BOARD OF TRUSTEES REGULAR BOARD MEETING
GUSTINE UNIFIED SCHOOL DISTRICT
1500 MEREDITH AVENUE
GUSTINE, CA 95322
WEDNESDAY, JUNE 10, 2026
Closed Session – 6:00 p.m. **Open Session – 7:00 p.m.**

I. CALL TO ORDER - 6:00 p.m. – *OPEN SESSIONS OF THIS MEETING WILL BE RECORDED*

A. Roll Call

Mr. Gary Silva, President
Mr. Kevin Bloom, Clerk
Mr. Kevin Cordeiro, Board Member
Mrs. Evelin Gimlett, Board Member
Mr. Zachery Ramos, Board Member
Mr. Oscar Vergara Vazquez, Student Board Member

B. Public Comment

The public may comment on any closed-session agenda item.

II. CLOSED SESSION

A. Public Employee Discipline/Dismissal/Release [Gov't Code Section 54957]

B. Conference with Labor Negotiator Bryan Ballenger, Superintendent – GRTA/CSEA (Govt. Code 54954.5 (f) pursuant to Govt. Code 54957.6)

C. Public Employee Performance Evaluation Superintendent

III. RECONVENE TO OPEN SESSION

A. Pledge of Allegiance

B. Report from Closed Session

C. Revision/Ordering of Agenda

D. Adoption of Agenda

E. Disability-Related Modifications

Requests for any disability-related modification or accommodation, including auxiliary aids or services in order to participate in the public meeting, may be made by contacting the Gustine Unified School District Office at (209) 854-3784 as soon as possible. Agendas and other writings may also be requested in alternative formats, as outlined in Section 12132 of the Americans with Disabilities Act.

IV. REPORTS AND PRESENTATIONS

A. Retirement Recognition

1. Ms. Dawn Mees – Cafeteria Lead, 21 Years of Service
2. Mrs. Linetta Borrelli – Instructional Aide, 8 Years of Service

B. Student ASB Reports

C. **Student Board Member Report – Mr. Oscar Vergara Vazquez**
D. **Board Reports**
E. **Superintendent Report**

V. CONSENT AGENDA

Items under Consent are considered as a group. Only one motion is necessary to approve these items. Consent items are of a routine nature and for which the Superintendent recommends approval. In accordance with the law, the public has a right to comment on any agenda item. At the request of any member of the Board, any item of the Consent Agenda shall be removed and given individual consideration for action as a regular action item on the agenda.

A. Personnel

1. Andam, Fabian – Hire Boys' JV Summer Basketball Coach, GHS
2. Flores, Mauricio – Hire Boys' Varsity Volleyball Coach, Temporary, GMS
3. Falcon, Nancy – Resignation, Bilingual Liaison, GMS
4. Aguilera, Atziri – Resignation, Expanded Learning Program Site Lead, GMS
5. Martinez, Eileen – Resignation, College and Career Technician, GHS
6. Fanelli, Danielle – Resignation, Special Education Teacher, GES
7. Borrelli, Linetta – Retirement, Instructional Aide, GHS
8. Jimenez, Stephen – Resignation, Special Ed Teacher, GMS
9. Miranda, Veronica – Resignation, Principal, RES
10. Higgins, Jacquelyn – 7th & 8th Grade ELA Teacher, GMS
11. Victoria, Lino – Hire JV Assistant Football Coach, GHS
12. Elliot, Kim – Hire Speech Language Pathology Assistant, GES & RES
13. Roman Silva, Alondra – Hire CTE Counselor, Temporary, GHS
14. Sanchez Luquin, Rosa – Hire Special Education Teacher, GES
15. Laupua, Solomona – Hire Varsity Girls' Volleyball Coach, GHS
16. Etheridge, Christopher – Assign Volunteer Girls' Flag Football Coach, GHS
17. Etheridge, Adelaide – Hire Varsity Girls' Flag Football Coach, GHS
18. Esparza, Lisa – Hire Spirit Advisor/Coach, GHS
19. Lane, Collin – Hire Head Varsity Football Coach, GHS
20. Nocito, Paul – Hire Varsity Assistant Football Coach, GHS
21. Dremmers, Paul – Hire Varsity Assistant Football Coach, GHS
22. Andam, Fabian – Hire JV Head Football Coach, GHS

B. Minutes

1. May 13, 2026, Regular Meeting

C. Yearly Renewals and Contracts

1. MCOE Business Services Department/Technology Services Agreement (Renewal)
2. 5-Star Students (Renewal)
3. 26-27 MCOE Media Services Agreement (Renewal)
4. CODESP (Renewal)
5. School Services of California Inc. (Renewal)
6. Level Data (previously School Mint)
7. Summit K12 (Renewal)
8. Vista Higher Learning (Renewal)
9. Renaissance Learning (Renewal)

10. Studies Weekly Social Studies Adoption TK-6 (Renewal)
11. 6crickets Expanded Learning Management Basic Tool Service (Renewal)
12. CSBA Membership Dues (Renewal)
13. CSBA Gamut Policy Dues (Renewal)

D. Business Services

1. None

E. Donations

1. None

VI. INFORMATION/DISCUSSION/REPORT

A. None

VII. COMMUNICATION FROM THE PUBLIC

Members of the public may bring before the Board matters that are not listed on the agenda. The Board may refer such a matter to the Superintendent or designee or take it under advisement, but shall not take action at that time. Comments will be accepted during this time concerning any action item on the agenda. The Board will consider all comments prior to taking action on the item as listed on the agenda in the Action Item section, (Gov. Sec. 54954.3). Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item (BP 9323).

VIII. ACTION

A. Warrants

Recommendations:
It is recommended that the Board of Trustees ratify the warrants.

B. 2026-2027 LCAP, Public Hearing

Recommendations:
It is recommended that the Board of Trustees hold a public hearing to obtain community input regarding the 2026-2027 LCAP.

C. 2026-2027 Budget Adoption, Public Hearing

Recommendations:
It is recommended that the Board of Trustees hold a public hearing to obtain community input regarding the 2026-2027 Budget Adoption.

D. Gustine High School – CIF League Representatives

Recommendations:
It is recommended that the Board of Trustees approve the designation of league representatives.

E. Resolution NO. 2025-26-31 Order of Election for Governing Board

Recommendations:

1. It is recommended that the Board of Trustees waive the reading of Resolution NO. 2025-26-31 Order of Election for Governing Board Members.

2. It is recommended that the Board of Trustees approve the Resolution NO. 2025-26-31 Order of Election for Governing Board Members.

F. Facilities Classroom Lease Agreement Between GUSD and MCOE

Recommendations:

It is recommended that the Board of Trustees approve It is recommended that the Board of Trustees approve the Facilities Classroom Lease Agreement between the Gustine Unified School District and the Merced County Office of Education for the continued operation of the Head Start program for the term of July 1, 2026 through June 30, 2036, and authorize the Superintendent or designee to execute the agreement.

G. GUSD Booster Clubs Approval

Recommendations:

It is recommended that the Board of Trustees approve to allow Gustine FFA Ag Boosters, Gustine High School Athletic Boosters, and Quarterback Club fundraise for the 26-27 school year.

H. GHS Course of Study Outline for 26-27 SY

Recommendations:

It is recommended that the Board of Trustees approve the updated course of study outlines for Gustine High School.

I. Resolution NO. 2025-26-32 Excusing Board Member Absence for Purposes of Monthly Compensation

Recommendations:

1. It is recommended that the Board of Trustees waive the reading of Resolution NO. 2025-26-32 Excusing Board Member Absence for Purposes of Monthly Compensation.

2. It is recommended that the Board of Trustees approve Resolution NO. 2025-26-32 Excusing Board Member Absence for Purposes of Monthly Compensation.

J. Subject.com Credit Recovery PHS 2026-2028

Recommendations:

It is recommended that the Board of Trustees approve Subject.com Credit Recovery PHS 2026-2028.

K. MCOE Science Professional Development 6-12

Recommendations:

It is recommended that the Board of Trustees approve the MCOE Science PD 6-12.

L. ELA Professional Development 6-12

Recommendations:

It is recommended that the Board of Trustees approve the MCOE ELA Professional Development 6-12.

M. Mathematics Professional Development TK-12

Recommendations:

It is recommended that the Board of Trustees approve the MCOE Math Professional Development TK-12.

N. Carnegie Clear Math Adoption K-5

Recommendations:
It is recommended that the Board of Trustees approve the Carnegie ClearMath Curriculum and Math Adoption K-5.

O. Kiddom Math Adoption 6-12

Recommendations:
It is recommended that the Board of Trustees approve the Kiddom Math Adoption for grades 6-12.

P. Innovomat Math Adoption TK

Recommendations:
It is recommended that the Board of Trustees approve the Innovamat Thinking Math Adoption and Purchase TK.

Q. Purchase an additional Floral Cooler for Room 25 (Floral Classroom)

Recommendations:
It is recommended that the Board of Trustees approve Purchasing an additional Floral Cooler for Room 25 (Floral Classroom).

R. Board Policy 4154 Health and Welfare Benefits Update, Second Reading

Recommendations:

1. It is recommended that the Board of Trustees waive the reading of Board Policy 4154 Health and Welfare Benefits Update.

2. It is recommended that the Board of Trustees approve the Board Policy 4154 Health and Welfare Benefits Update.

S. Board Policy May 2026, First Reading

Recommendations:
It is recommended that the Board of Trustees waive the reading of Board Policy Update May 2026.

IX. ADVANCED PLANNING

A. Reg. Board Mtg. June 24, 2026 @ 7:00 p.m. @ DO (Budget Adoption)
B. Reg Board Study Session July 8, 2026 @ 5:00 p.m. @ DO
C. Future Agenda Items

X. ADJOURN TO CLOSED SESSION (If needed)

XI. RECONVENE TO OPEN SESSION

XII. REPORT FROM CLOSED SESSION

XIII. ADJOURNMENT

REPORTS
AND
PRESENTATIONS

Gustine High School

Phone: (209) 854-6414 Fax: (209) 854-1955 Web: www.ghs.gustineusd.org
Principal: Adam Cano **Assistant Principal:** Stacy Lopes
Counselors: Ashley Ramirez, Daisy Zagazeta & Alondra Roman Silva

June 1, 2026

Gustine High School Report

Gustine High School has had a great end to the school year. We are proud of our students, staff, and families for all their hard work and support.

FFA Recognition

We would like to recognize our FFA students and advisors for a successful year. Their banquet was a great event that celebrated student success, leadership, hard work, and dedication. Congratulations to all students recognized and to those who earned scholarships to support their college and career goals.

Senior Awards Night

We would also like to thank and recognize our counseling department for their work in planning and hosting Senior Awards Night. This event recognized students for their accomplishments, scholarships, cords, and Seal of Biliteracy. It was a great night for our seniors and their families.

Band Concert

Congratulations to the Gustine High School Band, Mr. Mitchell, and all of the students who performed in the concert. The students did an amazing job. We also want to congratulate the students who earned pins and cords for their hard work and commitment to the music program.

FBLA Recognition

I would like to recognize our Gustine High School FBLA students for an outstanding year of hard work, leadership, and achievement.

Our FBLA chapter successfully completed the required FBLA season tasks and earned Gold Chapter recognition. This is a strong accomplishment and shows the dedication of our students.

Mr. Ward took nine students to the Central Section Leadership Conference in Visalia. Our students represented Gustine High School well and earned competitive

placements of 10th, 10th, 7th, and 5th place in their events. These results show the effort and pride our students put into developing their business and leadership skills.

Another major accomplishment is that our FBLA chapter was one of only five high schools in California to successfully complete the Financial Literacy Awareness Campaign in April. Through this campaign, our students promoted financial education and awareness within our school and community.

Athletics Update

Sports physicals will take place on May 27. We are already turning the corner and preparing for fall sports. Many students are practicing and getting ready for summer workouts.

Student Board Member

We will have our new student board members sworn in at the June 10 board meeting. We are excited to see our students continue to represent Gustine High School and share student voice at the district level.

Thank you to the Board of Trustees, Superintendent Ballenger, and all district-level personnel for their continued support for Gustine High School, our students, staff, and school community.

Adam Cano

Principal - Gustine High School

Gustine Middle School

Get ready. Maintain Respect. Show responsibility

28075 Sullivan Road
Gustine, CA 95322

Phone: (209) 854-5030
Fax: (209) 854-9592

Peter Duenas, Principal
Marcos Huerta, Assistant Principal

Administrative Report to the Gustine Unified School District

June, 2026

Name: Peter Duenas / Marcos Huerta **Position:** Principal / Assistant Principal

School Site: Gustine Middle School

School Enrollment: 6th – 8th (343 Students)

Monthly Highlights:

Another successful school year has ended, and the Gustine Middle School Braves have much to celebrate. We are proud of all that our students and staff have accomplished throughout the year and grateful for the many memorable experiences that brought our school community together.

The final weeks of school were filled with excitement and celebration. Our 8th-grade students enjoyed a fun-filled trip to the water slides, creating lasting memories with their classmates. We also recognized student achievement at our 8th Grade Awards Banquet, followed by the students' final school dance of the year. These special events culminated with our 8th Grade Promotion Ceremony, a milestone that students and staff worked diligently to prepare for, ensuring a meaningful and memorable experience for our promoting class.

As the school year drew to a close, our campus was energized by a spirit of joy, accomplishment, and anticipation for summer. At the same time, there was a sense of appreciation for the friendships, relationships, and connections that were built throughout the year. These bonds are an important part of what makes Gustine Middle School such a special place to learn and grow.

This year brought many successes, opportunities, and challenges. Through it all, our students and staff demonstrated resilience, perseverance, and a commitment to continuous growth. Each experience provided valuable lessons that strengthened our school community and helped us move forward together.

As we begin summer break, we extend our sincere appreciation to our students, staff, families, and community for their support throughout the year. We wish everyone a safe, relaxing, and enjoyable summer.

We look forward to welcoming our incoming 6th-grade students and continuing our work to inspire, support, and enhance the learning experiences of all our returning Braves. The future is bright, and we are excited for another outstanding year at Gustine Middle School.

Go Braves!

"Home of the Red-Tailed Hawk"

Amanda Hazan-Sanchez
Principal
ahsanchez@gustineusd.org

Blaine Ball
Assistant Principal
bball@gustineusd.org

Christina Reynoso
School Secretary
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Cohinda Corona
Attendance Clerk
ccorona@gustineusd.org

Silvia Martinez
Bilingual Liaison
smartinez@gustineusd.org

Cara Oliveira
Health Services Aide
cnunes@gustineusd.org

Expect Excellence!

Gustine Elementary School
2806 Grove Avenue
Gustine, CA 95322
(209) 854-6496 Office
(209) 854-9165 Fax
https://ges.gustineusd.org/

Parent Square GESLearns

Administrative Report
Gustine Unified School District

Amanda Hazan-Sanchez, Proud Principal of Gustine Elementary School

GES was very busy month in the month of May which included our Spring Fling, Open House, Romero Games, GES 5th Grade Wax Museum, Trimester 3 AR Event, GES Talent Show, End of Year Celebration and GES BBQ/5th Grade Celebration, GES Field Day.

GES 2025-26 School Year Highlights:

- 26 Students participated in the MCOE Writing Festival and received an award, with multiple 1st. 2nd and 3rd places.
- 3 Students participated in the MCOE Spelling Bee.
- 18 Students participated in the GES speech contest with 6 moving forward to MCOE and three students who received Honorable Mention
- Mrs. Michaelis Class competed in the World Math Day. We were 3 points away from making the top 100 schools in the world. GES placed 36/50 in the country. GES was 105/119 in the world. Every student got a certificate with their score and were so excited to receive it.
- 28 students with perfect attendance for the 2025-2026 school year.
- 218 (46.2% of student population) students with 96% attendance for the 2025-26 school year.
- 691 Students have been nominated as Hawk of the Week (some on more than one occasion).
- 14 students have been redesignated.
- GES has continued its dedication to supporting others and fundraised over $1,200 for Valley Children Hospital.
- Over 20 Student/Parent activities throughout the school year.

Our Grades 3-5 students took the CAASPP in the last couple of weeks. We are excited that we can see that growth has taken place with some of the results that have started to come in. We look forward to practicing Safety First, Outstanding Effort, Acting Responsibly, and Respecting Everyone.

We proudly serve 471 Hawks!

Nevaeh S. Graze
Gustine High School
2025 - 2026 Commissioner of Academics
Summer 2026

June 2026 Board Report

Jun 10, 2026

Good Evening GUSD Board, I am Nevaeh Graze and I hold the occupation of Commissioner of Academics for GHS...

Associated Student Body :

— School has officially come to an end with finals being turned in and our graduating Class of 2026 moving on from Gustine High School with their graduation being held on **June 5th**. We are so happy to see them moving forward in life and show their Reds spirit in the real world. I would also like to give personal congratulations to our Valedictorian, *Yajaira Huizar*, and our Salutatorian, *Gwendolyn Barcelos*.

Future Farmers of America :

— The Gustine FFA chapter wrapped up our school year with an end of the year banquet on **May 19th**. At that banquet they gave scholarships, awards, and recognition to various students, staff, and supporters. Also at the banquet the new officer team was installed into their roles as follows: **President** *Carson Bell*, **Vice President** *Juliana Martinez*, **Secretary** *Madeline Alves*, **Treasurer** *Justin Lopes*, **Reporter** *Natalie Ventura*, **and Sentinel** *Dominic Alves*. We wish them all the best of luck throughout their year of service. From **June 7th to the 12th** some of the FFA members will be exhibiting their livestock and still exhibits at the Merced Fair. We hope they all do their best with their projects.

Athletics :

— All athletics for the 2025-26 season have come to an end and we are so grateful for all of our athletes and coaches who dedicated their time. Now summer is in full swing, the 2026-27 Volleyball and Football season are starting tryouts and conditioning.

Thank you all for your continued support at Gustine High School. Have a good rest of your evening!

Romero Elementary School
13500 W. Luis Road
Santa Nella, CA 95322
(209) 854-6177 Office
(209) 826-6858 Fax

Veronica Miranda
Principal
vmiranda@gustineusd.org

Jacqueline Garcia
School Secretary
jagarcia@gustineusd.org

Mariana Franco
Bilingual Liaison
Attendance Clerk
mfranco@gustineusd.org

Jacqueline Galindo
Health Services Aide
jgalindo@gustineusd.org

Administrative Report to the Gustine Unified School District Board

June 2026

Name: Veronica Miranda – Principal

School Enrollment: 220

Monthly Highlights

The month of May was filled with meaningful celebrations, academic accomplishments, and memorable moments that highlighted the strength of our Romero Elementary community.

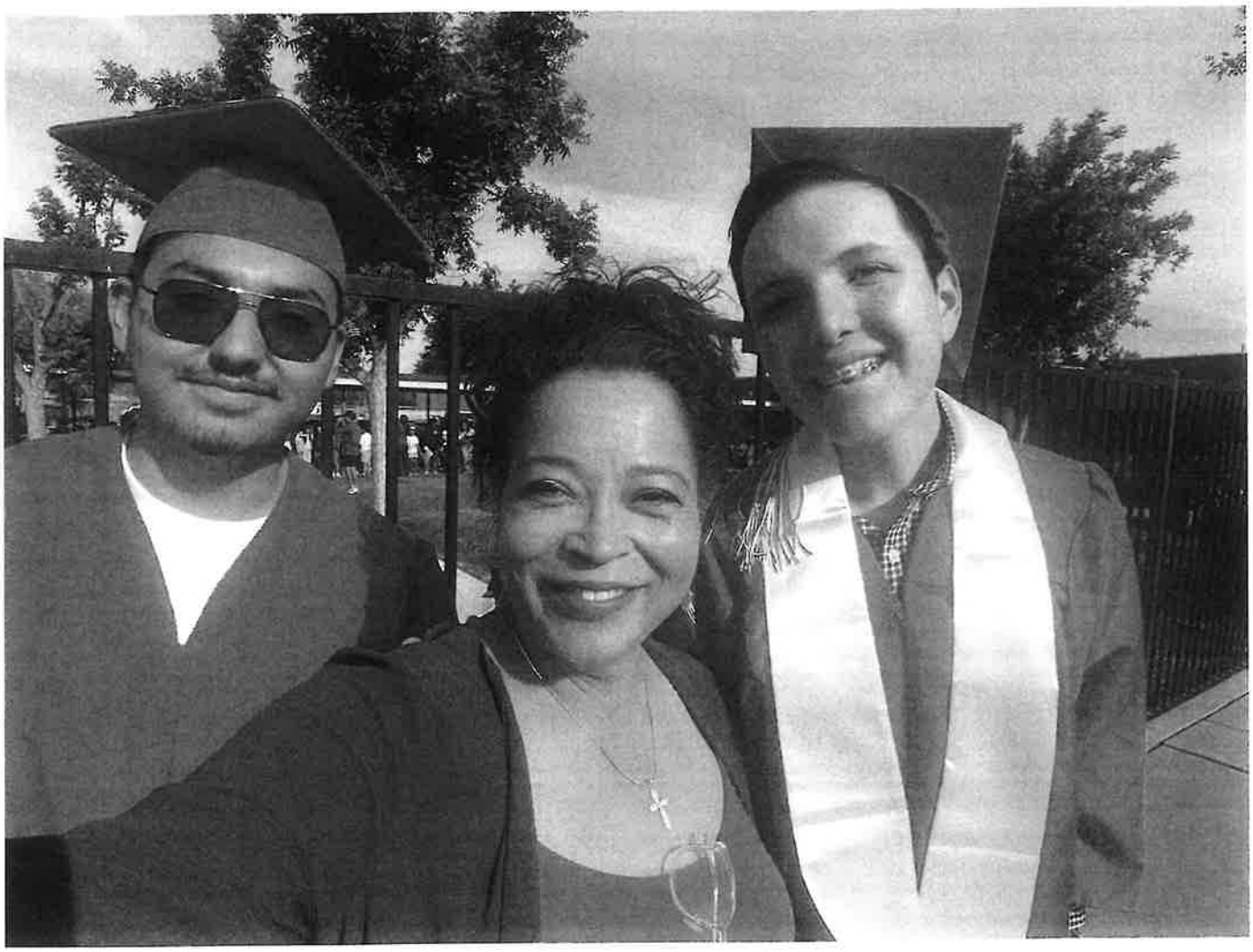
We began the month by administering the CAASPP assessment to our students in grades 3–5. I am proud to report that 100% of our eligible students completed the assessment. While official results are still being finalized, preliminary data indicate positive growth trends across multiple grade levels. We eagerly anticipate the final results and look forward to celebrating the hard work and dedication demonstrated by our students, staff, and families throughout the year.

