Kids Club after school program, for low performing BGMS students; including after school intervention classes in ELA and Math taught by credentialed teachers, and homework help.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

After School and Education Safety (ASES)
1000-1999: Certificated Personnel Salaries
Extra duty Teacher Pay for Math and ELA
support classes

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math and ELA teachers will train in the use of the acceleration model of addressing grade level standards and embedding deficient skills, using focused standards and a progression of deficient skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,040

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
12 hour training for 10 teachers

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Safety

LEA/LCAP Goal

LCAP Goal #4: Students and families will be supported and encouraged to advocate healthy lifestyle choices

Goal 4

Continue to implement supports for Students' Health and Safety as evidenced by a reduction in the percentage of students suspended in one year from 14% to 9%.

Identified Need

On the California Dashboard all students, Socioeconomically Disadvantaged, and students with disabilities are all in the red level. All students increased 3.5% over the 17-18 year, socioeconomically disadvantaged students increased by 5.5% over the year, and students with disabilities had the largest increase of 25%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students suspended on the California Dashboard	14.3% of all students suspended at least once in one year	9% of all students, or less suspended at least once in one year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use classroom interventions such as review of classroom norms, parent contact, and student contracts before referring disruptive students for administrative action, assigned, supported and monitored by the Vice Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

104,124

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Cost of the Vice Principal

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teach Social Emotional Learning topics embedded in regular content area lessons, and in PE and Exploratory classes on topics, and using resources provided by the counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

31,520

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
One third the Cost of a Counselor

630.00

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Leadership meeting attended by a representative of Exploratories and PE, 15 1 hour meetings a year.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers use their common prep time for student meetings to talk about the needs of students and their behavior, as well as parent and grade level team meetings to look for solutions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

General Fund
1000-1999: Certificated Personnel Salaries
30 minutes a week during regular contract time.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build consistency in classroom management by using the common expectations for students and staff, and reviewing their use through a teacher support group.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

833

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
1 hour of a Staff Development Day

1,284

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Classroom observations during teacher prep periods, and goal setting meetings after school, extra duty pay for 5 teachers six hours (meet two times a semester).

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use Restorative Practices, community service, conflict resolution, counseling groups, and counseling as a responsive service to altercations, as alternatives to suspension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Included in the full time cost of a Vice Principal and Counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide a College and Careers Week, and an AVID Elective to support the College Going Culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Cost of three sections of AVID Elective
previously funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Parent Education trainings for distance learning and AVID Parent Workshops for College going topics, every other Wednesday for trainings and once a trimester for workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Parent materials needed for sessions.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue a Peer Helper program for conflict management, and peer mentoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental

1000-1999: Certificated Personnel Salaries
Included in the cost of a full time counselor

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide rewards for student behavior in classrooms; merit draws, honor assembly rewards, and certificates, with Student Council input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Incentive prizes

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

8th and 6th grade students

Strategy/Activity

Use WEB, the (Where Everyone Belongs) Program for 6th graders as a transition from elementary to middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

361

Source(s)

Site Based Gifts and Donations
4000-4999: Books And Supplies
From the Willits Police Funding donation

1,253.00

LCFF
1000-1999: Certificated Personnel Salaries
Stipend for WEB Advisor

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide student clubs to encourage participation in healthy activities and school contentedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500.00

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
\$500 stipend for three club advisers

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Classroom interventions were used by 90% of the teachers. Parent notifications seemed to work the best. These were not effective for the top tier students with misbehavior, about 10%. Social Emotional curriculum was implemented in period 7 by teachers, but they were ineffective due to a lack of relevance for students. Teachers met as a team and with parents during grade level team meetings to target certain students, that was effective, but the top 10% had parents who were not available most of the time. Norms were developed, common expectations for every classroom were posted. Restorative practices were used, more training is needed. The AVID elective classes were successful in developing a college going culture at BGMS. the College and Career Week was not implemented due to being out due to the pandemic. The campus supervisor was not effective at keeping students safe due to the student adult ratio during supervision times. Extrinsic rewards are very effective for students with middle level behavior. The WEB program continues to be effective in helping sixth graders with the transition to middle school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The goal was to reduce the percent of students suspended from 10.8% to 5%, the percent of students suspended increased to 14% in 2018-2019. The goal was not met. All budgeted expenditures were carried out as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes being made are to replace parent conferences for student contracts as a classroom intervention before referring to administration. Social Emotional curriculum will be taught to

students in content area classes, embedded into regular lessons for relevance. Common Classroom Expectations for students and staff for distance learning have been developed and are taught in every classroom, but will now have monitoring and support. Parent education trainings will be carried out every other week to be available to all parents. Additional communication with parents will be added. Peer Helper program was an effective intervention for conflicts, and they will add mentorships to their duties. We will continue to add student clubs to encourage participation in healthy activities and school connectedness.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Attendance