Even during the final month of school, our commitment to literacy remained a top priority. Our kindergarten teacher facilitated a family literacy workshop designed to equip parents with practical strategies and resources to support reading at home throughout the summer months. We know that consistent reading practice is one of the most effective ways to prevent summer learning loss, and we are grateful for our families' partnership in fostering a love of reading beyond the school day.

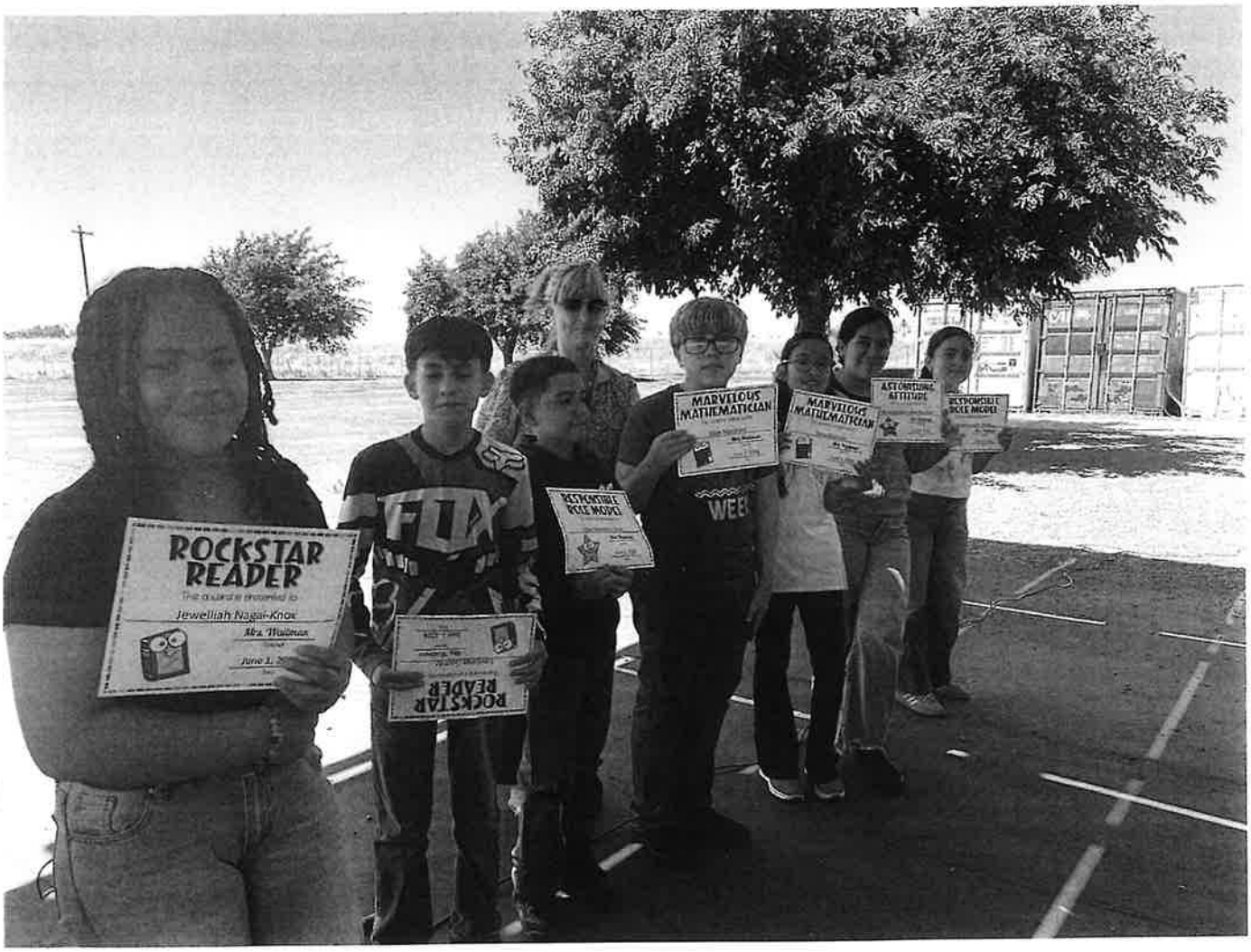
Our final week of school was filled with celebrations recognizing student achievement, growth, and talent. Events included our 3rd Trimester Awards Ceremony, Kindergarten Moving-Up Ceremony, 5th Grade Promotion, and our annual Talent Show. It was heartwarming to see so many families present to support and celebrate their children. During these events, I reminded students that even when parents are unable to attend, it is often because they are working hard to provide for their families and support their children's success in other important ways.

One particularly memorable moment occurred during the Talent Show. A first-grade student became overwhelmed with stage fright just before her performance. Without hesitation, another student ran onto the stage to stand beside her and offer support. Watching that act of compassion, courage, and friendship reminded me that while academic growth is essential, we are also building character, empathy, and community. It was a beautiful reflection of the culture we continue to nurture at Romero Elementary.

As we close the 2025–2026 school year and begin preparations for 2026–2027, we remain focused on continuous growth and improvement. The seeds planted through intentional instruction, strong relationships, and high expectations are beginning to bear fruit. We continue to see positive academic trends, increased student engagement, and a growing enthusiasm for reading and learning. I am incredibly proud of the direction our school is heading and grateful for the collective efforts of our students, staff, families, and district leadership. Together, we are building a foundation that will continue to support student success for years to come.






ROCKSTAR READER
Jewelliah Nagar-Knox
Mrs. Waldman
MARVELOUS MATHEMATICIAN
MARVELOUS MATHEMATICIAN
RESPONSIBLE ROLE MODEL
ROCKSTAR READER

CONSENT AGENDA

MINUTES

MINUTES OF THE REGULAR MEETING GOVERNING BOARD
GUSTINE UNIFIED SCHOOL DISTRICT
MAY 13, 2026

TIME AND PLACE
The regular meeting of the Gustine Unified School District Board of Education was held on Wednesday, May 13, 2026. The meeting was held in the Board Room, 1500 Meredith Avenue, Gustine, California.

CALL TO ORDER
The meeting was called to order by Board President Gary Silva at approximately 6:04 p.m. The Board went into Closed Session and reconvened to Open Session at approximately 7:07 p.m.

BOARD MEMBERS PRESENT
Mr. Gary Silva, Board President, Mr. Kevin Bloom, Mr. Kevin Cordeiro, and Mr. Zachery Ramos. Mrs. Evelin Gimlett was absent. Student Board Member Mr. Oscar Vergara Vazquez was present during open session.

REPORT FROM CLOSED SESSION
In regard to Student Discipline Case No. 2025-2026-4, the Board voted unanimously to uphold the decision of the Administrative Hearing Panel.

In closed session, the Governing Board took action to issue a notice of non-reelection to probationary classified employees identified by employee #1600 and #1602, effective May 29, 2026, and directed the Superintendent or designee to send out appropriate legal notices. The roll call vote was as follows: Ayes-4, Nays-0, Absent-1.

REVISION/ORDERING OF AGENDA
Dr. Ballenger amended the agenda by removing VIII. Action Item F. Gustine High School – CIF League Representatives and bring it back at the June board meeting.

APPROVAL OF AGENDA
Mr. Ramos made a motion to approve the amended agenda, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

REPORTS AND PRESENTATIONS

A. **Recite El Credo** - Carlos Rangel, 2026 State Champion, recited El Credo to the board members.

B. **Student ASB Reports** – GHS Student ASB Representative, Nevaeh Graze, presented her report to the Board on various ongoing activities at Gustine High School.

GMS Student ASB Representative, Rylee Atkins, presented her report to the Board on various ongoing activities at Gustine Middle School.

RES student representative, Osvaldo Rodriguez, presented his report to the Board on various ongoing activities at Romero Elementary School.

GES Student Cash Fillmore, presented his report to the Board on various ongoing activities at Gustine Elementary School.

C. **Student Board Member Report – Mr. Oscar Vergara Vazquez** – He presented his report to the Board on various ongoing activities at Gustine High School.

D. **Board Reports** – Mr. Ramos got to attend the Gustine High School Event where he and local business leaders got to hear from the staff and counselors to get them more involved with the school district. He also found out that he received an award from the Mariposa Teachers Union for this work in the school district. He is very appreciative of those who nominated him. Everything he does on this board is from team work from the other board members.

Mr. Cordeiro attended the May Day Fair in Los Banos. He is impressed how a small town dominated in all areas of competition.

E. **Superintendent Report** – Dr. Ballenger introduced and welcomed Mrs. Jody Edwards, the new CBO. He too attended the fair. He echoes the sentiments of Mr. Cordeiro. 4-H students also participated in the fair. He gave a shout out to both of the organizations. He did not get to attend Friday's Industry Partner Luncheon, but he wanted to give a shout out to those who helped put that on. Over 50 businesses RSVP for it. The community has rallied around that so we can create internships, guest speakers so the kids in the CTE Pathways are getting real life examples of what is out there. Hopefully students are discovering new businesses and opportunities that they didn't know existed. He is very thankful for the partners that showed up.

CONSENT AGENDA

Mr. Cordeiro made a motion to approve the Consent Agenda as presented, seconded by Mr. Ramos. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

INFORMATION/DISCUSSION/REPORT

A. **WellSAT Reports** – Mrs. Jody Edwards stated that she met with Marissa from Sodexo and that everything was compliant. The Wellness Policy was updated.

B. **Library Impact Report** – Chloe Martin delivered her presentation to the Board.

COMMUNICATION FROM THE PUBLIC

Hector Flores, student at GHS, spoke very highly of his Spanish teacher.

Sabrina, parent of both a high school and middle school students, spoke about keeping the Spanish Department at GHS fully staffed as the district evaluated its budget.

ACTION ITEMS

A. **Warrants** – Mr. Ramos made a motion to ratify the warrants, seconded by Mr. Vergara Vazquez. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

B. **Increasing School Facilities Fees Resolution No. 2025-26-30**

1. Mr. Silva opened the Public Hearing at 7:56 p.m. regarding Increasing School Facilities Fees Resolution No. 2025-26-30. There being no comments, the Public Hearing was closed at 7:57 p.m.

2. Mr. Cordeiro made a motion to waive the reading of Increasing School Facilities Fees Resolution No. 2025-26-30, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

3. Mr. Ramos made a motion to approve the Increasing School Facilities Fees Resolution No. 2025-26-30, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

C. **Gustine High School - Hume Lake Football Camp** – Mr. Ramos made a motion to approve GHS attend the Hume Lake Football Camp (4th Year), seconded by Mr. Vergara Vazquez. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

D. **Technology Purchase Chromebooks and Teacher Computers** – Mr. Ramos made a motion to approve the Technology Purchase Chromebooks and Teacher Computers, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

E. **Gustine FFA Overnight Trips for 2026-2027 School Year** – Mr. Vergara Vazquez made a motion to approve the Gustine approve the FFA Overnight Trips for the 2026-2027 School Year, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

F. **Gustine High School – CIF League Representatives** – This item was removed from the agenda.

G. **Boys & Girls Club Merced County Extended Learning Opportunity Program Agreement** – Mr. Ramos made a motion to approve the Boys & Girls Club Merced County Extended Learning Opportunity Program Agreement, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

H. **Salary Increase for GUSD Confidential/Management and Administrative for the 25-26 School Year** – Mr. Cordeiro made a motion to approve the Salary Increase for GUSD Confidential/Management and Administrative for the 25-26 School Year, seconded by Mr. Ramos. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

I. **Board Policy 4154 Health and Welfare Benefits Update, First Reading** – Mr. Cordeiro made a motion to waive the reading of Board Policy 4154 Health and Welfare Benefits Update, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent.

ADVANCED PLANNING

A. GMS Graduation June 4, 2026 @ 7:00 p.m.
B. GHS & PHS Graduation June 5, 2026 @ 7:30 p.m.

C. Reg. Board Mtg. June 10, 2026 @ 7:00 p.m. @ DO (Budget Public Hearing)
D. Reg. Board Mtg. June 24, 2026 @ 7:00 p.m. @ DO (Budget Adoption)
E. Future Agenda Items

ADJOURNMENT
Mr. Cordeiro made a motion to adjourn the meeting, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 4-0-1 absent. Meeting adjourned at 8:11 p.m.

APPROVED AND ADOPTED

_____
Kevin Bloom, Clerk of the Board

YEARLY CONTRACT RENEWALS

— MERCED COUNTY —
Office of Education
Steve M. Tietjen, Ed.D. | County Superintendent of Schools
632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

Memorandum of Agreement
Between
Merced County Office of Education
Business Services Department/Information Technology Services
And
Gustine Unified School District

Terms and Conditions:

1. **Description of the Parties and Premises:**

   This Memorandum of Agreement ("MOA") is between the Merced County Office of Education, hereinafter called "MCOE", and Gustine Unified School District, hereinafter called "District", and together jointly referred to as "Parties".

2. **Term:**

   The term of this MOA shall begin 7/1/2026, or upon execution of this MOA by the Parties, whichever date is later, and end 6/30/2027.

3. **Payment:**

   MCOE agrees to provide the services described under Section 5.1 and any services selected by District under Section 5.2.1, 5.2.2, 5.2.3, or 5.2.4 of this MOA. The rate to be charged for the services is enumerated under Section 5.

   Services will be charged and paid for on a quarterly basis and be paid for via a cash transfer initiated by the MCOE Internal Fiscal Services Department unless stipulated otherwise in this MOA.

4. **Termination:**

   Either Party may terminate services covered under Section 5.2.1, 5.2.2 or 5.2.4 of this MOA at any time with thirty (30) days written notice, with or without cause. The District understands when contracting for optional services under 5.2.3, which require MCOE to enter into an annual or multi-year agreement with a third-party vendor, the district may not terminate services unless a mutually agreeable arrangement is made between MCOE and the District.

5. Services Provided:

5.1 WAN Port/ QSS Financial System:

- WAN Port connectivity from MCOE to the District.

  $1,173.92/ per quarter

- Connection to the QSS Financial System.

  $18,496.79/ per year

5.2 Description of Optional Services and Pricing

Below are optional services offered by MCOE. The District will only be charged for the services utilized under sections 5.2.1, 5.2.2, 5.2.3 or 5.2.4:

- Continue — services currently provided by MCOE and continuing in FY 2026-2027. (2026-2027 cost in Red)
- Add — services District would like to **add** to 2026-2027; an MCOE Information Technology Services (ITS) representative will contact you.
- Cancel — services the District would like to **cancel** in FY 2026-2027.

5.2.1 Please check the appropriate box below.

Voicemail*	Cost FY 2026-2027	Continue	Cancel
VoIP Hosting Only $44.88/per user	N/A		
*Adds/Moves/Changes $75 hour			

5.2.2 Please check the appropriate box below.

Help Desk/Tech Support	Continue	As Needed	Increase	Cancel
$75.00 per hour (actual Time) * See custom services below*		X		

5.2.3 Description of Optional Services and Pricing – Third-Party Vendors

Please check the appropriate box below. See section 4 on page one of this Agreement.

Antivirus is $13.75 per device, $43.25 per server for a 3-year term 2023 to 2026.
Content Filtering is $5.43 Content, $2.38 Aware, $4.59 Classroom for a one year term.

Multi-Year Agreements	FY 24-25	FY 25-26	FY 26-27	Add 27-28
Antivirus	N/A	N/A	N/A	**N/A**
Content Filtering	N/A	$7,767.00	N/A	**N/A**

5.2.4 Virtual Hosting Servers

In the table below you will see several columns. The **Base Cost** column reflects the cost of a base virtualized system, which includes: 2 CPU, 4 GB RAM (memory), 100GB disk space, hardware, licensing, and extended warranty costs. **CPUs, GB RAM**, and **GB HD** (disk space) is the exact amount of resources that have been allocated for the server. The next three **Cost** columns reflect additional charges over the base. The total annual charge is shown in the **Annual** column.

Virtual Servers		Continue	Add	Cancel					
QTY	Description	Base Cost	CPU	COSTCPU	GB RAM	COSTGB	GBHDD	HDDCOST	ANNUAL

6. HOLD HARMLESS:

District agrees to indemnify, defend, and hold harmless, MCOE, its County Board of Education, officers, employees, agents and assigns from and against any and all claims, demands, liability, judgments, awards, interest, attorney's fees, costs, experts' fees and expenses of whatsoever kind or nature, at any time arising out of or in any way connected with the performance of this MOA, whether in tort, contract or otherwise. This duty shall include, but not be limited to, claims for bodily injury, property damage, personal injury, and contractual damages caused by District or otherwise alleged to be caused by District, its employees, agents, boards, and officers.

7. DISTRICT CYBERSECURITY RESPONSIBILITES:

Due to the increasing cyber-attacks in the K-12 education sector, the District agrees to develop and maintain a cybersecurity training program, cybersecurity incident response plan, perform periodic vulnerability assessments or collaborate with MCOE to preform assessment. Upon knowledge of a cybersecurity incident, the district agrees to immediately notify the MCOE.

Agreement Signature and Cash Transfer Budget Code Authorization

By signing below MCOE and District agree to the services and terms of this MOA. District agrees to provide appropriate budget codes authorizing a cash transfer to take place at the end of each billing period as compensation to MCOE for services within this MOA.

Merced County Office of Education	Gustine Unified School District
By: _____	By: _____
Martin Fregoso	Authorized Signer's Name (Print)
Deputy Superintendent, Business Services	Title
Date	Date

Budget Code(s) for services:

_____

_____

Name of district representative authorized to schedule services

_____

QUOTE

Gustine Unified School District
1500 Meredith Ave
GUSTINE CA 95322

Date
28 May 2026

Expiry
27 Jul 2026

Quote Number
GUSTINEUSD-2026

5-Star Students
5210 E. Pima St.
Suite 200 K
Tucson, AZ 85712

Description	Quantity	Unit Price	Tax	Amount USD
5-Star Students Package Renewal (Small School). 1 year program subscription, mobile apps, unlimited surveys and voting, refresher training, SIS integration. (Gustine HS, Gustine MS)	2.00	1,850.00	None	3,700.00
Renewal Package (Elementary School). 1 year program subscription, unlimited surveys. (Gustine ES, Romero ES)	2.00	1,500.00	None	3,000.00
District Discount (10% off subscription costs)	1.00	(670.00)	Tax Exempt	(670.00)
New subscription end dates: 7/31/27				
			Subtotal	6,030.00
			TOTAL TAX	0.00
			TOTAL USD	**6,030.00**

Terms

Please send purchase orders to billing@5starstudents.com or fax to 800-321-0931

Federal Tax ID# 92-1304590

— MERCED COUNTY —
Office of Education

Steve M. Tietjen, Ed.D. | County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

C#:

AGREEMENT FOR MEDIA SERVICES

An Agreement between Merced County Office of Education (MCOE), hereinafter referred to as the **Media Center**, and **Gustine Unified School District** hereinafter referred to as the **District**.

The term of this Agreement shall begin July 1, 2026 or upon execution of this Agreement by all parties, whichever is later, and end June 30, 2027.

The **Media Center** will provide the following services and resources:

1. MCOE Portal platform
    a) Access to learning resources through our online media catalog in Destiny Library consisting of DVDs, CDs, models, kits, realia, and books.
    b) Pebble Go and Pebble Go Next. (K-5)
2. Learning Resources Specialist
    a. How to access and use Portal Resources
    b. Destiny Assistance
    c. COMPASS (California Online Media Program for Access and Student Success) Database trainings
    d. Assistance with accessing MCOE library collection
    e. Assistance with Makerspace creation
3. 1 Credentialed Librarian and services*
    a. Weeding, the process of evaluating materials to see what is no longer available necessary, useful, unused, or inappropriate for a collection and then removing it from the collection
    b. Inventory
    c. Book Orders
    d. Collection Analysis
    e. Library Furniture and Layout Design
    f. Standards Aligned Library Programming
    g. Personalized Book Lists
4. Provide a 10% off books on Titlewave
    a. The 10% off only applies to physical novels.
5. Provide four professional development workshops at MCOE for Library Media staff with primary focus on building and maintaining a 21st century library.

The **District** agrees to the following:

1. Inform all staff using instructional materials provided through this contract that no duplication of copyrighted material owned and/or licensed by the Merced County Office of Education shall be permitted beyond the term of this contract.

2. Transfer to the County Schools Service Fund a sum equal to the rate multiplied by the total ADA of the District as reported on the previous year's P-1 Report.

3. Adhere to the Merced County Office of Education Policy, Regulation and Exhibit 5022: Student and Family Privacy Rights. **Refer to Exhibit A of this Agreement, pages E-1 through E-8.**

4. District will provide a finished copy of Purchase Order (PO) to Library Services at the County Office for them to place the order with Follett. The books will be shipped to the address provided by the district.

5. **Indemnification and Property Loss:** Each party agrees to indemnify and hold harmless the other parties from any claims, liabilities, or damages arising from the performance of this MOU, except in cases of property loss, gross negligence, or willful misconduct. For the purposes of this agreement, property loss equates to any losses determined by MCOE through the use of the "Clever" platform or any similar MCOE platform, as well as property losses that arise from the use of the Online Media Catalog (MCOE Follett Destiny Library), which encompasses DVDs, CDs, models, kits, realia, and books, along with "PebbleGo," "Pebble Go Next." The District assumes responsibility for any damages incurred to these resources. If property loss has been identified and is not returned in its original lent condition, MCOE reserves the right to invoice the District for the cost of the damaged or lost item(s).

6. **COVID-19 REQUIREMENTS**
   Contractor, at Contractor's sole expense, shall follow all State and local laws, rules, regulations, guidelines, and orders related to the COVID-19 pandemic in the performance of its work under this Agreement. This shall include, but not be limited to, creating a COVID-19 worksite specific prevention plan prior to conducting Contractor's business/activity. Contractor is encouraged to frequently reference www.covid19.ca.gov for information on State requirements for operation of specified businesses/activities

*Education Code §44868 states that no person may provide services as a teacher librarian (including the developing of a library program, selection of books, instructing use of library information and resources, and developing procedures and management of libraries) in any elementary or secondary school unless he/she holds a valid credential of proper grade authorizing teacher librarian services.

This Agreement will be reviewed and evaluated prior to the Agreement termination to determine what, if any, modifications may be needed.

Therefore, the amount to be paid by the District for services for the **2026-2027** school year is computed as follows:

Basic Services:

1,511.02 x $5.00 = $7,555.10 + $100 (delivery) = $7,655.10

Contract not to exceed $7,655.10

— MERCED COUNTY —
Office of Education
Steve M. Tietjen, Ed.D. | County Superintendent of Schools
632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

SIGNATURE PAGE

MERCED COUNTY OFFICE OF EDUCATION

_____ _____
Laura Andrews, Assistant Superintendent, Educational Services — Date

GUSTINE UNIFIED SCHOOL DISTRICT

_____ _____
Bryan Ballenger, Superintendent — Date

— MERCED COUNTY —
Office of Education
Steve M. Tietjen, Ed.D. | County Superintendent of Schools
632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

BUDGET PAGE

BILLING INFORMATION

District/Program Account Code

Billing Address (If Applicable)

Media Services Account Code

Gmail

Sara Gomez <sgomez@gustineusd.org>

CODESP Membership Intent to Continue 2026-2027

1 message

codesp@codesp.com <codesp@codesp.com> Tue, Jun 2, 2026 at 8:57 AM
To: codesp@codesp.com

Greetings from CODESP!

This message is intended for the staff in your department that handle invoices and service renewals. If you are not the appropriate contact, please help us by forwarding this message (or any related email) to the correct person within your department.

We are sending you a friendly reminder that your agency's intent to continue is needed **as soon as possible**, but no later than June 30, 2026, in order to continue your membership without interruption as of July 1, 2026. At your earliest convenience, please reply to this email and fill in the form below to provide us with your intent to continue services July 1, 2026 through June 30, 2027.

Invoices for the 2026-27 service year have been issued. If you have not received an invoice or have any questions, please respond to this email and we will be happy to assist you. Please note that **payment is not due at this time**, but if payment or a PO is received, we will consider it your agency's intent to continue services.

As a reminder, continued use of CODESP test materials is not allowed if membership is discontinued.

INTENT TO CONTINUE SERVICES

2026 – 2027

___ YES, we plan to continue services for the 2026 – 2027 fiscal year beginning July 1, 2026. We will submit approval for payment as soon as possible. (PLEASE NOTE: 2025 – 2026 Less Than Full Year Members are contractually obligated to rejoin CODESP for a full year for 2026 – 2027.)

___ We are undecided at this time but will know by: _____ (add date)

___ Our agency will NOT be renewing our membership for services for 2026 – 2027 and we will cease to use and will destroy all copies, both paper and electronic, of CODESP test materials,

including any tests containing any test items or materials received from CODESP, on June 30, 2026 in accordance with the CODESP Service Agreement. Reason for not rejoining:

___ Budget cuts

___ Do not use CODESP services/products

___ Do not have enough information on products/services

___ Primarily use a different testing service (please specify, if possible):

___ Other:

Thank you in advance for your continued support!

CODESP

codesp@codesp.com

www.codesp.com

Docusign Envelope ID: 2B00EE70-EC2A-8A92-8281-07D4EE9ED90E

School Services of California INC.
An Employee-Owned Company

1121 L Street
•
Suite 1060
•
Sacramento
•
California 95814
•
TEL: 916 . 446 . 7517
•
FAX: 916 . 446 . 2011
•
www.sscal.com

MEMORANDUM

May 15, 2026

TO: Jody Edwards
Chief Business Officer
GUSTINE USD

FROM: Patti F. Herrera, EdD
President

It has been a pleasure to provide your local educational agency our Fiscal and Management Information Services during the past year. We value our relationship and appreciate the continued confidence that you and your staff have expressed in School Services of California Inc.

Our current contract expires on June 30, 2026. Anticipating your desire to continue our services, we have enclosed a proposed renewal Agreement. We are also offering the option to include our CADIE (Comparative Analysis of District Income and Expenditures) and SABRE (Salary and Benefit Reports) products as part of this contract. If you wish to include any of these services, please complete and sign the attached Addendum A, indicate the services desired, and return with your contract renewal. Any questions regarding the CADIE or SABRE should be directed to Chloe Lum, Systems Data Specialist (chloel@sscal.com).

To activate our Agreement, please e-sign the contract (and Addendum A, at your discretion) and it will be returned to our office for final processing. So that we may continue to give you the best possible service, it would be helpful if we could have the Agreement returned by June 30, 2026. If you are unable to return it by this date, please call our Accounting Department. Please note that this contract reflects a modest price increase above the current year.

Again, thank you for the opportunity of working with you in the past year. If you have any questions or need additional information, please contact our Accounting Department at (916) 446-7517 or via email at accounting@sscal.com.

DocuSign Envelope ID: 2B00EE70-E02A-8A92-8281-07D4EE9ED90E

Client Name: GUSTINE USD
Client # 9800 /S10

P.O. #_____

AGREEMENT FOR SPECIAL SERVICES
Fiscal and Management Information Services

This is an Agreement between the **CLIENT**, as defined above, and **SCHOOL SERVICES OF CALIFORNIA INC.,** hereinafter referred to as "Consultant," entered into as of July 1, 2026.

RECITALS

WHEREAS, the Client needs assistance regarding issues of school finance, legislation, school budgeting, general fiscal issues, and the state-mandated program cost claims process; and

WHEREAS, the Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to perform such duties relating to issues of school finance, including:

   a. Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact local educational agency fiscal and education policies.

   b. An analysis of all major school legislation affecting public education and information related to their progress through the California State Legislature and implementing state agencies, if applicable.

   c. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate.

   d. Up to 12 hours of service annually as the Client directs on fiscal issues, including analysis of specific local educational agency revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client.

DocuSign Envelope ID: 2B00EE70-EC2A-8A92-8281-07D4EE9ED90E

Services for which the base service hours may not be used include Client-specific economy, efficiency, or management consulting services, executive searches, legislative representation or advocacy; appearance as an expert witness; provision of depositions or declarations for local educational agency legal issues; major customized research projects or studies; or on-site speeches or presentations.

2. If the Client is a county office of education, the county office of education agrees that any information received from the Consultant shall be for the use of the county office of education only and shall not be provided by the county office of education to local educational agencies over 500 average daily attendance (ADA). Local educational agencies under 500 ADA are eligible to receive service as deemed appropriate by the county office of education.

3. The Client agrees to pay to the Consultant for services rendered under this Agreement:

   a. $ 5,160 annually, plus expenses, for the services listed in Item 1 above, upon receipt of billing from the Consultant.

   b. For all requested services in excess of 12 direct service hours as indicated in Item 1d above in the 12-month period, the applicable hourly rate for the person(s) performing the services shall apply.

   c. "Hours" are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client's site.

   d. "Expenses" are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials.

4. This Agreement shall be for the period of one year, beginning July 1, 2026, and terminating June 30, 2027. This Agreement may be terminated prior to June 30, 2027, by either party on 30 days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. The Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and the Consultant may bill these additional days. In the case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 3 above.

Docusign Envelope ID: 2B00EE70-E02A-8A92-6281-07D4EE9ED90E

5. It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

By: Signed by: Jody Edwards AA33FAC31E1242A... Date: 6/4/2026
Jody Edwards
Chief Business Officer
GUSTINE USD

By: _____ Date: May 15, 2026
Patti F. Herrera, EdD
President
School Services of California Inc.

Docusign Envelope ID: 2B00EE70-EC2A-8A92-8281-07D4EE9ED90E

Order CADIE/SABRE: Yes [X] **No** [ ]

Contract period: 7/1/2026 **to** 6/30/2027 **P.O. #**_____

ADDENDUM A
TO SPECIAL SERVICES AGREEMENT

As a client of School Services of California Inc., you have the option of purchasing either or both of our **CADIE** and **SABRE** reports at the client rate. The following information describes the **CADIE** and **SABRE** reports, and the form at the bottom of the page to order the reports.

The **C**omparative **A**nalysis of **D**istrict **I**ncome and **E**xpenditures (**CADIE**) is a comprehensive computer-generated report comparing your district's revenues and expenditures to those of 40 other districts *(two reports with 20 districts in each)* of your choice throughout the state. Well over 300 comparisons are made using SACS, CBEDS, and CALPADS data.

The **CADIE** includes comparative graphic data expenditures by ADA, tabular information showing per ADA and percentage distribution of district revenues and expenditures, staffing levels, and tables that show—on an ADA and percentage basis—how your district spent its dollars for the prior three years. The report is comprehensive, yet easy to use.

The **S**alary **A**nd **B**enefits **R**eport (**SABRE**) is generated from the CDE's Certificated Teachers Salary and Benefit data (Form J-90) and provides up to 38 side-by-side comparisons of your district with those of 40 other districts (*two reports with 20 districts in each)* of your choice on certificated salaries, health and welfare benefits, and workdays.

The **SABRE** includes ten graphical displays and 27 comparison tables with side-by-side analysis for certificated non-management. It also includes the actual salary and benefit schedules and other selected data important for compensation evaluation in an easy-to-read format.

The analytical uses of the **CADIE** and **SABRE** reports are unlimited. If these products are needed for negotiations, they may be fully reimbursable as part of your mandated cost claim if you have chosen to file mandate claims for this year.

WITH REPORT PURCHASE, YOU ARE ENTITLED TO TWO CADIES AND TWO SABRES FOR THE YEAR(S) SELECTED.

Please check the appropriate items below: [ ] Current year 2024-25 [X] Next year 2025-26**

Electronic Version:

___CADIE only $550
___SABRE only $395
_X_CADIE & SABRE $865

Hardcopy Version:

___CADIE only $665
___SABRE only $505
___CADIE & SABRE $1,085

Select either:

___ Use the same districts as last year

OR two of the following:

___ Use districts of similar type and size
___ Use districts geographically close to mine
___ Use districts with similar unduplicated pupil percentage

Reports are a year behind as the data is released by the CDE.
**Next year: Tentatively, the SABRE will be released in January 2027, and the CADIE will be released in April 2027

District Name: GUSTINE USD
Contact Name: Jody Edwards
Address (no P.O. boxes please): 1500 Meredith Ave
Gustine, Ca 95322
Telephone with extension: 209-854-3784
Email Address: jedwards@gustineusd.org

Signature: Signed by: Jody Edwards AA33FAC31E1242A
Print Name: Jody Edwards Date: 6/4/2026

By completing this Addendum A, and submitting with the contract, the Client agrees to pay for these reports upon receipt of the products and appropriate billing.

Gustine Unified School District - Renewal - 5_12_2026 - 5_11_2027 Proposal

Gustine Unified School District
1500 Meredith AVE.
Gustine, California, 95322
United States

Quote Created: 05-06-2026
Quote Expires: 08-04-2026

Bryan Ballenger
Superintendent
bballenger@gustineusd.org
(209) 854-3784

Quote created by:
Shaddaiia Wilson
Customer Success Manager
shaddaiia.wilson@leveldata.com

Amount Due Now

Name	SKU	Billing Frequency	Start Date	End Date	Qty	List Price	Net Price
Grow License	SMG001	Annual	05-12-2026	05-11-2027	1	$8,783.5	$8,783.5
						Total Net Price	**$8,783.5**

To process this order, please submit a signed quote and a corresponding Purchase Order (if needed) to your Account Executive. If submitting a Purchase Order, please reference Quote Q-17471. Once a signed quote or Purchase Order is received, Level Data will immediately invoice for payment.

Applicable sales tax will be added at the time of invoicing when necessary.

Approval of this quotation of services constitutes agreement with our Terms of Service and Privacy Policy.

Gustine Unified School District Signature Information

Name

Title

Signature

Date

SUMMIT K12

Summit K12 Quotation Form
Quotes are valid 90 days from Creation Date
(If purchase request is dated on or before the above date, then quote price is valid and honored)

Created Date	5/27/2026	Quote Number	00020760
Subscription End Date (Quote)	6/30/2027	Account Name	Gustine Unified School District
		Contact Name	Kim Medeiros
		Email	kmedeiros@gustineusd.org

Summit K12
PO Box 26841, Austin, TX 78755
P: 844-331-4737 | Fax: 866-490-8158 | orders@summitk12.com

Prepared By	Marques Rubi
Email	marques.rubi@summitk12.com

Notes:

All student accounts come with 4 Family-Access accounts!

(1-Year Quote)

Licenses:
550 Students
550 Classcade Licenses
30 Teachers
7 School Admins (Based on Current Usage)
1 District Admin(Based on Current Usage)

Professional Development
1 Onsite Onboarding Full-Day
5 Online Midyear Check-Ins (1 Per Campus)
1 Leadership Series

Product Code	Product	Line Item Description	Sales Price	Quantity	Total Price
9781433408267	CA Connect to Literacy ELD - 500-999		$32.50	550	$17,875.00
9781616188733	C2L-Classcade Student Engagement Module		$5.00	550	$2,750.00
9781616184117	CA Connect to Literacy ELD - Teacher		$31.50	30	$945.00
9781616184148	CA Connect to Literacy ELD - School Admin		$52.95	7	$370.65
9781616184124	CA Connect to Literacy ELD - District Admin		$52.95	1	$52.95
PD1325	PD - C2L ELPAC Custom PD - 1 Day, AM/PM Sessions - Onsite		$4,010.00	1	$4,010.00
PD1418	PD - C2L ELPAC School-based Follow-up - 5 Pack Online	1 Midyear Check-In per Campus	$2,025.00	1	$2,025.00
PD1352	PD - C2L ELPAC District Leadership Check-Ins - Online	Set of 3 Meetings	$1,360.00	1	$1,360.00
PD9000	Enhanced Set-up, Course Creation, Rostering, Single-Sign-on & technical support - (1-5)		$250.00	5	$1,250.00

Total Price

Professional Development

Up to 30 participants for online and 50 participants for on-site PD sessions.

Online PD - a minimum of 5 days in advance of PD date is required if you wish to reschedule, otherwise the full PD fee will be charged.

On-site PD - a minimum of 14 days in advance of PD date is required if you wish to reschedule, otherwise the full PD fee will be charged.

PD dates must be scheduled & delivered prior to the Subscription End Date. There will be no refunds for unused PD sessions.

How to Order
- Via email at orders@summitk12.com

Prices
- Prices applicable only within the US, its possessions, & its outlying areas.
- All prices are in US funds.
- Payment must be in US funds only.

Terms
- Net 30 days, subject to credit approval

Privacy Policy
https://www.summitk12.com/privacy-policy

Guarantee Information
https://www.summitk12.com/guarantee-information

Summit K12 Holdings, Inc: Federal Tax ID # 47-2584101.

Sam.Gov registration: DFQCGB4SNXK4 or Summit K12 Holdings

COST PROPOSAL

Quote Prepared On April 24, 2026
Quote Valid Through October 15, 2026
Quote No. 2604219323
Version No. 2

Prepared For	Prepared By
Kim Medeiros Gustine Unified School District 1500 Meredith Avenue Gustine, CA 95322	Valary Cruz vcruz@vistahigherlearning.com (866) 647-5628 Vista Higher Learning 500 Boylston St, 10th Floor Boston, MA 02116-3736

Descubre 2022

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
210	978-1-54337-659-3	Descubre 2022 Prime(1 year license)	$49.95	$10,489.50	$10,489.50

Galeria

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
80	978-1-54337-715-6	Galeria Supersite Plus (1 year license)	$49.95	$3,996.00	$3,996.00

Total Cost	$14,485.50
Est. Shipping	$0.00
Est. Grand Total Cost	**$14,485.50**

Ordering Instructions

- Purchase Orders will be processed upon receipt and will be invoiced for the full "Total Cost" amount as shown above as well as the actual final Shipping charges required for your shipment, where applicable. Please note that the "Est. Shipping" amount shown above is an estimate only and may be different than the final charges applied.
- When submitting your Purchase Order, please be sure to attach:
  - A copy of this Quote
  - If applicable, a copy of your signed and dated tax exemption certificate
- To place your order, please contact Customer Support:

Vista Higher Learning
500 Boylston Street, 10th Floor
Boston, MA 02116-3736
Email: orders@vistahigherlearning.com
Phone: (800) 269-6311, option 3
Fax: (617) 426-5215

Terms of Purchase

By accepting a Quote, initiating a Purchase Order to us, entering into a separate agreement with us, and/or ordering online content, you are agreeing to these Terms of Purchase. The Vista Higher Learning Terms of Purchase shall govern all sales of materials and online content and shall supersede any and all terms and conditions attached to your Purchase Orders and/or any other document that you present to Vista Higher Learning, which shall be considered as a confirmation only and the terms and conditions shall in no way amend, prevail over, supplement or supersede any term or condition hereof.

- **Terms of Use:** All sales of Vista Higher Learning materials and online content are expressly made subject to the Vista Higher Learning Terms of Use: https://www.vhlcentral.com/terms_of_use.
- **Return Policy:** Returns of Vista Higher Learning materials and online content are subject to the Vista Higher Learning Return Policy: https://vistahigherlearning.com/return-policy.
- **Tax:** Prices included within this Quote are exclusive of all applicable taxes, which are the responsibility of the Customer. Customer must provide documentation of tax-exempt status, if applicable.
- **Subscription Term:** For digital product license purchases, the duration of access being purchased based on the product license selection outlined in the Quote above will be considered the Subscription Term.
- **Term Dates:** Subscription Terms are aligned to an academic year calendar and will start as of the next upcoming academic year following the receipt of a Purchase Order, unless otherwise requested by Customer. All product licenses will have the same start and end dates aligned with the Subscription Term.
- **Unused Licenses:** All product licenses must be used within the purchased Subscription Term. Unused licenses during the purchased Subscription Term are not refundable or eligible for credit.
- **Licensing Add-ons:** If purchasing additional license quantities and/or licensing level upgrades to be added onto an existing base of product licenses, the additional quantities and/or upgrades will be applied beginning with the currently active Subscription Term, unless otherwise requested by Customer. All product licenses must maintain the same start and end dates aligned with the Subscription Term, with any additional quantities and/or upgrades matching the current expiration date of the existing Subscription Term in place.

Thank you for your business!

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-365731 v4

Gustine Unified School District - 284792

Primary Contact
Kim Medeiros
Email - kmedeiros@gustineusd.org
1500 Meredith Ave
Gustine, CA 95322-1701

Billing Account
Gustine Unified School District – 284792
1500 Meredith Ave
Gustine, CA 95322-1701

Quote Summary

School Count: 5

Renaissance Products & Services Total	$19,479.45
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $19,479.45**

This quote includes: Accelerated Reader, Services and Star.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Account information is correct.