LEA/LCAP Goal

LCAP Goal #3: Students and families will be supported and encouraged to advocate healthy lifestyle choices

Goal 5

Lower the rate of chronically absent students from 29.2% to 24.2%

Identified Need

From 2018 to 2019 for percent of Chronically Absent students increased by .9%, from 28.3 to 29.2, the state average is 10.1 %.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Chronically Absent students in the California Dashboard.	29.2% of students at BGMS are Chronically absent in the 2018-2019 school year.	lowered by 5% to 24.2% in the 2020-2021 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Structure a reward system for perfect and improved attendance, including quarterly recognition, student led attendance challenges, and a year end activity. Initiate categories other than just perfect attendance, keeping with the growth mind set, such as Stellar Attendance, Good Attendance, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000.00

Comprehensive Support and Improvement (CSI)
0001-0999: Unrestricted: Locally Defined
attendance incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Publicize to students and families the advantages to achievement and programs that would be gained with improved attendance, at school and at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

General Fund
4000-4999: Books And Supplies
Newsletters and Flyers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Chronically absent students

Strategy/Activity

Weekly check in by counselor and Vice Principal to give feedback on daily attendance monitoring, set goals, and rewarding appropriate behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Included in cost of a Vice Principal and
Counselor

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Call parents once a week to update school activities, and encourage them as partners and advocates for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,285

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Use new website

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher professional development about classroom practices students exhibiting trauma influenced behavior due to the Covid shelter in place practices, and distance learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
18 staff members, 4 hours extra duty pay

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students were not identified specifically as chronically absent so services were not targeted at specific students. All activities were carried out, but there was no specific relevance for the social emotional learning. The teacher grade level meetings were very effective when they included parents. The weekly calls are very effective at communicating with parents.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None noted

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Student check-ins are added, with goal setting, monitoring data, and rewarding appropriate behavior. Teachers need to know how to react to student conditions due to the pandemic sheltered in place practice at the end of the last academic year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$81,684
Total Federal Funds Provided to the School from the LEA for CSI	\$170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$520,185.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$90,991.00
Title I	\$80,900.00
Title VI Part B: Rural Education Achievement Program	\$12,608.00

Subtotal of additional federal funds included for this school: \$184,499.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$8,000.00
District Funded	\$21,285.00
General Fund	\$102,601.00
LCFF	\$2,753.00
LCFF - Supplemental	\$200,686.00
Site Based Gifts and Donations	\$361.00

Subtotal of state or local funds included for this school: \$335,686.00

Total of federal, state, and/or local funds for this school: \$520,185.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	8,000.00
Comprehensive Support and Improvement (CSI)	90,991.00
District Funded	21,285.00
General Fund	102,601.00
LCFF	2,753.00
LCFF - Supplemental	200,686.00
Site Based Gifts and Donations	361.00
Title I	80,900.00
Title VI Part B: Rural Education Achievement Program	12,608.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	498,339.00
4000-4999: Books And Supplies	3,561.00
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	11,785.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	8,000.00
0001-0999: Unrestricted: Locally Defined	Comprehensive Support and Improvement (CSI)	1,000.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	76,491.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	10,500.00
1000-1999: Certificated Personnel Salaries	District Funded	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	1,285.00
1000-1999: Certificated Personnel Salaries	General Fund	102,401.00
4000-4999: Books And Supplies	General Fund	200.00
1000-1999: Certificated Personnel Salaries	LCFF	2,753.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	200,686.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	361.00
1000-1999: Certificated Personnel Salaries	Title I	75,400.00
5000-5999: Services And Other Operating Expenditures	Title I	5,500.00
1000-1999: Certificated Personnel Salaries	Title VI Part B: Rural Education Achievement Program	12,608.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	87,883.00
Goal 2	86,208.00
Goal 3	179,104.00
Goal 4	159,505.00
Goal 5	7,485.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Maria de los Angeles Munguia	Principal
Kristin Fraser	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Kameron Ludwig	Classroom Teacher
Conan McKay	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Compensatory Education Advisory Committee
	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/16/2019.

Attested:

Principal, Maria de los Angeles Munguia on
SSC Chairperson, Kristin Fraser on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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