Renaissance Learning, Inc.	Gustine Unified School District
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 02-Jun-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Cary Duckworth at cary.duckworth@renaissance.com. For any changes or additional information, please reach out by email or phone at (314) 310-1473. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not

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PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-365731 v4

be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-365731 v4

Quote Details

Gustine Elementary School – 284801

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Accelerated Reader Subscription	480	$8.34	$4,003.20
		Quote Year 1 Subtotal	**$4,003.20**
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Reading Subscription	480	$5.71	$2,740.80
		Quote Year 1 Subtotal	**$2,740.80**
		Gustine Elementary School Total	**$7,494.00**

Gustine High School – 284797

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Reading Subscription	560	$5.71	$3,197.60
		Quote Year 1 Subtotal	**$3,197.60**
		Gustine High School Total	**$3,947.60**

Gustine Middle School – 284799

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			

Renaissance
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PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-365731 v4

Star Reading Subscription	360	$5.71	$2,055.60
		Quote Year 1 Subtotal	**$2,055.60**
		Gustine Middle School Total	**$2,805.60**

Pioneer Alternative High Sch – 374853

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Reading Subscription	100	$5.71	$571.00
		Quote Year 1 Subtotal	**$571.00**
		Pioneer Alternative High Sch Total	**$1,321.00**

Romero Elementary School – 374854

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Accelerated Reader Subscription	225	$8.34	$1,876.50
		Quote Year 1 Subtotal	**$1,876.50**
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Reading Subscription	225	$5.71	$1,284.75
		Quote Year 1 Subtotal	**$1,284.75**
		Romero Elementary School Total	**$3,911.25**

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Studies Weekly

QUOTE #116776

Quoted: 05/08/2026
Expiration: 08/31/2026
School Year: 2026-2027
Referral: Sales Rep
School Start Date: 08/14

REQUESTER
KIM MEDEIROS
GUSTINE UNIFIED SCHOOL DIST
1500 MEREDITH AVE
GUSTINE, CA 95322
kmedeiros@gustineusd.org
(209) 854-3784

REQUIRED FOR SHIPPING

All fields required. Orders require a purchase order before shipping. Orders begin shipping in April for the next school year. Orders default to partial shipping in mid-August unless specified otherwise. Someone must be present to sign for delivery.

Billing Name, Phone, Email (Billing contact if different than listed)

Billing PO #

Shipping Name, Phone, Email

Shipping Address (if different from listed)

School Start Date

Receive By Date

REQUIRED: When are you NOT available to receive the materials?

☑ No shipping restrictions ☐ Exclusion Dates for receiving

REQUIRED: Would you like to receive your materials as they become available or would you like us to hold your order until all can be shipped together?

☐ Partial Ship ☐ Whole Ship

Signature

Date

To cancel an order, contact Customer Service BEFORE your order is shipped. Returns and refunds must be in original, unused condition and returned within 30 days. The customer pays return shipping and a $10 restocking fee per classroom box.

By signing this quote, you agree to all terms and conditions at http://studiesweekly.com/legal

Please submit this quote with your purchase order.
Occasionally, due to weather or other unforeseen circumstances, delivery may take longer than expected. However, you will have online access to your curriculum before that, depending on the time of year and if you roster your students.

CONTACT US
1140 N 1430 W Orem, UT 84057
Ph 866-311-8734 | Fax: 866-531-5589
Email orders@studiesweekly.com

REGIONAL MANAGER
Sarah Lawrence
sarah.lawrence@studiesweekly.com
(184) 785-8832 ext 7

ACCOUNT MANAGER
Raquel Rodriguez
raquel.rodriguez@studiesweekly.com
(801) 473-8177

TERMS AND CONDITIONS
Please visit http://www.studiesweekly.com/legal/ to learn more about our legal terms.

Romero Elementary School
13500 Luis Ave
Santa Nella, CA 95322

Grade	SKU	Title	Class	Unit Price	Qty	Cost
Social Studies						
Pre K	CASWTK	California Early Learning Studies Weekly	1	$11.30	15	$169.50
0	CA0	California Kindergarten Studies Weekly	2	$11.30	30	$339.00
1	CA1	California First Grade Studies Weekly	2	$11.30	30	$339.00
2	CA2	California Second Grade Studies Weekly	2	$11.30	45	$508.50
3	CA3	California Community Studies Weekly	2	$11.30	45	$508.50
4	CA4	California Studies Weekly	1	$11.30	20	$226.00
5	CA5	California USA Studies Weekly - Ancient America to Westward Expansion	2	$11.30	35	$395.50
				Total		**$2,486.00**

Gustine Elementary School
2806 Grove Ave
Gustine, CA 95322

Grade	SKU	Title	Class	Unit Price	Qty	Cost
Social Studies						
Pre K	CASWTK	California Early Learning Studies Weekly	2	$11.30	40	$452.00
0	CA0	California Kindergarten Studies Weekly	3	$11.30	70	$791.00
1	CA1	California First Grade Studies Weekly	3	$11.30	75	$847.50
2	CA2	California Second Grade Studies Weekly	3	$11.30	75	$847.50
3	CA3	California Community Studies Weekly	3	$11.30	75	$847.50
4	CA4	California Studies Weekly	4	$11.30	90	$1,017.00

	5	CA5	California USA Studies Weekly - Ancient America to Westward Expansion	4	$11.30	85	$960.50
						Total	$5,763.00

Sub Total:	$8,249.00
Tax:	$668.12
Shipping:	$0.00
Total:	**$8,917.12**

Final sales tax and shipping fees will be determined by the final shipping destination.

Thank you for your interest in Studies Weekly. If you are ready to purchase, please provide the information above and submit your order.

QUOTE #116776

Quoted: 05/08/2026
Expiration: 08/31/2026
School Year: 2026-2027
Referral: Sales Rep
School Start Date: 08/14

REQUESTER
KIM MEDEIROS
GUSTINE UNIFIED SCHOOL DIST
1500 MEREDITH AVE
GUSTINE, CA 95322
kmedeiros@gustineusd.org
(209) 854-3784

CONTACT US
1140 N 1430 W Orem, UT 84057
Phone: 866-311-8734 | Fax: 866-531-5589
Email: orders@studiesweekly.com

REGIONAL MANAGER
Sarah Lawrence
sarah.lawrence@studiesweekly.com
(184) 785-8832 ext 7

ACCOUNT MANAGER
Raquel Rodriguez
raquel.rodriguez@studiesweekly.com
(801) 473-8177

TERMS AND CONDITIONS
Please visit http://www.studiesweekly.com/legal/ to learn more about our legal terms.

6crickets Inc.
Bellevue, WA 98005
support@6crickets.com

6crickets and Gustine USD
Expanded Learning Management Platform
Price Quote

May 26, 2026

6crickets has a singular mission, which is to bring the best expanded learning to every student through the best technologies for districts, schools, providers, instructors, and families.

Gustine USD ("**Client**") partners with **6crickets Inc.** ("**6crickets**") in offering the 6crickets Expanded Learning Management Basic Tool Service to support expanded learning program operations at Client, with the goals of quality programs, student safety, equitable access, and efficient and accountable operations.

What 6crickets shall provide

1. Modern, user-friendly one-stop registration portals for families:
    a. A district program portal allows a family user to select a school and navigate to their students' school portal. For intersessional breaks, "See all programs" can be turned on to allow families to see all programs across all sites.
    b. A school program portal for each of your schools allows their families together with their students to browse programs (including enrichment programs, extended care, field trips, etc.), read reviews, register for the programs that interest their students, and achieve choice-driven learning. After the registration, instructors, providers, schools and the district central office receive real-time roster information about the students automatically on their respective dashboard.
    c. Families only need to fill out a single registration form with common questions for families across all program offerings and for all their children once for all.
    d. Customizable registration forms let you ask additional questions for families during registration.
    e. All emergency and pick-up contacts are tracked in the registration form.
    f. Support wait-lists and invite wait-listed students to register.
    g. Include waivers and cancellation policies for your programs.
    h. Support priority registration
    i. Register link or button for your district or school website.
    j. Specific registration links for each individual session and/or program.

2. An online dashboard for each education partner:
    a. District Dashboard for the district central office to manage schools, providers, seasons and rosters across school campuses

b. Custom rosters: You can produce custom reports of any format (a subset of fields) for any sessions.
c. Revenue report: We provide a high fidelity cash flow report for all your payment transactions for both payments and refunds.
d. Attendance report at each session.
e. Daily attendance records for a date range.
f. Aggregate student attendance records for a date range.
g. Additional reports needed can be provided upon request.

8. Payments if applicable:
    a. We provide an easy payment process when you manage multiple providers: 6crickets can automatically pay your providers, your school or district if you charge a fee to receive revenue, and collect a 6crickets' convenience fee on top of the provider price.
    b. Support you to raise funds through an optional school fee and/or donations.
    c. Support installment payment plans.
    d. Support delayed payments to minimize credit card fees in case of cancellations due to low enrollment.
    e. Streamline scholarship support: guardians enter student ID and then fees are automatically waived or reduced based on your configuration.

9. Family reviews are automatically collected as organic data to evaluate program qualities.

10. We support an optional Restricted District or School Portal feature through sync-ing with your district or school's Student Information System:
    a. This feature allows families to register with either an email address or their mobile phone number. An authentication code will be sent to either the email or the phone number, depending on their choice. They can only log in to their account when they enter the correct authentication code. Once they log in, they can register programs for all their students under the same email or phone number.
    b. This feature will automatically sync with your District's Student Information System (SIS) to have the latest student and family data.
    c. District can configure at 6crickets to allow only students in a school to register for the programs taking place at the school. For inter-session (e.g., summer) programs, District can also configure in 6crickets to allow any district student to register for programs at any site.

11. Account management team for Client: We provide you a dedicated account management team to work together with you as one team to use our system strategically and effectively, get your feedback to continuously improve our system and service, and ensure your success.

12. Initial onboarding training: We provide a hands-on training webinar for district and school site staff. We also provide a hands-on training webinar for third-party providers who use 6crickets Provider Dashboards. Additional webinars or one-on-one video calls or phone

Year 1

Description	# of years	# of units	Unit price	Total
School Dashboard per year per school	1	3	$3,750.00	$11,250
Restricted School Portal (sync-ing with SIS) per year per school	1	3	$1,025.00	$3,075
Provider Dashboard per year per provider	1	1	$2,565.00	$2,565
			Subtotal	$16,890.00
			Adjustments	$0.00
			Grand total	**$16,890**

Year 2

Description	# of years	# of units	Unit price	Total
School Dashboard per year per school	1	3	$3,750.00	$11,250
Restricted School Portal (sync-ing with SIS) per year per school	1	3	$1,025.00	$3,075
Provider Dashboard per year per provider	1	1	$2,565.00	$2,565
			Subtotal	$16,890.00
			Adjustments	$0.00
			Grand total	**$16,890**

Year 3

Description	# of years	# of units	Unit price	Total
School Dashboard per year per school	1	3	$3,750.00	$11,250
Restricted School Portal (sync-ing with SIS) per year per school	1	3	$1,025.00	$3,075
Provider Dashboard per year per provider	1	1	$2,565.00	$2,565
			Subtotal	$16,890.00
			Adjustments	$0.00
			Grand total	**$16,890**

Contract period:
July 1, 2026 to June 30, 2029

Credit card payment processing through Stripe

Should you have the need of charging families, 6crickets supports payments as part of the registration process. The district can also generate revenue in the process to cover costs and raise scholarships.

6crickets utilizes Stripe for credit card payment processing. Stripe is certified as a PCI Level 1 provider, the most stringent level of certification available in the payments industry. Stripe serves millions of businesses including Amazon, Google, Microsoft, Salesforce, Uber, Lyft, Spotify, 6crickets.

Stripe enables automatic payments to multiple parties involved in a single transaction. So, in the 6crickets class registration process, when families pay by credit cards, the payment is automatically split among enrichment providers, the district, and 6crickets based on the fee percentages above.

Kevin Rocci (Signature)
6crickets Inc
Bellevue, WA

May 26, 2026
Date

Acknowledged by (Signature)
Jody Edwards
Gustine USD
1500 Meredith Ave, Gustine, CA 95322

Date

About 6crickets:
6crickets, the nation's leading expanded learning management platform, empowers schools, districts, and organizations with the cutting edge technology to bring the best expanded learning and out-of-school time programming to every student in every school. 6crickets is awarded by the National Science Foundation for its technology innovation in the out-of-school time. 6crickets is a trusted and vetted ACSA partner for its Partner4Purpose program. For more information, please visit https://www.6crickets.com

csba
California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number	Invoice Date	PO #
INV-81029-T4D6Q0	6/1/2026	

Bill To:
Gustine USD
1500 Meredith Ave
Gustine, CA 95322-1127
United States

Ship To:
Gustine USD
1500 Meredith Ave.
Gustine, CA 95322-1127
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2026 - 06/30/2027)	$10,104.00	1.00	$10,104.00	
ELA	ELA Membership (07/01/2026 - 06/30/2027)	$2,419.00	1.00	$2,419.00	

CSBA dues not processed before September 15 will result in a disruption of CSBA services. Trustees and employees of LEAs that have not paid membership dues by September 15 will not be granted access to CSBA's Annual Education Conference and Trade Show. AEC registrations made absent membership dues may be canceled on September 15. Registrants will be refunded, minus a processing fee, and hotel reservations canceled on September 16.

Total Invoice: $12,523.00 **Total Paid:** $0.00 **Balance Due:** $12,523.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT

csba
California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
101052	**INV-81029-T4D6Q0**	**06/01/2026**		**$12,523.00**

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Gustine USD
1500 Meredith Ave
Gustine, CA 95322-1127
United States

California School Boards Association
916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number	Invoice Date	PO #
INV-82149-K2M0Y2	7/1/2026	

Bill To:
Gustine USD
1500 Meredith Ave
Gustine, CA 95322-1127
United States

Ship To:
Gustine USD
1500 Meredith Ave.
Gustine, CA 95322-1127
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
GAMUT/POLICY/PLUS	Gamut Policy Plus (Member) (07/01/2026 - 06/30/2027)	$3,250.00	1.00	$3,250.00	Net 30
GAMUT/POLICY	Gamut Policy (Member) (07/01/2026 - 06/30/2027)	$3,225.00	1.00	$3,225.00	Net 30

Have you renewed your CSBA Membership for 2026-27? Don't forget to renew your CSBA membership by September 15 to maintain uninterrupted access to GAMUT services.

Total Invoice: $6,475.00 **Total Paid:** $0.00 **Balance Due:** $6,475.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT

California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
101052	**INV-82149-K2M0Y2**	**07/01/2026**	**Net 30**	**$6,475.00**

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Gustine USD
1500 Meredith Ave
Gustine, CA 95322-1127
United States

ACTION ITEMS

A

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Warrants

AGENDA SECTION: Action

PRESENTED BY: **Dr. Bryan Ballenger, Superintendent**

RECOMMENDATIONS:
It is recommended that the Board of Trustees ratify the warrants.

SUMMARY:
Monthly warrants are presented to the Board to ratify.

FISCAL IMPACT: **Total of Warrants**

BUDGET CATEGORY: **All District Funds**

Batch status: A All

From batch: 0040

To batch: 0040

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

APPROVED FOR PAYMENT

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

DATE: 5/8/26

DISTRICT FUND: 01 - 5070 BATCH# 40

DISTRICT NAME: 14 – GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: $ 379,355.29

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

✓ Verify cash for each fund

✓ Ensure deposits have been made at the County Treasurer by 11 a.m.

✓ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)

✓ Retain original prelist for your records

✓ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / ABA num / Account num / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
105692/00 BLUUM USA, INC PO BOX 675326 DALLAS, TX 75267-5326	860716114				
260887 PO-260878 05/07/2026 1091154		1 01-0824-0-4300.00-1110-1000-112-000-110 NN SUPPLIES	F	5,846.15	5,839.55
		TOTAL PAYMENT AMOUNT 5,839.55 *			5,839.55
105499/00 EMPLOYMENT DEVELOPMENT DEPT PO BOX 989061 WEST SACRAMENTO, CA 95798-906					
PV-260270 05/07/2026 776-0655-6 05/06/26		01-0100-0-9568.00-0000-0000-000-000-000 NN STATE DISABILITY INSURANCE			29,287.86
		TOTAL PAYMENT AMOUNT 29,287.86 *			29,287.86
102224/00 MEDEIROS, KIMBERLEY					
PV-260272 05/07/2026 REIMB FOOD CARD UNACCP YOUTH		01-0824-0-4300.00-1110-1000-112-000-104 NN SUPPLIES			51.72
PV-260272 05/07/2026 REIMB FOOD CARD UNACCP YOUTH		01-0824-0-4300.00-1110-1000-112-000-104 NN SUPPLIES			141.30
PV-260272 05/07/2026 REIMB FOOD CARD UNACCP YOUTH		01-3010-0-4300.00-1110-1000-112-000-000 NN SUPPLIES			406.27
PV-260272 05/07/2026 REIMB FOOD CARD UNACCP YOUTH		01-3010-0-4300.00-1110-1000-112-205-000 NN SUPPLIES			600.00
		TOTAL PAYMENT AMOUNT 1,199.29 *			1,199.29
101470/00 P G & E BOX 997300 SACRAMENTO, CA 95899-7300					
260855 PO-260840 05/07/2026 547178958-1 05/18/26		1 01-0000-0-5520.00-0000-8200-112-000-000 NN ELECTRICITY	P	51.19	51.19
260855 PO-260840 05/07/2026 5283038560-6 05/18/26		2 01-0000-0-5510.00-0000-8200-112-000-000 NN HEATING BUTANE, OIL	P	663.15	663.15
260855 PO-260840 05/07/2026 5283038560-6 05/18/26		1 01-0000-0-5520.00-0000-8200-112-000-000 NN ELECTRICITY	P	6,311.43	6,311.43
260855 PO-260840 05/07/2026 5200862197-2 05/15/26		2 01-0000-0-5510.00-0000-8200-112-000-000 NN HEATING BUTANE, OIL	P	74.81	74.81
260855 PO-260840 05/07/2026 5159195533-4 04/27/29		1 01-0000-0-5520.00-0000-8200-112-000-000 NN ELECTRICITY	P	3,377.74	3,377.74

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term / Liq Amt	E-ExtRef / Net Amount
		TOTAL PAYMENT AMOUNT			10,478.32 *				10,478.32
104260/00		PITNEY BOWES PURCHASE POWER PO BOX 981026 BOSTON, MA 02298-1036	000000000						
260870 PO-260872	05/08/2026	8000-9090-0990-5147	5/14/26	1 01-0000-0-5930.00-0000-7200-112-000-000 NN P COMMUNICATION - POSTAGE/METER				898.90	898.90
		TOTAL PAYMENT AMOUNT			898.90 *				898.90
105100/00		PRUDENTIAL OVERALL SUPPLY PO BOX 511886 LOS ANGELES, CA 90051-1827	951535681						
260166 PO-260166	05/07/2026	82053752		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING				100.81	100.81
260166 PO-260166	05/07/2026	82056035		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING				100.81	100.81
260166 PO-260166	05/07/2026	82065224		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING				291.52	291.52
260166 PO-260166	05/07/2026	802065226		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING				157.54	157.54
260166 PO-260166	05/07/2026	82065225		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING				96.18	96.
		TOTAL PAYMENT AMOUNT			746.86 *				746.86
080530/00		SISC III DENTAL P.O. BOX 1847 BAKERSFIELD, CA 93303-1847	000000000						
260022 PO-260023	05/07/2026	DENTAL 05/01-05/31/26		1 01-0100-0-9554.00-0000-0000-000-000-000 NN P INSURANCE				12,386.00	12,386.00
260022 PO-260023	05/07/2026	DENTAL 05/01-05/31/26		2 01-0000-0-9565.00-0000-7209-112-000-000 NN P RETIREE INSURANCE LIAB/HOLDG				2,819.80	2,819.80
		TOTAL PAYMENT AMOUNT			15,205.80 *				15,205.80

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
080531/00 SISC III HEALTH P.O. BOX 1847 BAKERSFIELD, CA 93303-1847	000000000					
260021 PO-260022 05/07/2026 HEALTH 05/01-05/31/26		1 01-0100-0-9554.00-0000-0000-000-000-000 NN P INSURANCE			268,077.25	268,077.25
260021 PO-260022 05/07/2026 HEALTH 05/01-05/31/26		2 01-0000-0-9565.00-0000-7209-112-000-000 NN P RETIREE INSURANCE LIAB/HOLDG			15,711.63	15,711.63
260021 PO-260022 05/07/2026 HEALTH 05/01-05/31/26		3 01-0000-0-3701.00-0000-7209-112-000-000 NN P OPEB, ALLOCATED CERTIFICATED			4,352.40	4,352.40
260021 PO-260022 05/07/2026 HEALTH 05/01-05/31/26		5 01-0000-0-3402.00-0000-7110-112-000-000 NN P HEALTH & WELFARE CLASSIFIED			3,252.67	3,252.67
PV-260271 05/07/2026 HEALTH 05/01-05/31/26		01-0000-0-3702.00-0000-7209-112-000-000 NN OPEB, ALLOCATED CLASSIFIED				7,150.30
		TOTAL PAYMENT AMOUNT 298,544.25 *				298,544.25
080532/00 SISC III VISION P.O. BOX 1847 BAKERSFIELD, CA 93303-1847	000000000					
260019 PO-260021 05/07/2026 VISION 05/01-05/31/26		1 01-0100-0-9554.00-0000-0000-000-000-000 NN P INSURANCE			2,646.00	2,646.00
260019 PO-260021 05/07/2026 VISION 05/01-05/31/26		2 01-0000-0-9565.00-0000-7209-112-000-000 NN P RETIREE INSURANCE LIAB/HOLDG			520.50	520.50
		TOTAL PAYMENT AMOUNT 3,166.50 *				3,166.50
104029/00 SODEXO INC & AFFILIATES PO BOX 360170 PITTSBURGH, PA 15251-6170						
260203 PO-260192 05/08/2026 295158		1 01-0824-0-4314.00-1110-1000-310-000-204 NN P FOOD - OTHER			179.28	179.28
260203 PO-260192 05/08/2026 295154		1 01-0824-0-4314.00-1110-1000-310-000-204 NN P FOOD - OTHER			67.00	67.00
260203 PO-260192 05/08/2026 395153		1 01-0824-0-4314.00-1110-1000-310-000-204 NN P FOOD - OTHER			88.00	88.00
260203 PO-260192 05/08/2026 295151		1 01-0824-0-4314.00-1110-1000-310-000-204 NN P FOOD - OTHER			50.00	50.00
260436 PO-260439 05/08/2026 295155		1 01-1100-0-4300.00-1110-1000-111-000-000 NN P SUPPLIES			76.00	76.00
260436 PO-260439 05/08/2026 295152		1 01-1100-0-4300.00-1110-1000-111-000-000 NN P SUPPLIES			88.00	88.00
		TOTAL PAYMENT AMOUNT 548.28 *				548.28

Vendor/Addr Remit name — Tax ID num — Deposit type — ABA num — Account num — EE ES — E-Term — E-ExtRef
Req Reference — Date — Description — FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS — Liq Amt — Net Amount

103885/00 STANDARD INSURANCE COMPANY
PO BOX 4664
PORTLAND, OR 97208-4664

260016 PO-260016 05/07/2026 CT 501236 05/01/26 — 1 01-0100-0-9556.00-0000-0000-000-000-000 NN P — 8,247.71 — 8,247.71
MISC DISTRICT VOL-DEDS (1)
TOTAL PAYMENT AMOUNT 8,247.71 * 8,247.71

100968/00 STANISLAUS COUNTY
OFFICE OF EDUCATION
1100 H STREET
MODESTO, CA 95354

260265 PO-260262 05/07/2026 261592 — 1 01-0000-0-8096.00-0000-0000-000-000-000 NN P — 193.00 — 193.00
TRF TO CHARTER IN LIEU PROP TX
TOTAL PAYMENT AMOUNT 193.00 * 193.00

103749/00 THE PARTY CONNECTION
210 N. FIRST ST.
TURLOCK, CA 95380

260719 PO-260700 05/08/2026 GHS FINAL PYMT CHAIRS 25/26 — 1 01-0824-0-5866.00-1110-1000-115-000-111 NN P — 1,260.00 — 1,260.00
PROFESSIONAL SERVICES
260719 PO-260700 05/08/2026 GHS FINAL PYMT MARQ 25/26 — 1 01-0824-0-5866.00-1110-1000-115-000-111 NN F — 521.55 — 345.
PROFESSIONAL SERVICES
260705 PO-260714 05/08/2026 FINAL PYMT CHAIRS 25/26 — 1 01-0824-0-4300.00-1110-1000-310-000-117 NN P — 1,217.50 — 1,217.50
SUPPLIES
260705 PO-260714 05/08/2026 FINAL PYMT MARQUE 25/26 — 1 01-0824-0-4300.00-1110-1000-310-000-117 NN F — 1,897.50 — 270.00
SUPPLIES
TOTAL PAYMENT AMOUNT 3,092.50 * 3,092.50

105598/00 VAN DE POL
PO BOX 1107
STOCKTON, CA 95201-1107

PV-260273 05/08/2026 CL20626 — 01-7010-0-4341.00-1110-1000-310-000-000 NN — 703.08
GAS, OIL LUBE, ETC
PV-260273 05/08/2026 CL20626 — 01-1100-0-4341.00-1801-4200-310-000-000 NN — 195.63
GAS, OIL LUBE, ETC
PV-260273 05/08/2026 CL20626 — 01-0000-0-4341.00-0000-8200-112-000-000 NN — 395.81
GAS, OIL LUBE, ETC
PV-260273 05/08/2026 CL20626 — 01-8150-0-4341.00-0000-8110-112-000-000 NN — 138.54
GAS, OIL LUBE, ETC
PV-260273 05/08/2026 CL20626 — 01-0824-0-4341.00-1110-1000-110-000-105 NN — 141.65
GAS, OIL LUBE, ETC

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	ABA num / Account num	EE ES / Liq	E-Term Amt	E-ExtRef Net Amount
105598 (CONTINUED)								
PV-260273	05/08/2026	CL20626		01-0000-0-4341.00-0000-7200-112-000-000 NN GAS, OIL LUBE, ETC				249.26
PV-260273	05/08/2026	CL20626		01-9038-0-4341.00-1110-1000-310-000-000 NN GAS, OIL LUBE, ETC				82.50
			TOTAL PAYMENT AMOUNT	1,906.47 *				1,906.47
			TOTAL FUND PAYMENT	379,355.29 **				379,355.29

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

DATE: 5/8/26

DISTRICT FUND: 11 - 5074 BATCH# 40

DISTRICT NAME: **14 – GUSTINE UNIFIED SCHOOL DISTRICT**

TOTAL AMOUNT OF REGISTER: $ 1,740.00

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

✓ Verify cash for each fund

✓ Ensure deposits have been made at the County Treasurer by 11 a.m.

✓ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)

✓ Retain original prelist for your records

✓ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr	Remit name / Req	Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	EE	ES	E-Term Liq Amt	E-ExtRef Net Amount
105673/00	ESSENTIAL EDUCATION 895 NW GRANT AVE CORVALLIS, OR 97330				900019309								
		260845	05/08/2026	PO-260836 602725					1 11-6391-0-4210.00-4110-1000-000-000-000 SOFTWARE - REFERENCE/CURRICULA	NY	F	1,740.00	1,740.00
						TOTAL PAYMENT AMOUNT			1,740.00 *				1,740.00
						TOTAL FUND PAYMENT			1,740.00 **				1,740.00

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

DATE: 5/8/26

DISTRICT FUND: 13 - 5077 BATCH# 40

DISTRICT NAME: **14 – GUSTINE UNIFIED SCHOOL DISTRICT**

TOTAL AMOUNT OF REGISTER: $ 107.65

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

✓ Verify cash for each fund

✓ Ensure deposits have been made at the County Treasurer by 11 a.m.

✓ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)

✓ Retain original prelist for your records

✓ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES Liq Amt	E-Term E-ExtRef Net Amount
105598/00 VAN DE POL PO BOX 1107 STOCKTON, CA 95201-1107						
PV-260273 05/08/2026 CL20626		13-5310-0-4341.00-0000-3700-112-000-000 NN GAS, OIL LUBE, ETC				107.65
TOTAL PAYMENT AMOUNT		107.65 *				107.65
TOTAL FUND PAYMENT		107.65 **				107.65
TOTAL BATCH PAYMENT		381,202.94 ***		0.00		381,202.94
TOTAL DISTRICT PAYMENT		381,202.94 ****		0.00		381,202.94
TOTAL FOR ALL DISTRICTS:		381,202.94 ****		0.00		381,202.94

Number of checks to be printed: 16, not counting voids due to stub overflows.

Batch status: A All

From batch: 0041

To batch: 0041

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

APPROVED FOR PAYMENT

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

DATE: 5/15/26

DISTRICT FUND: 01 - 5070 BATCH# 41

DISTRICT NAME: **14 – GUSTINE UNIFIED SCHOOL DISTRICT**

TOTAL AMOUNT OF REGISTER: $ 181,346.66

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

✓ Verify cash for each fund

✓ Ensure deposits have been made at the County Treasurer by 11 a.m.

✓ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)

✓ Retain original prelist for your records

✓ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
105803/00 AAA BUSINESS SUPPLIES PO BOX 1270 ROCKLIN, CA 95677	942660354						
260885 PO-260865 05/15/2026 2498085-0		1 01-9418-0-4400.00-0000-2700-310-000-000 NN NON-CAPITALIZED EQUIPMENT			F	1,865.23	1,865.23
PV-260276 05/15/2026 2498085-0		01-0000-0-5899.00-0000-7200-112-000-000 NN OTHER SERVICES, FEES, OP EXPS					250.00
		TOTAL PAYMENT AMOUNT 2,115.23 *					2,115.23
103351/00 AFLAC ATTN:REMITTANCE PROCESSING SERVICES PO BOX 7402 PASADENA, CA 91109-7402	000000000						
260015 PO-260018 05/15/2026 552513		1 01-0100-0-9556.00-0000-0000-000-000-000 NN MISC DISTRICT VOL-DEDS (1)			P	560.58	560.58
		TOTAL PAYMENT AMOUNT 560.58 *					560.58
103447/00 AMAZON CREDIT PLAN P.O. BOX 035184 SEATTLE, WA 98124-5184	000000000						
260068 PO-260065 05/15/2026 1DKX-44JD-4NN9		1 01-0824-0-4300.00-1110-1000-111-000-202 NN SUPPLIES			P	77.78	77.78
260272 PO-260268 05/15/2026 11MH-TFPW-6DMH		1 01-0824-0-4300.00-1110-1000-115-000-305 NN SUPPLIES			P	35.06	35.06
260311 PO-260307 05/15/2026 1LL7-HDWY-4XK7		1 01-0824-0-4300.00-1110-1000-110-000-207 NN SUPPLIES			F	1,181.92	1,149.57
260402 PO-260390 05/15/2026 16CP-1P9Y-67WJ		1 01-1100-0-4300.00-1110-1000-110-000-000 NN SUPPLIES			F	123.00	154.14
260706 PO-260713 05/15/2026 1YKX-KDYV-1PHJ		1 01-0824-0-4300.00-1110-1000-110-000-101 NN SUPPLIES			P	454.68	454.68
260770 PO-260761 05/15/2026 1RM6-XDFP-4KD7		1 01-0824-0-4300.00-1110-1000-110-000-107 NN SUPPLIES			P	343.95	343.95
260771 PO-260762 05/15/2026 1G1H-LKPQ-6G9J		1 01-0824-0-4300.00-1110-1000-110-000-101 NN SUPPLIES			F	433.00	344.68
260797 PO-260785 05/15/2026 1G1H-LKPQ-1D7W		1 01-0824-0-4300.00-1110-1000-110-000-110 NN SUPPLIES			F	1,115.00	1,050.83
260796 PO-260788 05/15/2026 1HXN-6HYG-3WXC		1 01-0824-0-4300.00-1110-1000-110-000-101 NN SUPPLIES			F	215.39	127.67
260825 PO-260814 05/15/2026 16RR-CHTJ-MCY7		1 01-0824-0-4300.00-1110-1000-110-000-207 NN SUPPLIES			P	14.71	14.71
260856 PO-260848 05/15/2026 1HYP-4HJ1-MW49		1 01-0000-0-4300.00-0000-7200-112-000-000 NN SUPPLIES			P	13.92	13.92

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
103447 (CONTINUED)							
260876 PO-260876 05/14/2026 161C-DTJ3-4W1C		1 01-0824-0-4300.00-1110-1000-115-000-108 NN P SUPPLIES				7.19	7.19
PV-260278 05/15/2026 1XGY-Y7KJ-NY1K		01-0824-0-4300.00-1110-1000-111-000-102 NN SUPPLIES					17.55
		TOTAL PAYMENT AMOUNT 3,791.73 *					3,791.73
105268/00 AMERICAN FIDELITY FLEX PO BOX 219326 KANSAS CITY, MO 64121-9326							
260014 PO-260015 05/15/2026 2664154C		1 01-0100-0-9556.00-0000-0000-000-000-000 NN P MISC DISTRICT VOL-DEDS (1)				993.33	993.33
		TOTAL PAYMENT AMOUNT 993.33 *					993.33
106082/00 AMNEAL PHARMACEUTICALS LLC 400 CROSSING BLVD 3 RD FLOOR BRIDGEWATER, NJ 08807	900186021						
260913 PO-260904 05/14/2026 36772227		1 01-6620-0-4300.00-0000-3140-112-000-000 NY F SUPPLIES				11,846.88	10,944.00
		TOTAL PAYMENT AMOUNT 10,944.00 *					10,944.00
105831/00 BEACH, CAMILLE	000000000						
260351 PO-260340 05/15/2026 REIMB WALLMRT SEPT 30,2025		1 01-7010-0-4300.00-1110-1000-310-000-000 NN P SUPPLIES				26.98	26.98
		TOTAL PAYMENT AMOUNT 26.98 *					26.98
105737/00 BLOSSOMING SPEECH THERAPY 19114 TYRONE ST. SPRING, TX 77373	883821328						
260237 PO-260249 05/15/2026 1047		1 01-6500-0-5866.00-5770-3150-112-000-000 NY P PROFESSIONAL SERVICES				12,398.75	12,398.75
		TOTAL PAYMENT AMOUNT 12,398.75 *					12,398.75

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
105692/00 BLUUM USA. INC PO BOX 675326 DALLAS. TX 75267-5326	860716114						
260892 PO-260889 05/15/2026 1091741		1 01-0824-0-4300.00-1110-1000-115-000-110 NN F SUPPLIES				541.17	537.68
		TOTAL PAYMENT AMOUNT 537.68 *					537.68
105987/00 BRIGHTLY SOFTWARE 4242 SIX FORKS RD SUITE 1400 RALEIGH. NC 27609	562174429						
260917 PO-260909 05/15/2026 INV-302486		1 01-0824-0-5810.00-0000-8110-112-000-201 NN F SOFTWARE LICENSE				3,689.65	3,689.65
		TOTAL PAYMENT AMOUNT 3,689.65 *					3,689.65
105486/00 ENGIE PROJECT CO FINCO PHASE IV LLC 1360 POST OAK BLVD., SUITE 400 HOUSTON. TX 77056-3030	832157180						
260151 PO-260152 05/15/2026 90086112		1 01-0000-0-5520.00-0000-8200-112-000-000 NY P ELECTRICITY				4,476.09	4,476.09
260151 PO-260152 05/15/2026 90086111		1 01-0000-0-5520.00-0000-8200-112-000-000 NY P ELECTRICITY				5,463.72	5,463.
260151 PO-260152 05/15/2026 90086110		1 01-0000-0-5520.00-0000-8200-112-000-000 NY P ELECTRICITY				7,785.89	7,785.89
260151 PO-260152 05/15/2026 90086109		1 01-0000-0-5520.00-0000-8200-112-000-000 NY P ELECTRICITY				2,446.50	2,446.50
		TOTAL PAYMENT AMOUNT 20,172.20 *					20,172.20
104710/00 FIRST STUDENT 22157 NETWORK PLACE CHICAGO. IL 60673-1221							
260865 PO-260841 05/14/2026 12121580		1 01-0823-0-5835.00-0000-3600-112-000-000 NN P CONTRACTED TRANSPORTATION SVCS				63,014.77	63,014.77
PV-260274 05/14/2026 705254		01-9038-0-5835.00-1110-1000-310-000-600 NN CONTRACTED TRANSPORTATION SVCS					376.00
PV-260274 05/14/2026 705273		01-2600-0-5835.00-1110-1000-110-000-000 NN CONTRACTED TRANSPORTATION SVCS					175.60
PV-260274 05/14/2026 705274		01-1100-0-5835.00-1801-4200-310-000-000 NN CONTRACTED TRANSPORTATION SVCS					569.73
PV-260274 05/14/2026 705276		01-1100-0-5835.00-1601-4200-115-000-000 NN CONTRACTED TRANSPORTATION SVCS					366.02

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
104710 (CONTINUED)							
PV-260274 05/14/2026 705275		01-9038-0-5835.00-1110-1000-310-000-600 NN CONTRACTED TRANSPORTATION SVCS					283.49
PV-260274 05/14/2026 705277		01-1100-0-5835.00-1601-4200-115-000-000 NN CONTRACTED TRANSPORTATION SVCS					303.67
PV-260274 05/14/2026 705278		01-1100-0-5835.00-1801-4200-310-000-000 NN CONTRACTED TRANSPORTATION SVCS					594.60
TOTAL PAYMENT AMOUNT		65,683.88 *					65,683.88
102132/00 GRAINGER DEPT. 843126632 PALTINE, IL 60038-0001							
260305 PO-260312 05/15/2026 9908346597		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P SUPPLIES				38.49	38.49
260305 PO-260312 05/15/2026 9914395489		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P SUPPLIES				38.96	38.96
TOTAL PAYMENT AMOUNT		77.45 *					77.45
105714/00 IOANE, BRIANA	000000000						
PV-260275 05/14/2026 REIMB CLASSROOM SUPP (260098)		01-6300-0-4300.00-1110-1000-310-000-000 NN SUPPLIES					176.22
TOTAL PAYMENT AMOUNT		176.22 *					176.22
045840/00 JOHNSTONE SUPPLY 5658 E CLINTON AVE FRESNO, CA 93727	770025987						
260713 PO-260705 05/14/2026 S3034556.001		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P SUPPLIES				212.79	212.79
260713 PO-260705 05/15/2026 S30319098.001		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P SUPPLIES				361.19	361.19
TOTAL PAYMENT AMOUNT		573.98 *					573.98

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
105276/00 MID VALLEY IT 3220 WEST MONTE VISTA AVE#298 TURLOCK, CA 95380						
260165 PO-260165 05/15/2026 1198		1 01-0000-0-5912.00-0000-2700-112-000-000 NN P COMMUN - INTERNET SVCS/LINES			10,600.00	10,600.00
		TOTAL PAYMENT AMOUNT 10,600.00 *				10,600.00
105121/00 MUTUAL OF OMAHA PAYMENT PROCESSING CENTER PO BOX 2147 OMAHA, NE 68103-2147						
260012 PO-260012 05/15/2026 002099235960		1 01-0100-0-9556.00-0000-0000-000-000-000 NN P MISC DISTRICT VOL-DEDS (1)			16.50	16.50
		TOTAL PAYMENT AMOUNT 16.50 *				16.50
105585/00 PARADIGM 1225 4TH STREET #363 SAN FRANCISCO, CA 94158	000000000					
260188 PO-260217 05/15/2026 SHN5597		1 01-9457-0-5866.00-0000-7200-112-000-000 NN P PROFESSIONAL SERVICES			338.95	338.95
260188 PO-260217 05/15/2026 48817		1 01-9457-0-5866.00-0000-7200-112-000-000 NN P PROFESSIONAL SERVICES			249.98	249.
		TOTAL PAYMENT AMOUNT 588.93 *				588.93
105100/00 PRUDENTIAL OVERALL SUPPLY PO BOX 511886 LOS ANGELES, CA 90051-1827	951535681					
260166 PO-260166 05/14/2026 82064069		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING			96.18	96.18
260166 PO-260166 05/14/2026 82003935		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING			272.71	272.71
260166 PO-260166 05/14/2026 82065228		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING			202.53	202.53
260166 PO-260166 05/15/2026 82066318		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING			96.18	96.18
		TOTAL PAYMENT AMOUNT 667.60 *				667.60

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
102093/00 SCHOOL NURSE SUPPLY 1745 WALLACE AVE ST. CHARLES, IL 60174	364115350					
260849 PO-260854 05/15/2026 INV1092822		1 01-0458-0-4300.00-0000-3140-112-000-000 NN F SUPPLIES			372.80	372.80
		TOTAL PAYMENT AMOUNT 372.80 *				372.80
105407/00 SCHOOLMATE PO BOX 2110 KEARNEY, NE 68848						
260868 PO-260874 05/15/2026 IN000646498		1 01-1100-0-4300.00-1110-1000-111-000-000 NN F SUPPLIES			426.23	424.28
		TOTAL PAYMENT AMOUNT 424.28 *				424.28
104029/00 SODEXO INC & AFFILIATES PO BOX 360170 PITTSBURGH, PA 15251-6170						
260266 PO-260261 05/14/2026 295159		1 01-0000-0-4314.00-0000-7200-112-000-000 NN P FOOD - OTHER			160.00	160.00
266 PO-260261 05/14/2026 295156		1 01-0000-0-4314.00-0000-7200-112-000-000 NN P FOOD - OTHER			160.00	160.00
260322 PO-260331 05/14/2026 295149		1 01-2600-0-4700.00-1110-3700-112-000-000 NN F FOOD			4,476.50	1,875.00
260633 PO-260616 05/14/2026 295157		1 01-0824-0-5866.00-0000-3700-112-000-112 NN P PROFESSIONAL SERVICES			7,500.00	7,500.00
260871 PO-260867 05/14/2026 295160		1 01-3010-0-4314.00-0000-3900-112-205-000 NN F FOOD - OTHER			1,000.00	1,067.16
		TOTAL PAYMENT AMOUNT 10,762.16 *				10,762.16
106088/00 TAQUITOS EL GORDITO CATERING 16975 DANNY WAY DELHI, CA 95315	626645467					
260919 PO-260906 05/15/2026 1101		1 01-0824-0-4314.00-1110-2495-112-000-302 NN F FOOD - OTHER			1,100.00	1,100.00
		TOTAL PAYMENT AMOUNT 1,100.00 *				1,100.00

Vendor/Addr	Remit name / Req	Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	ABA num	Account num	EE ES	E-Term / Liq Amt	E-ExtRef / Net Amount
105644/00	TEACHER CREATED MATERIALS, INC 5301 OCEANUS DR HUNTING BEACH, CA 92649				330004235						
		260907	PO-260895	05/15/2026 INV142886		1 01-2600-0-4300.00-1139-1003-110-000-000 NN P SUPPLIES				35,072.73	35,072.73
						TOTAL PAYMENT AMOUNT		35,072.73 *			35,072.73
						TOTAL FUND PAYMENT		181,346.66 **			181,346.66
						TOTAL BATCH PAYMENT		181,346.66 ***		0.00	181,346.66
						TOTAL DISTRICT PAYMENT		181,346.66 ****		0.00	181,346.66
						TOTAL FOR ALL DISTRICTS:		181,346.66 ****		0.00	181,346.66

Number of checks to be printed: 23, not counting voids due to stub overflows. 181,346.66

Batch status: A All

From batch: 0042

To batch: 0042

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

APPROVED FOR PAYMENT

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

DATE: 5/28/26

DISTRICT FUND: 01 - 5070 BATCH# 1

DISTRICT NAME: **14 – GUSTINE UNIFIED SCHOOL DISTRICT**

TOTAL AMOUNT OF REGISTER: $ 148,647.29

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

✓ Verify cash for each fund

✓ Ensure deposits have been made at the County Treasurer by 11 a.m.

✓ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)

✓ Retain original prelist for your records

✓ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
103351/00 AFLAC ATTN:REMITTANCE PROCESSING SERVICES PO BOX 7402 PASADENA, CA 91109-7402	000000000					
260015 PO-260018 05/21/2026 878691		1 01-0100-0-9556.00-0000-0000-000-000-000 NN P MISC DISTRICT VOL-DEDS (1)			560.58	560.58
		TOTAL PAYMENT AMOUNT 560.58 *				560.58
103447/00 AMAZON CREDIT PLAN P.O. BOX 035184 SEATTLE, WA 98124-5184	000000000					
260068 PO-260065 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-111-000-202 NN C SUPPLIES			169.69	0.00
260070 PO-260071 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-111-000-102 NN C SUPPLIES			188.47	0.00
260175 PO-260171 05/27/2026 CLOSE		1 01-0824-0-5866.00-1110-1000-110-000-301 NN C PROFESSIONAL SERVICES			442.07	0.00
260201 PO-260194 05/21/2026 CLOSE		1 01-6770-0-4300.00-1110-1000-310-000-000 NN C SUPPLIES			167.28	0.00
260198 PO-260197 05/28/2026 1QHL-44NM-XPM3		1 01-0824-0-4300.00-1110-1000-310-000-206 NN P SUPPLIES			394.88	394.88
198 PO-260197 05/28/2026 1YL9-YNXJ-4776		1 01-0824-0-4300.00-1110-1000-310-000-206 NN M SUPPLIES			-384.83	-384.83
260340 PO-260366 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-110 NN C SUPPLIES			688.79	0.00
260338 PO-260368 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-110 NN C SUPPLIES			68.58	0.00
260381 PO-260387 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-111 NN C SUPPLIES			71.36	0.00
260425 PO-260430 05/27/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-110-000-202 NN C SUPPLIES			184.70	0.00
260445 PO-260447 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-112 NN C SUPPLIES			46.35	0.00
260461 PO-260465 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-204 NN C SUPPLIES			11.95	0.00
260514 PO-260496 05/21/2026 CLOSE		1 01-0824-0-4300.00-0000-7200-112-000-301 NN C SUPPLIES			46.87	0.00
260516 PO-260522 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-111 NN C SUPPLIES			35.53	0.00
260559 PO-260550 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-310-000-103 NN C SUPPLIES			403.27	0.00
260612 PO-260607 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-204 NN C SUPPLIES			85.87	0.00

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
103447 (CONTINUED)							
260644 PO-260632 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-102 NN C SUPPLIES				22.84	0.00
260674 PO-260671 05/21/2026 CLOSE		1 01-0000-0-4300.00-1110-1000-112-000-000 NN C SUPPLIES				110.16	0.00
260735 PO-260723 05/27/2026 13XY-HF6T-4MVJ		1 01-3010-0-4300.00-1110-1000-310-000-000 NN F SUPPLIES				431.54	333.47
260782 PO-260772 05/27/2026 1F9N-PR4F-TRYP		1 01-0824-0-4300.00-1110-1000-310-000-102 NN F SUPPLIES				72.26	66.00
260823 PO-260797 05/27/2026 1QCF-6MFM-3MF3		1 01-3010-0-4300.00-1110-1000-110-000-000 NN P SUPPLIES				621.82	621.82
260825 PO-260814 05/27/2026 1DKX-44JD-3YHH		1 01-0824-0-4300.00-1110-1000-110-000-207 NN P SUPPLIES				132.51	132.51
260828 PO-260819 05/21/2026 1F9N-PR4F-TRYP		1 01-3010-0-4300.00-1110-1000-310-000-000 NN C SUPPLIES				75.22	0.00
260841 PO-260823 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-110 NN C SUPPLIES				8.53	0.00
260856 PO-260848 05/27/2026 1167-RYW4-97GW		1 01-0000-0-4300.00-0000-7200-112-000-000 NN P SUPPLIES				101.84	101.84
260894 PO-260887 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-204 NN C SUPPLIES				270.54	0.00
PV-260288 05/27/2026 1XGT-FGJD-1KYV		01-0824-0-4300.00-1110-1000-115-000-204 NN SUPPLIES					179.46
PV-260295 05/27/2026 133W-41CW-447W (PO 260868)		01-3010-0-4300.00-1110-1000-110-000-000 NN SUPPLIES					82.95
		TOTAL PAYMENT AMOUNT	1,528.10 *				1,528.1
100190/00 AMERICAN FIDELITY ASSURANCE PO BOX 268805 OKLAHOMA CITY, CA 73126-8805							
260013 PO-260014 05/22/2026 D972155		1 01-0100-0-9556.00-0000-0000-000-000-000 NN P MISC DISTRICT VOL-DEDS (1)				6,557.29	6,557.29
		TOTAL PAYMENT AMOUNT	6,557.29 *				6,557.29
103278/00 APPLE INC P.O. BOX 846095 DALLAS, TX 75284-6095							
260281 PO-260281 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-115-000-110 NN C SUPPLIES				304.07	0.00
		TOTAL PAYMENT AMOUNT	0.00 *				0.00

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
105945/00 ARBITERSPORTS LLC 9815 S MONROE ST STE 204 SANDY, UT 84070	263240433					
260625 PO-260618 05/21/2026 CLOSE		1 01-0824-0-5866.00-1110-1000-310-000-204 NY C PROFESSIONAL SERVICES			5,000.00	0.00
		TOTAL PAYMENT AMOUNT	0.00 *			0.00
006217/00 ATKINSON ANDELSON LOYA RUUD, & ROMO, ATTORNEYS AT LAW 12800 CNTR COURT DR, SUITE 300 CERRITOS, CA 90703	953378600					
PV-260279 05/21/2026 785318		01-0000-0-5801.00-0000-7400-112-000-000 NY LEGAL FEES				938.44
PV-260279 05/21/2026 785318		01-0000-0-5801.00-0000-7400-112-000-000 NY LEGAL FEES				1,991.06
PV-260279 05/21/2026 785318		01-0000-0-5801.00-0000-7100-112-000-000 NY LEGAL FEES				11,977.88
PV-260279 05/21/2026 785318		01-0000-0-5801.00-0000-7100-112-000-000 NY LEGAL FEES				165.38
PV-260279 05/21/2026 785318		01-0000-0-5801.00-0000-7400-112-000-000 NY LEGAL FEES				767.81
		TOTAL PAYMENT AMOUNT	15,840.57 *			15,840.57
105660/00 AWESOME CHARTERS AND TOURS 3120 W. DOVEWOOD LANE FRESNO, CA 93711	271858427					
PV-260282 05/22/2026 22570		01-6762-0-5835.00-1110-1000-110-000-000 NY CONTRACTED TRANSPORTATION SVCS				4,822.00
PV-260282 05/22/2026 21857		01-6762-0-5835.00-1110-1000-110-000-000 NY CONTRACTED TRANSPORTATION SVCS				4,394.00
		TOTAL PAYMENT AMOUNT	9,216.00 *			9,216.00

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
102988/00 BAFFUNNO, MATT							
PV-260294 05/27/2026 PER DIEM CATA SUMMER CONF 2026		01-3550-0-5200.00-1110-1000-310-000-000 NN TRAVEL & CONFERENCE					152.00
TOTAL PAYMENT AMOUNT 152.00 *							152.00
105831/00 BEACH, CAMILLE	000000000						
PV-260293 05/27/2026 PER DIEM CATA SUMM CONF 2026		01-3550-0-5200.00-1110-1000-310-000-000 NN TRAVEL & CONFERENCE					152.00
TOTAL PAYMENT AMOUNT 152.00 *							152.00
105470/00 BLICK ART MATERIALS 6910 EAGLE WAY CHICAGO, IL 60678-1069	000000000						
260853 PO-260851 05/27/2026 8051796		1 01-6770-0-4300.00-1110-1000-310-000-000 NN SUPPLIES	P		1,135.50		1,135.50
TOTAL PAYMENT AMOUNT 1,135.50 *							1,135.50
105778/00 BRADY INDUSTRIES 7055 LINDELL RD LAS VEGAS, NV 89118	000000000						
260702 PO-260688 05/27/2026 11714988		1 01-8150-0-4300.00-0000-8110-112-000-000 NN SUPPLIES	P		396.43		396.43
TOTAL PAYMENT AMOUNT 396.43 *							396.43
103250/00 CANO, ADAM	000000000						
PV-260289 05/27/2026 PER DIEM AVID SUMMER INST 2026		01-3010-0-5200.00-1110-1000-310-000-000 NN TRAVEL & CONFERENCE					103.00
TOTAL PAYMENT AMOUNT 103.00 *							103.00

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
103285/00 CITY OF GUSTINE PO BOX 16 GUSTINE, CA 95322							
260191 PO-260201 05/28/2026 LIVESCAN-0526		1 01-0000-0-5842.00-0000-7200-112-000-000 NN P FINGERPRINTING				84.00	84.00
260910 PO-260902 05/28/2026 SRO-0526		1 01-0824-0-5899.00-0000-8300-112-000-205 NN P OTHER SERVICES, FEES, OP EXPS				10,000.00	10,000.00
		TOTAL PAYMENT AMOUNT 10,084.00 *					10,084.00
105324/00 COLLEGE BOARD PO BOX 30171 NEW YORK, NY 10087-0171	131623965						
260088 PO-260116 05/28/2026 A271050191		1 01-0824-0-4312.00-1110-1000-310-000-106 NN F TESTS				3,263.64	3,674.00
260084 PO-260118 05/27/2026 N2610501941		1 01-0824-0-4312.00-1110-1000-310-000-106 NN P TESTS				1,612.80	1,612.80
		TOTAL PAYMENT AMOUNT 5,286.80 *					5,286.80
104913/00 COOLE SCHOOL 118 TURNPIK RD SUITE 201 SOUTHBOROUGH, MA 01772	000000000						
260833 PO-260832 05/27/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-110-000-101 NN C SUPPLIES				258.61	0.00
		TOTAL PAYMENT AMOUNT 0.00 *					0.00
105839/00 DAY, RACHEL							
PV-260290 05/27/2026 PER DIEM CATA SUMM CONF 2026		01-3550-0-5200.00-1110-1000-310-000-000 NN TRAVEL & CONFERENCE					152.00
		TOTAL PAYMENT AMOUNT 152.00 *					152.00

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
105745/00 DEAF AND HARD OF HEARING SERVICE CENTER INC 5340 N. FRESNO ST FRESNO, CA 93710	770003788					
PV-260283 05/22/2026 56506-A		01-0000-0-5866.00-1110-1000-000-500-000 NY PROFESSIONAL SERVICES				600.00
		TOTAL PAYMENT AMOUNT 600.00 *				600.00
024891/00 DEMCO INC P.O. BOX 8048 MADISON, WI 53708-8048	391311089					
260411 PO-260416 05/21/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-310-000-107 NN C SUPPLIES			108.07	0.00
260681 PO-260678 05/22/2026 7763027		1 01-0824-0-4300.00-1110-2420-112-000-107 NN F SUPPLIES			140.61	140.61
		TOTAL PAYMENT AMOUNT 140.61 *				140.61
100076/00 DEPOT GARAGE AUTO CENTER 435 - 4TH AVE. GUSTINE, CA 95322						
260039 PO-260042 05/28/2026 0042397		1 01-8150-0-5650.00-0000-8200-112-000-000 NN P REPAIRS/MAIN - VEHICLES			102.26	102.2
260039 PO-260042 05/28/2026 0042303		1 01-8150-0-5650.00-0000-8200-112-000-000 NN P REPAIRS/MAIN - VEHICLES			382.20	382.20
260039 PO-260042 05/28/2026 0041785		1 01-8150-0-5650.00-0000-8200-112-000-000 NN P REPAIRS/MAIN - VEHICLES			138.29	138.29
		TOTAL PAYMENT AMOUNT 622.75 *				622.75
104603/00 DOCUMENT TRACKING SERVICES 1601 INDIA ST 503 SAN DIEGO, CA 92101	203469254					
260314 PO-260305 05/27/2026 CLOSE		1 01-3010-0-4300.00-1110-1000-110-000-000 NY C SUPPLIES			5,000.00	0.00
		TOTAL PAYMENT AMOUNT 0.00 *				0.00

Vendor/Addr Remit name — Tax ID num — Deposit type — ABA num — Account num — EE ES E-Term E-ExtRef
Req Reference Date Description — FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS — Liq Amt — Net Amount

105499/00 EMPLOYMENT DEVELOPMENT DEPT
PO BOX 989061
WEST SACRAMENTO, CA 95798-906

260023 PO-260024 05/22/2026 942-3207-1 04/29/26 1 01-0100-0-9568.00-0000-0000-000-000-000 NN P 5,163.16 5,163.16
STATE DISABILITY INSURANCE
TOTAL PAYMENT AMOUNT 5,163.16 * 5,163.16

102728/00 FOLLETT SOFTWARE COMPANY
91826 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

PV-260296 05/28/2026 724059F (PO260808) 01-0824-0-4200.00-1110-2420-112-000-107 NN 295.85
BOOKS AND REFERENCE MATERIALS
TOTAL PAYMENT AMOUNT 295.85 * 295.85

104344/00 GARY'S RENT-A-CAN
21311 BLOSS AVENUE
HILMAR, CA 95324

260253 PO-260239 05/28/2026 337609 1 01-1100-0-5866.00-1801-4200-310-000-000 NN F 354.09 545.21
PROFESSIONAL SERVICES
TOTAL PAYMENT AMOUNT 545.21 * 545.21

035746/00 GILTON SOLID WASTE 000000000
MANAGEMENT, INCORPORATED
755 S. YOSEMITE
OAKDALE, CA 95361-4039

260141 PO-260135 05/28/2026 002700340-00 NZ-000 05/15/26 1 01-0000-0-5550.00-0000-8200-112-000-000 NN P 43.97 43.97
DISPOSAL/GARBAGE REMOVAL
TOTAL PAYMENT AMOUNT 43.97 * 43.97

105959/00 GRANT, ELT 000000000
T 76

PV-260292 05/27/2026 PER DIEM CATA SUMM CONF 2026 01-3550-0-5200.00-1110-1000-310-000-000 NN 152.00
TRAVEL & CONFERENCE
TOTAL PAYMENT AMOUNT 152.00 * 152.00

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
100659/00 HOME DEPOT CREDIT SERVICES DEPT. 32- 2153302280 PO BOX 60726 CITY INDUSTRY, CA 91716-0716	000000000						
260629 PO-260644 05/28/2026 5330 2280		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P SUPPLIES				36.67	36.67
		TOTAL PAYMENT AMOUNT		36.67 *			36.67
105273/00 I.C. ELECTRONICS, INC PO BOX 577375 MODESTO, CA 95357							
260898 PO-260884 05/28/2026 19698		1 01-8150-0-5630.00-0000-8110-112-000-000 NN P REPAIRS/MAINT - BUILDING				860.83	860.83
		TOTAL PAYMENT AMOUNT		860.83 *			860.83
103512/00 IRON MOUNTAIN P.O. BOX 27128 NEW YORK, NY 10087-7128							
260244 PO-260233 05/27/2026 LDDK134		1 01-0000-0-5550.00-0000-8200-112-000-000 NN F DISPOSAL/GARBAGE REMOVAL				553.17	888.67
		TOTAL PAYMENT AMOUNT		888.67 *			888.67
104363/00 JOE'S LANDSCAPING & CONCRT IN & CONCRETE INC. PO BOX 883 NEWMAN, CA 95360	000000000						
260784 PO-260770 05/28/2026 20255		1 01-0824-0-5899.00-0000-8110-112-000-201 NN P OTHER SERVICES, FEES, OP EXPS				14,338.99	14,338.99
		TOTAL PAYMENT AMOUNT		14,338.99 *			14,338.99
045840/00 JOHNSTONE SUPPLY 5658 E CLINTON AVE FRESNO, CA 93727	770025987						
260713 PO-260705 05/22/2026 S3041114.001		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P SUPPLIES				626.67	626.67
260713 PO-260705 05/27/2026 S3044392.001		1 01-8150-0-4300.00-0000-8110-112-000-000 NN F SUPPLIES				39.15	180.19
		TOTAL PAYMENT AMOUNT		806.86 *			806.86

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
106046/00 LEVESQUE, LINDA			554358181						
260850 PO-260838	05/22/2026	040126		1 01-0000-0-5866.00-0000-7300-112-000-000 NY P PROFESSIONAL SERVICES				11,025.00	11,025.00
				TOTAL PAYMENT AMOUNT 11,025.00 *					11,025.00
106045/00 LONGOBARDI, CAROL			112503252						
260863 PO-260842	05/22/2026	1007		1 01-0000-0-5866.00-0000-7300-112-000-000 NY P PROFESSIONAL SERVICES				6,675.00	6,675.00
				TOTAL PAYMENT AMOUNT 6,675.00 *					6,675.00
104955/00 LOPES, STACY			000000000						
PV-260281	05/22/2026	PER DIEM FFA LEADER STATE CONF		01-0824-0-5200.00-1110-1000-310-000-104 NN TRAVEL & CONFERENCE					1,195.46
				TOTAL PAYMENT AMOUNT 1,195.46 *					1,195.46
102224/00 MEDEIROS, KIMBERLEY									
PV-260284	05/22/2026	FEES MERCED COLLEGE		01-0824-0-5300.00-1110-1000-310-000-000 NN DUES & MEMBERSHIPS					264.50
PV-260284	05/22/2026	CARD FOR #20093310		01-3010-0-4300.00-1110-1000-112-205-000 NN SUPPLIES					150.00
				TOTAL PAYMENT AMOUNT 414.50 *					414.50
056282/00 MERCED CITY SCHOOL DISTRICT 444 W. 23RD STREET MERCED, CA 95340			0000000000						
260927 PO-260916	05/27/2026	260064		1 01-6266-0-5200.00-0000-2700-112-000-000 N F TRAVEL & CONFERENCE				50.00	50.00
260928 PO-260917	05/27/2026	2600062		1 01-6266-0-5200.00-1110-1000-110-000-000 N F TRAVEL & CONFERENCE				50.00	50.00

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
056282 (CONTINUED)									
260929 PO-260918	05/27/2026	260063		1 01-6266-0-5200.00-1110-1000-115-000-000 N F TRAVEL & CONFERENCE				100.00	100.00
				TOTAL PAYMENT AMOUNT 200.00 *					200.00
056337/00	MERCED COUNTY OFFICE OF EDUCATION 632 W. 13TH STREET MERCED, CA 95340		0000000000						
260060 PO-260050	05/21/2026	CLOSE		1 01-0824-0-5866.00-1110-1000-112-000-104 NN C PROFESSIONAL SERVICES				9,000.00	0.00
260059 PO-260052	05/21/2026	CLOSE		1 01-0824-0-5866.00-1110-1000-112-000-104 NN C PROFESSIONAL SERVICES				24,000.00	0.00
260057 PO-260056	05/21/2026	CLOSE		1 01-0824-0-5866.00-1110-1000-112-000-104 NN C PROFESSIONAL SERVICES				78,000.00	0.00
260104 PO-260100	05/21/2026	CLOSE		1 01-0824-0-5866.00-1110-1000-112-000-104 NN C PROFESSIONAL SERVICES				25,250.00	0.00
260602 PO-260599	05/21/2026	CLOSE		1 01-0824-0-5200.00-1110-1000-310-000-104 NN C TRAVEL & CONFERENCE				2,000.00	0.00
260787 PO-260767	05/21/2026	CLOSE		1 01-0824-0-5200.00-1110-1000-115-000-104 NN C TRAVEL & CONFERENCE				1,136.63	0.00
260786 PO-260768	05/21/2026	CLOSE		1 01-0824-0-5200.00-1110-1000-115-000-104 NN C TRAVEL & CONFERENCE				2,267.84	0.00
				TOTAL PAYMENT AMOUNT 0.00 *					0.00
105276/00	MID VALLEY IT 3220 WEST MONTE VISTA AVE#298 TURLOCK, CA 95380								
260165 PO-260165	05/27/2026	1117		1 01-0000-0-5912.00-0000-2700-112-000-000 NN P COMMUN - INTERNET SVCS/LINES				10,600.00	10,600.00
260922 PO-260913	05/22/2026	202146400		1 01-2600-0-4400.00-0000-7200-112-000-000 NN F NON-CAPITALIZED EQUIPMENT				654.63	654.62
260925 PO-260923	05/22/2026	202146398		1 01-0000-0-5912.00-0000-2700-112-000-000 NN F COMMUN - INTERNET SVCS/LINES				585.09	585.09
				TOTAL PAYMENT AMOUNT 11,839.71 *					11,839.71

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term	E-ExtRef	Liq Amt	Net Amount
105121/00 MUTUAL OF OMAHA PAYMENT PROCESSING CENTER PO BOX 2147 OMAHA, NE 68103-2147												
260012 PO-260012	05/27/2026	002179455754			1 01-0100-0-9556.00-0000-0000-000-000-000 NN P MISC DISTRICT VOL-DEDS (1)						16.50	16.50
					TOTAL PAYMENT AMOUNT 16.50 *							16.50
101470/00 P G & E BOX 997300 SACRAMENTO, CA 95899-7300												
260855 PO-260840	05/27/2026	6065175391-9	06/08/26		1 01-0000-0-5520.00-0000-8200-112-000-000 NN P ELECTRICITY						2.76	2.76
					TOTAL PAYMENT AMOUNT 2.76 *							2.76
105736/00 PERRY'S MORE THAN PIZZA 292 5TH ST GUSTINE, CA 95322												
260420 PO-260389	05/21/2026	CLOSE			1 01-8150-0-4314.00-0000-8110-112-000-000 NN C FOOD - OTHER						295.99	0.00
[illegible]206 PO-260695	05/27/2026	CLOSE			1 01-9038-0-4314.00-1110-1000-310-000-600 NN C FOOD - OTHER						356.88	0.00
					TOTAL PAYMENT AMOUNT 0.00 *							0.00
103972/00 PRIMO BRANDS BLUE TRITON BRAND, INC PO BOX 9001000 LOUISEVILLE, TX 40290-1000			000000000									
260195 PO-260180	05/28/2026	06E8720027957			1 01-0000-0-4300.00-0000-8200-112-000-000 NN P SUPPLIES						196.10	196.10
					TOTAL PAYMENT AMOUNT 196.10 *							196.10

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num / Account num	EE ES E-Term E-ExtRef	Liq Amt	Net Amount
105197/00 PRINCIPAL LIFE INSURANCE PO BOX 77202 MINNEAPOLIS, MN 55480-7200	000000000					
260011 PO-260013 05/22/2026 06/01/2026		1 01-0100-0-9556.00-0000-0000-000-000-000 NN P MISC DISTRICT VOL-DEDS (1)			727.38	727.38
		TOTAL PAYMENT AMOUNT	727.38 *			727.38
105100/00 PRUDENTIAL OVERALL SUPPLY PO BOX 511886 LOS ANGELES, CA 90051-1827	951535681					
260166 PO-260166 05/22/2026 82607498		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING			86.91	86.91
260166 PO-260166 05/28/2026 82068648		1 01-8150-0-5560.00-0000-8110-112-000-000 NY P LAUNDRY/DRY CLEANING			86.91	86.91
		TOTAL PAYMENT AMOUNT	173.82 *			173.82
106076/00 PULOS, PETER J 1'	550752430					
260827 PO-260817 05/22/2026 REIMB WASC 03/6/26		1 01-0824-0-5866.00-1110-1000-310-000-101 NN F PROFESSIONAL SERVICES			224.84	224.8
260827 PO-260817 05/22/2026 REIMB WASC 03/06/26		2 01-0824-0-4314.00-1110-1000-310-000-101 NN F FOOD - OTHER			332.38	328.44
		TOTAL PAYMENT AMOUNT	553.28 *			553.28
101252/00 RALEY'S IN STORE CHARGE P.O. BOX 13778 SACRAMENTO, CA 95853	000000000					
260795 PO-260795 05/27/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-110-000-105 NN C SUPPLIES			115.00	0.00
260795 PO-260795 05/27/2026 OPEN		1 01-0824-0-4300.00-1110-1000-110-000-105 NN O SUPPLIES			-115.00	0.00
260795 PO-260795 05/27/2026 138518STR6010512		1 01-0824-0-4300.00-1110-1000-110-000-105 NN F SUPPLIES			115.00	90.53
260822 PO-260796 05/27/2026 CLOSE		1 01-0824-0-4300.00-1110-1000-110-000-204 NN C SUPPLIES			100.00	0.00
260822 PO-260796 05/27/2026 OPEN		1 01-0824-0-4300.00-1110-1000-110-000-204 NN O SUPPLIES			-100.00	0.00
260822 PO-260796 05/27/2026 138493STR6010507		1 01-0824-0-4300.00-1110-1000-110-000-204 NN P SUPPLIES			69.24	69.24

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	EE ES	E-Term	E-ExtRef	Liq Amt	Net Amount
101252 (CONTINUED)												
260822 PO-260796	05/27/2026	138567STR6010521					1 01-0824-0-4300.00-1110-1000-110-000-204 NN P SUPPLIES				22.62	22.62
260822 PO-260796	05/27/2026	138568STR6010521					1 01-0824-0-4300.00-1110-1000-110-000-204 NN F SUPPLIES				8.14	7.54
							TOTAL PAYMENT AMOUNT 189.93 *					189.93
104538/00 RALEY'S PO BOX 13778 SACRAMENTO, CA 95853												
260202 PO-260193	05/27/2026	138468STR6010502					1 01-0824-0-4314.00-1110-1000-310-000-106 NN P FOOD - OTHER				297.40	297.40
260202 PO-260193	05/27/2026	138492STR6010507					1 01-0824-0-4314.00-1110-1000-310-000-106 NN P FOOD - OTHER				504.93	504.93
260202 PO-260193	05/27/2026	138509STR6010509					1 01-0824-0-4314.00-1110-1000-310-000-106 NN F FOOD - OTHER				197.67	45.99
260352 PO-260341	05/21/2026	CLOSE					1 01-7010-0-4300.00-1110-1000-310-000-000 NN C SUPPLIES				58.79	0.00
							TOTAL PAYMENT AMOUNT 848.32 *					848.32
106077/00 ROBERTSON, ANGELA [redacted] [redacted]			618037903									
260826 PO-260815	05/22/2026	REIMB FOR WASC 03/06/26					1 01-0824-0-5866.00-1110-1000-310-000-101 NN F PROFESSIONAL SERVICES				200.83	200.83
							TOTAL PAYMENT AMOUNT 200.83 *					200.83
076660/00 SANTA NELLA COUNTY WATER DISTRICT 12931 S. HIGHWAY 33 SANTA NELLA, CA 95322			000000000									
260248 PO-260238	05/28/2026	95002600	06/15/26				1 01-0000-0-5530.00-0000-8200-112-000-000 NN P WATER&/OR SEWAGE				280.00	280.00
260248 PO-260238	05/28/2026	94794150	06/15/26				1 01-0000-0-5530.00-0000-8200-112-000-000 NN P WATER&/OR SEWAGE				2,125.61	2,125.61
							TOTAL PAYMENT AMOUNT 2,405.61 *					2,405.61

Vendor/Addr Remit name — Tax ID num — Deposit type — ABA num — Account num — EE ES E-Term E-ExtRef
Req Reference Date Description — FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS — Liq Amt — Net Amount

105279/00 SHOOB PHOTOGRAPHY 000000000
4640 SPYRES WAY STE 1
MODESTO. CA 95356

260915 PO-260911 05/22/2026 29961
1 01-0824-0-4300.00-1110-1000-115-000-111 NN P 188.56 188.56
SUPPLIES
TOTAL PAYMENT AMOUNT 188.56 * 188.56

100063/00 SMILE MAKERS
P.O. BOX 2543
SPARTANBURG. SC 29304

260824 PO-260816 05/27/2026 CLOSE
1 01-0824-0-4300.00-1110-1000-110-000-207 NN C 3,000.00 0.00
SUPPLIES
TOTAL PAYMENT AMOUNT 0.00 * 0.00

104029/00 SODEXO INC & AFFILIATES
PO BOX 360170
PITTSBURGH. PA 15251-6170

260266 PO-260261 05/21/2026 CLOSE
1 01-0000-0-4314.00-0000-7200-112-000-000 NN C 3,417.86 0.00
FOOD - OTHER

260301 PO-260309 05/27/2026 295128
1 01-0000-0-4314.00-0000-7110-112-000-000 NN P 160.00 160.00
FOOD - OTHER

260397 PO-260396 05/27/2026 295134
2 01-1100-0-4300.00-1110-1000-111-000-000 NN P 69.00 69.00
SUPPLIES

260397 PO-260396 05/27/2026 295142
2 01-1100-0-4300.00-1110-1000-111-000-000 NN P 71.00 71.00
SUPPLIES

260633 PO-260616 05/27/2026 295138
1 01-0824-0-5866.00-0000-3700-112-000-112 NN F 7,500.00 7,500.00
PROFESSIONAL SERVICES

260821 PO-260799 05/27/2026 CLOSE
1 01-0824-0-4300.00-1110-1000-110-000-204 NN C 110.00 0.00
SUPPLIES

PV-260287 05/27/2026 295137
01-2600-0-4700.00-1110-3700-112-000-000 NN 364.04
FOOD
TOTAL PAYMENT AMOUNT 8,164.04 * 8,164.04

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num / Account num	EE ES	E-Term / Liq Amt	E-ExtRef / Net Amount
106006/00 SWEAT III 826 LIGHTHOUSE DR WEST SACRAMENTO, CA 95605			611309543					
260147 PO-260136	05/27/2026	PARENT SESSION GHS 2026		1 01-0824-0-5866.00-1110-1000-310-000-301 NY F PROFESSIONAL SERVICES			9,733.50	9,733.50
260146 PO-260137	05/27/2026	11.11.2026 PHS		1 01-4127-0-5866.00-1110-1000-310-000-000 NY F PROFESSIONAL SERVICES			9,742.50	9,000.00
				TOTAL PAYMENT AMOUNT 18,733.50 *				18,733.50
105988/00 TEN PIN FUN CENTER LLC 3700 COUNTRYSIDE DR TURLOCK, CA 95382			812824337					
260554 PO-260548	05/21/2026	CLOSE		1 01-0824-0-5899.00-1110-1000-115-000-117 NN C OTHER SERVICES, FEES, OP EXPS			75.15	0.00
				TOTAL PAYMENT AMOUNT 0.00 *				0.00
105198/00 TEXAS LIFE INSURANCE COMPANY WORKSITE BILLING PO BOX 2209 WACO, TX 76703-2209								
[illegible]10 PO-260011	05/21/2026	SMODLK20260514001		1 01-0100-0-9556.00-0000-0000-000-000-000 NN P MISC DISTRICT VOL-DEDS (1)			732.73	732.73
				TOTAL PAYMENT AMOUNT 732.73 *				732.73
104323/00 U.S. BANK EQUIPMENT FINANCE P.O. BOX 790448 ST LOUIS, MO 63179-0448			000000000					
PV-260286	05/22/2026	579461807		01-0000-0-5620.00-0000-7200-112-000-000 NN RENTALS, LEASES OF EQUIPMENT				2,665.04
				TOTAL PAYMENT AMOUNT 2,665.04 *				2,665.04

Vendor/Addr Remit name | Tax ID num | Deposit type | ABA num | Account num | EE ES | E-Term | E-ExtRef
Req Reference | Date | Description | FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS | Liq Amt | Net Amount

105733/00 VERONICA OBREGON
OBREGON PSYCHOLOGICAL ED SERV
684 1/2 N. FORBES AVE.
MONTEBELLO, CA 90640 814505215

260228 PO-260205 05/22/2026 289
1 01-0824-0-5866.00-1110-1000-112-000-202 NY F 785.00 1,080.00
PROFESSIONAL SERVICES
TOTAL PAYMENT AMOUNT 1,080.00 * 1,080.00

102209/00 VIA ADVENTURES INC
300 GROGAN AVENUE
MERCED, CA 95340-6446

PV-260280 05/21/2026 45894
01-6762-0-5835.00-1110-1000-111-000-000 NN 2,090.00
CONTRACTED TRANSPORTATION SVCS
TOTAL PAYMENT AMOUNT 2,090.00 * 2,090.00

105638/00 WESTSIDE CONNECT 850656466
PO BOX 1958
MANTECA, CA 95336

260028 PO-260030 05/28/2026 419530
1 01-0000-0-5899.00-0000-7200-112-000-000 NY P 280.00 280.00
OTHER SERVICES, FEES, OP EXPS
260028 PO-260030 05/28/2026 417990
1 01-0000-0-5899.00-0000-7200-112-000-000 NY P 560.00 560.00
OTHER SERVICES, FEES, OP EXPS
260028 PO-260030 05/28/2026 417885
1 01-0000-0-5899.00-0000-7200-112-000-000 NY P 400.00 400.00
OTHER SERVICES, FEES, OP EXPS
TOTAL PAYMENT AMOUNT 1,240.00 * 1,240.00

103214/00 WYMAN, CAMERON 000000000

PV-260291 05/27/2026 PER DIEM CATA SUMM CONF 2026
01-3550-0-5200.00-1110-1000-310-000-000 NN 152.00
TRAVEL & CONFERENCE
TOTAL PAYMENT AMOUNT 152.00 * 152.00

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
100890/00 YOUNG'S AIR CONDITIONING 25 WEST G STREET LOS BANOS, CA 93635			770046256						
260558 PO-260535	05/28/2026	385486		1 01-0824-0-5630.00-0000-8110-112-000-201 NN P REPAIRS/MAINT - BUILDING				1,045.38	1,045.38
260558 PO-260535	05/28/2026	385272		1 01-0824-0-5630.00-0000-8110-112-000-201 NN P REPAIRS/MAINT - BUILDING				232.00	232.00
				TOTAL PAYMENT AMOUNT		1,277.38 *			1,277.38
				TOTAL FUND PAYMENT		148,647.29 **			148,647.29

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

DATE: 5/28/26

DISTRICT FUND: 11 - 5074 BATCH# 11

DISTRICT NAME: 14 – GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: $ 170.90

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

✓ Verify cash for each fund

✓ Ensure deposits have been made at the County Treasurer by 11 a.m.

✓ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)

✓ Retain original prelist for your records

✓ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES E-Term E-ExtRef	Liq Amt	Net Amount
104323/00 U.S. BANK EQUIPMENT FINANCE P.O. BOX 790448 ST LOUIS, MO 63179-0448			000000000						
PV-260285	05/22/2026	578587180							
						11-0000-0-5620.00-4110-2700-312-000-000 NN RENTALS, LEASES OF EQUIPMENT			170.90
		TOTAL PAYMENT AMOUNT				170.90 *			170.90
		TOTAL FUND PAYMENT				170.90 **			170.90

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

DATE: 5/28/26

DISTRICT FUND: 13 - 5077 BATCH# 13

DISTRICT NAME: 14 – GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: $ 1,366.98

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

✓ Verify cash for each fund

✓ Ensure deposits have been made at the County Treasurer by 11 a.m.

✓ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)

✓ Retain original prelist for your records

✓ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
103447/00 AMAZON CREDIT PLAN P.O. BOX 035184 SEATTLE, WA 98124-5184			000000000						
260158 PO-260155	05/21/2026	CLOSE		1 13-5310-0-4300.00-0000-3700-112-000-000 NN C SUPPLIES				170.49	0.00
				TOTAL PAYMENT AMOUNT	0.00 *				0.00
105778/00 BRADY INDUSTRIES 7055 LINDELL RD LAS VEGAS, NV 89118			000000000						
260743 PO-260716	05/21/2026	11714986		1 13-5310-0-4300.00-0000-3700-112-000-000 NN P SUPPLIES				680.84	990.51
				TOTAL PAYMENT AMOUNT	990.51 *				990.51
104327/00 MODESTO REFRIGERATION INC 5408 PIRRONE RD SALIDA, CA 95368									
260164 PO-260161	05/28/2026	0000028684		1 13-5310-0-5640.00-0000-3700-112-000-000 NN P REPAIRS/MAINT OF EQUIPMENT				376.47	376.47
				TOTAL PAYMENT AMOUNT	376.47 *				376.47
				TOTAL FUND PAYMENT	1,366.98 **				1,366.98
				TOTAL BATCH PAYMENT	150,185.17 ***	0.00			150,185.17
				TOTAL DISTRICT PAYMENT	150,185.17 ****	0.00			150,185.17
				TOTAL FOR ALL DISTRICTS:	150,185.17 ****	0.00			150,185.17

Number of checks to be printed: 55, not counting voids due to stub overflows. 150,185.17
Number of zero dollar checks: 9, will be printed.
closed: 1
not closed: 8

B

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: 2026-2027 LCAP Public Hearing

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Director of Curriculum and Instruction

RECOMMENDATIONS:
It is recommended that the Board of Trustees hold a public hearing to obtain community input regarding the 2026-2027 LCAP.

SUMMARY:
Local Control and Accountability Plan (LCAP) Public Hearing. LCFF/LCAP related Ed Code 52052 states, the governing board of a school must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP.

Local Control Funding Formula (LCFF)/Local Control and Accountability Plan (LCAP) related Ed Code 52052(b)(2) states "A governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing held pursuant to paragraph (1). This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to paragraph (2) of subdivision (a) of Section 42127."

FISCAL IMPACT: $25,716,545

BUDGET CATEGORY: LCFF

NOTICE

PUBLIC HEARING
WEDNESDAY, JUNE 10, 2026
GUSTINE UNIFIED SCHOOL DISTRICT
1500 MEREDITH AVENUE
GUSTINE, CALIFORNIA 95322

The Gustine Unified School District Board of Trustees will conduct a public hearing at 7:00 p.m. in the Board Room at 1500 Meredith Avenue, Gustine, California, to obtain community input regarding the following:

1. 2026-2027 LCAP

****

Posted 6-5-26

LCAP Public Hearing 2026-2027

June 10, 2026

Budget Overview for Parents 2026-2027

LCAP Budget Overview for Parents

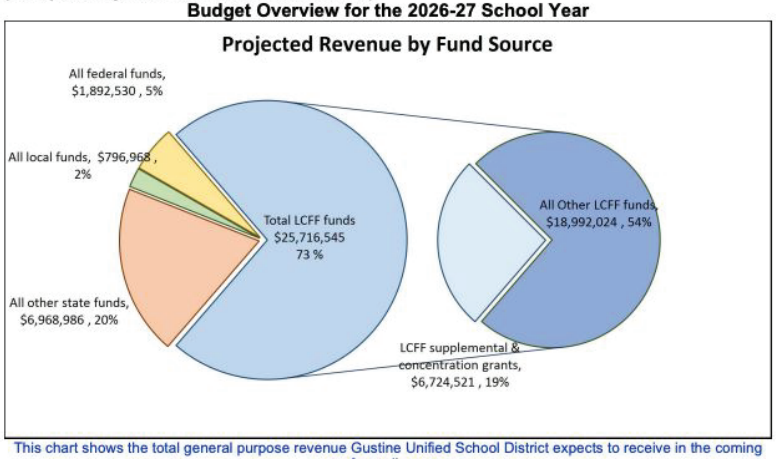
The Budget Overview for Parents is intended to help community partners better understand funding decisions included in the LEA's budget. The LCFF Budget Overview for Parents is considered part of the LCAP and will be board approved as part of the LCAP and submitted by July 1st.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gustine Unified School District
CDS Code: 24 73619 0000000
School Year: 2026-27
LEA contact information:
Bryan Ballenger
Superintendent
bballenger@gustineusd.org
(209) 854-3784

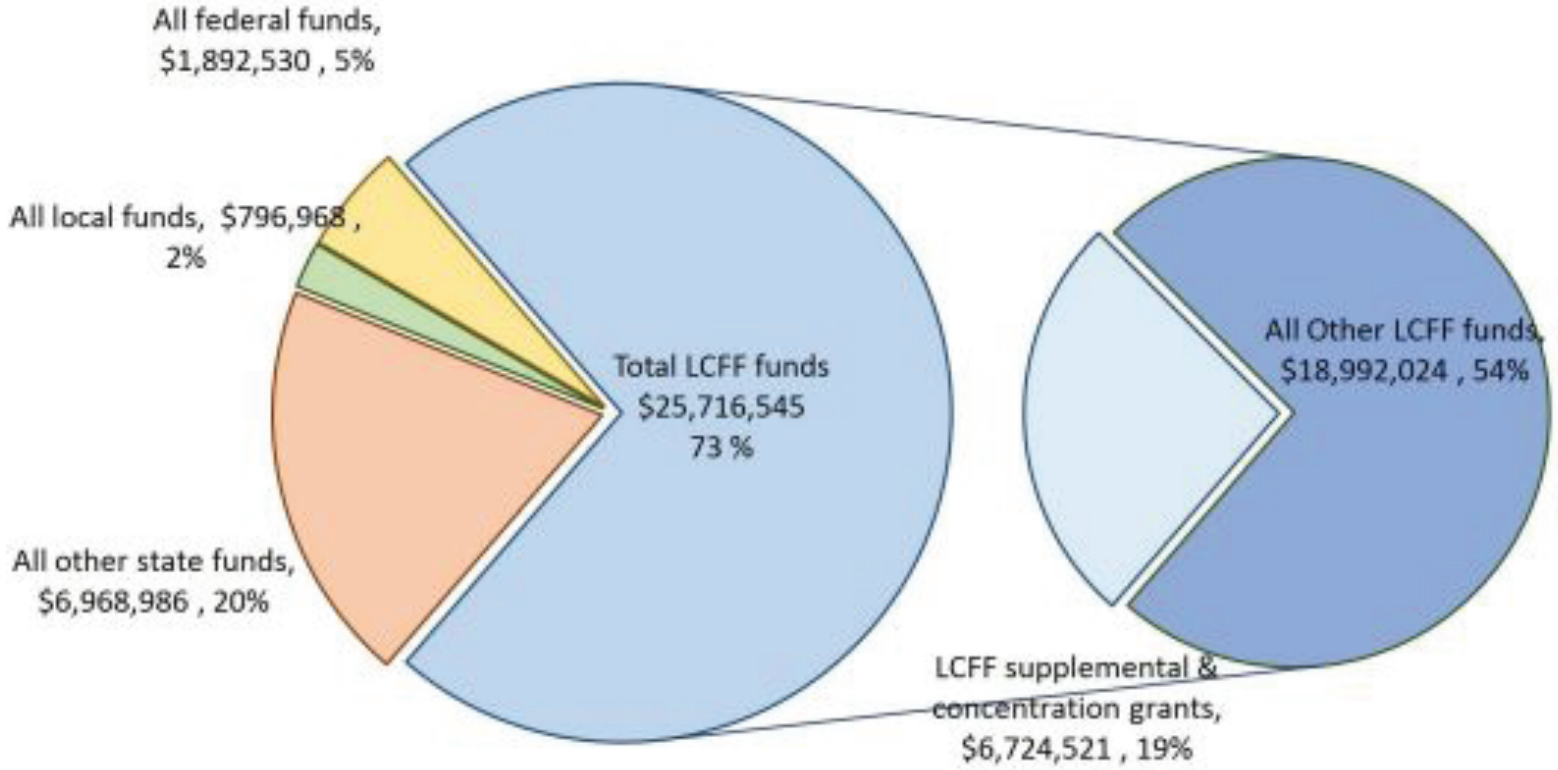
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

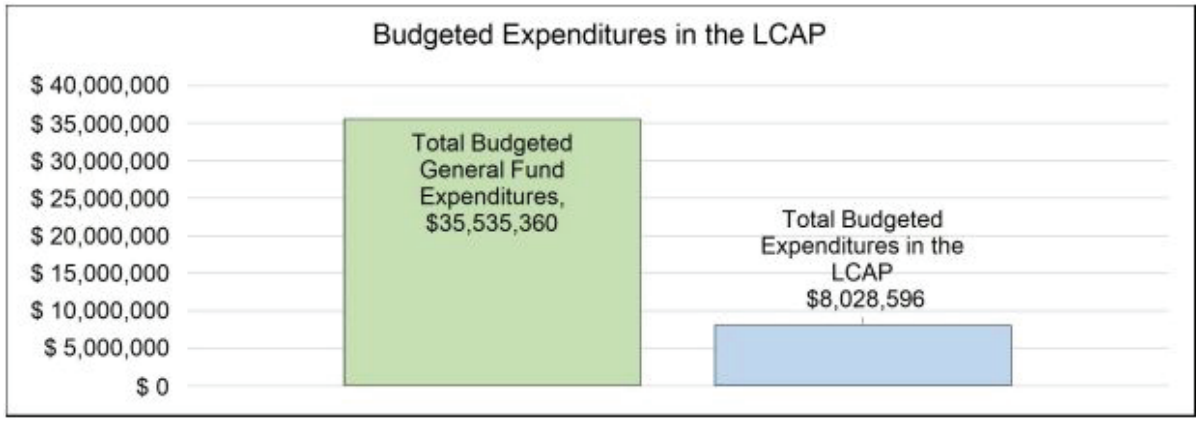
Budget Overview for the 2026-27 School Year



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

Projected Revenue by Fund Source





The general fund expenditures not included in the LCAP include:

Employee salary and benefits♦Speech services♦Special Education♦Utilities (electricity, water, sewer, waste) ♦Contribution to Adult Education ♦Contribution to Food Services♦Costs for buses and transportation ♦Title I expenditures include some instructional coaches, professional development, classroom devices to support academic achievement ♦Title II expenditures include professional development for employees♦Title III expenditures include services and supplies for English Learners♦Title IV expenditures include supplies for enrichment♦Title V is combined with title I to support academic achievement ♦District Liability Insurance♦Legal services

Local Control and Accountability Plan 2026-2027

Lowest Status by Indicator

Schools within the district with the lowest status by indicator on the 2023 California Dashboard

- Gustine Elementary for English Language Arts and Suspension
- Gustine Middle School for English Language Arts
- Romero Elementary for the English Learner Progress Indicator

District Student Groups with the Lowest Status by Indicator on the 2023 California Dashboard

- English Language Arts: English Learners, Hispanic, Homeless, socioeconomically disadvantaged, and students with disabilities
- Mathematics: English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities
- Suspension: White, Two or More Races

Student groups within schools with the lowest status by indicator on 2023 California Dashboard

Gustine Elementary School

- English Language Arts: students with disabilities
- Mathematics: English Learners, students with disabilities
- Suspension: socioeconomically disadvantaged, white

Gustine Middle School

- English Language Arts: English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities
- Mathematics: Hispanic, students with disabilities

Romero Elementary School

- English Language Arts: English Learners
- Chronic Absenteeism: students with disabilities
- English Learner Progress Indicator: English Learners

2026-2027 LCAP Plan Highlights

GOAL 1

Academic Achievement

- Improve and support reading interventions at all sites
- Raise achievement levels

GOAL 2

Positive School Climate & Culture

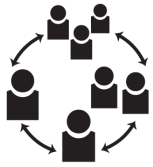
- Focus on Improving overall attendance and reducing chronic absenteeism
- Creating a more welcoming and inclusive climate with additional activities and clubs.

GOAL 3

Parent Family and Community Partnerships

- Parent University
- Provide childcare at all meetings, and other capacity building workshops

Educational Partner Engagement



The district has engaged with all educational partners while developing the LCAP





Top Priorities

Family and Community Survey

Top priorities to be emphasized in GUSD:

1. Safety 63.7%
2. College and Career Readiness 58.2%
3. Nutritious Meals Served in Cafeteria 38.2%

Staff Survey

Top priorities to be emphasized in GUSD:

1. Academic Support (Interventions) 47% 2. Reduce Class Sizes 44%
3. Recruit and Retain High Quality Teachers 38%

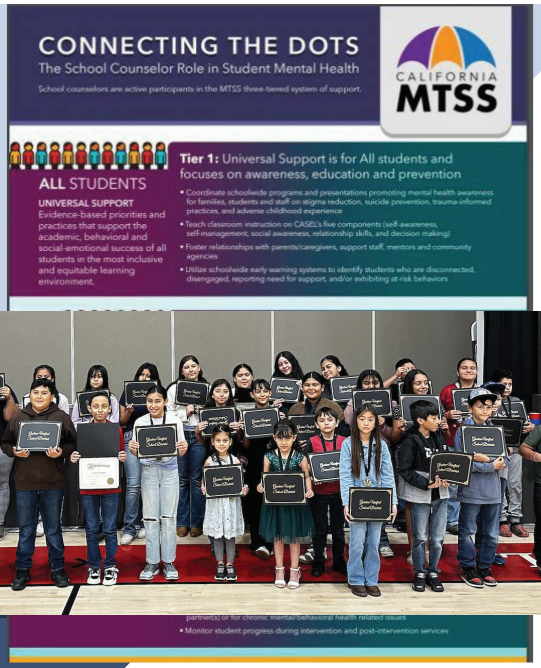
Top Student Priorities

1. Improve the cafeteria food and lunch experience
2. Provide meaningful activities, recognition, and rewards
3. Improve School Climate and Culture

1



COLLEGE & CAREER READINESS



Academic Achievement

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

Budget: $2,978,855
Actions/Services: 18

Successes:

1.1 Curriculum Access: 100% of students had access to standards-aligned materials. English Learners had access to appropriate standards and supports.

1.2 Academic Intervention: DIBELS 65% 2nd grade meeeting+, reading interventions

1.5 Experiential Learning: All sites expanded experiential opportunities and participation by low-income students increased at all school sites.

1.6 Dual Enrollment: Participation rose from 3 to 89 students, including increases among LI, EL, and LTEL students.

1.8 Reclassification Rates: Improved-EL 6.3% to 16.73%, LTEL 2.1% to 21.5%

1.10 Technology Integration: Overall improvement in technology integration survey metric, especially the EL student perception of technology benefits improved by 7%.

Metric 1.18 A-G Completion: Increased from 38.3% to 51.8%

1.22 ELPI Progress: Improved from 37.6% to 44.6%

Challenges:

1.3 MTSS and 1.15 and 1.16 ELA & Math Achievement: Limited progress overall; most progress was little to none. 11th grade improved from -17.9 points to +1.5. ELs and LTELs remain significantly below.

1.2 Intervention and Enrichment: Math scores continue to be deeply below standards for all groups.

1.26 and 1.27 CTE Completion: Despite strong CTE enrollment numbers (n=778, 65.42%), CTE pathway completion dropped sharply from 10.52% (baseline) to 2.97%, a decrease of 7.55 percentage points

1.33 Recognition and Incentives: Student perception of being recognized and rewarded for academic achievement declined at the district level (from 65% to 62%). Gustine Elementary saw a 14-point drop (from 77% to 63%), and Gustine High School declined 6 points (from 63% to 54%)

2











Positive School Climate and Culture

Gustine Unified School District will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

Budget: $3,655,389
Actions/Services: 8

Successes:

2.1 Safe Facilities: Student perception of facilities being clean and in good repair increased by 2%. Family perception increased slightly by 0.3%. The Williams report showed only a minor decline (0.04%).

2.2 Support Services for Social-Emotional and Mental Health & 2.3 Health Services: Chronic absenteeism decreased by 6.4%. Most student groups showed improvement.

2.4 Engagement, Enrichment, and Leadership: Overall student participation increased from 54% to 66%. Gustine Middle and High Schools saw growth across most student groups. Low-income participation at Romero Elementary increased by 13%, and English Learners by 4%.

2.5 School Safety and Positive Learning Environment: Overall suspension rates decreased by 0.3%. Gustine Elementary had zero suspensions. Gustine Middle and High Schools saw reduced suspensions for most student groups. Only one expulsion was reported. Student sense of connectedness increased by 4%.

2.6 Positive Behavior Intervention Supports (PBIS): Overall suspension rates improved. Gustine Elementary reported no suspensions. Gustine Middle and High Schools reduced suspensions in most groups. Only one expulsion was recorded. Student connectedness improved by 4%.

2.7 Attendance: Chronic absenteeism improved from 29.9% to 32.5%. Most student groups showed improvement.

2.8 Nutritious and Healthful Meals: Student satisfaction with meals rose by 7% (from 40% to 47%). English Learners reported an 8% increase (from 41% to 49%). Low-income student satisfaction improved by 15% (from 39% to 54%).

Challenges:

2.1 Safe Facilities: Staff perception declined significantly by 15%.

2.2 Support Services for Social-Emotional and Mental Health & 2.3 Health Services: Attendance rate declined by 1.32%. Students identifying as two or more races did not show improvement in chronic absenteeism.

2.4 Engagement, Enrichment, and Leadership: Romero Elementary participation dropped from 76% to 69%. Hispanic and white students at Romero, and white students at Gustine High, showed decreases. Participation by students of two or more races declined at Gustine Elementary.

2.5 School Safety and Positive Learning Environment: Staff feeling of safety declined from 84% to 64%. Student and family safety perceptions declined (students -6%, families from 87.5% to 71.9%). Suspension rates increased for students with disabilities, low-income students, English Learners, and students of two or more races. Staff connectedness dropped significantly (from 88% to 58%). Family connectedness declined (from 82.1% to 75%). Homeless students did not show improvement in connectedness.

2.6 Positive Behavior Intervention Supports (PBIS): Student recognition for positive behavior dropped from 70% to 63%. Gustine Elementary, Gustine Middle School and Gustine High School saw a decline in this area. Suspension rates increased for students with disabilities, low income students, English Learners, and students of two or more races. Staff and family connectedness declined. No improvement in connectedness for homeless students.

2.7 Attendance: Attendance rate declined by -0.49%

3



Parent, Family, and Community Partnerships

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

Budget: $85,902
Actions/Services: 5

Successes:

Unduplicated Family Event Attendance (Metric 3.3): The percentage of unduplicated families attending school events grew significantly from 20% at baseline to 60% in 2025-26

Targeted Outreach and Notification (Metric 3.5): Notification of unduplicated families rose from 0% (baseline) to 73.6% in 2025-26, surpassing the 75% target.

Child Care Availability (Metric 3.4): Family perception of child care availability improved from 50% (baseline) to 60% in 2025-26, a gain of 10 percentage points.

Challenges:

Family Decision-Making Participation (Metric 3.1): Despite increased advisory committee attendance, the percentage of families who agreed or strongly agreed that they have opportunities to be part of school decisions declined from 84% (baseline) to 74.2% in Year 1 and further to 70.9% in 2025-26.

3.5 Structures for Communication: Family awareness of events and schedules declined from 88.4% to 70%.

4





Think College

CAREER PATHWAYS

Equity Multiplier Pioneer High School

Starting in the 2024-2025 school year, Equity Multiplier funds were made available for schools which met the non-stability rate and high socioeconomically disadvantaged rates.

Budget: $51,735
Actions/Services: 3

Goal 4 Equity Multiplier

Successes:

Classroom Environment (Action 4.3 / Metric 4.5): Student satisfaction with the classroom environment rose from 20% (baseline) to 100% in 2025-26, surpassing the 80% target by 20 percentage points.

Field Trips and Guest Speakers (Action 4.1 / Metric 4.5): Both field trip and guest speaker programming were introduced from a starting point of 0%. Student satisfaction with field trip opportunities grew from 0% to 57% in 2025-26, and satisfaction with guest speakers rose from 0% to 85%, exceeding the 80% target

Challenges:

Graduation Rate (Metric 4.2): The graduation rate declined significantly and has not recovered. From a baseline of 89.5%, the graduation rate dropped to 73.1% in Year 1 and remained at 73.1% in Year 2

College Preparedness Still Low (Metric 4.1): Despite the Year 2 recovery, only 6.7% of Pioneer High School students are college and career prepared which is still well below the 18% target and reflecting the deep systemic challenges facing this student population. The overall level of preparedness remains critically low.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,724,521	$832,747

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.438%	0.000%	$0.00	38.438%

During the year end reconciliation process, it was identified that expenditures totaling $1,974,499 were not coded to the correct LCAP actions at the time of purchase. These funds were expended on services that directly support the academic achievement of unduplicated students, including low-income students, English Learners, and foster youth, and are consistent with the intent and scope of Goal 1, Actions 1.2 and 1.4. The expenditures reflect the services provided and ensure alignment between actual spending and the LCAP goals and actions as intended.

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$17,494,307	$6,724,521	38.438%	0.000%	38.438%	$6,885,273.00	0.000%	39.357 %	**Total:**	$6,885,273.00
								LEA-wide Total:	$5,697,980.00
								Limited Total:	$98,849.00
								Schoolwide Total:	$1,088,444.00



THANK YOU!

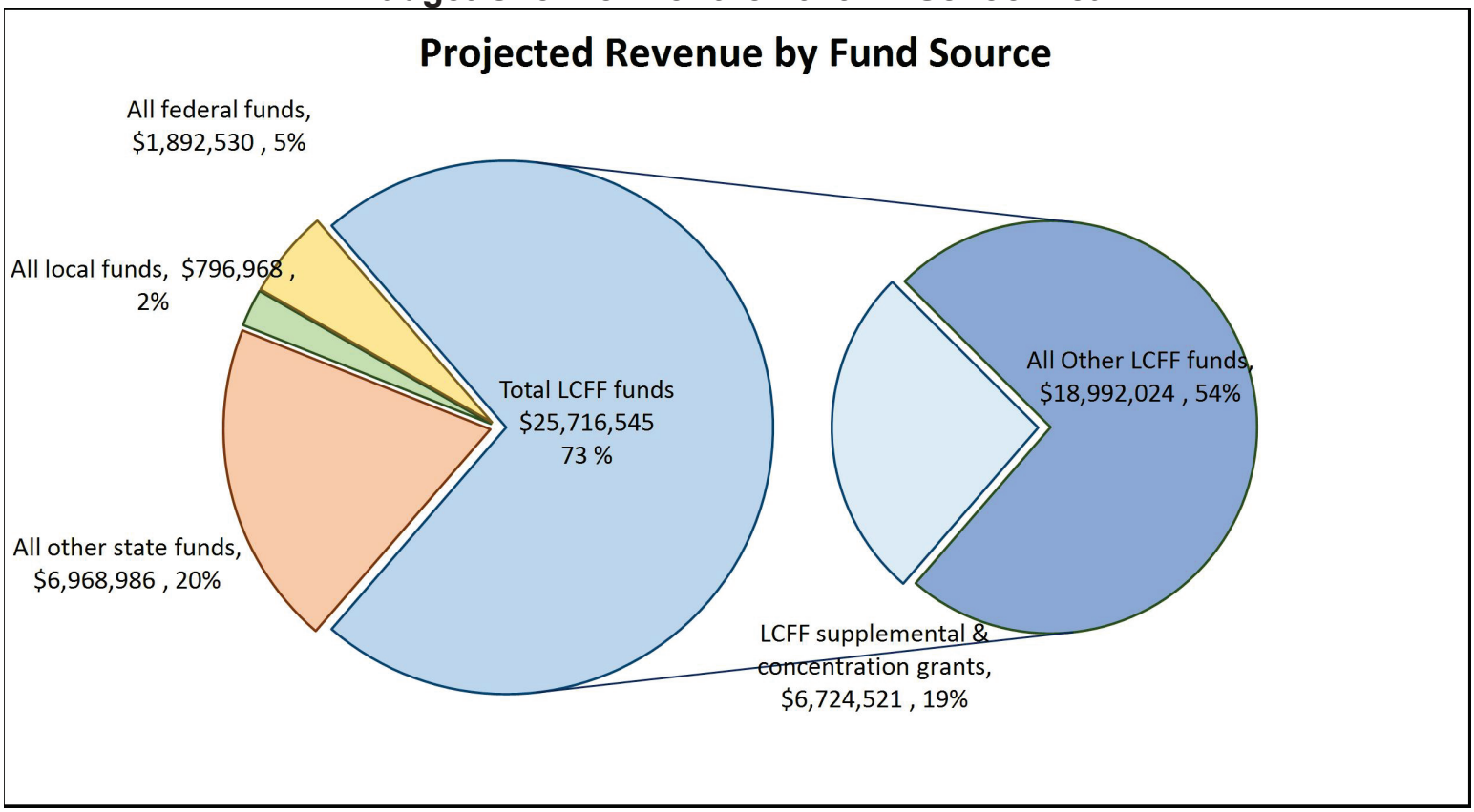
Do you have any questions?

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gustine Unified School District
CDS Code: 24 73619 0000000
School Year: 2026-27
LEA contact information:
Bryan Ballenger
Superintendent
bballenger@gustineusd.org
(209) 854-3784

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

Budget Overview for the 2026-27 School Year

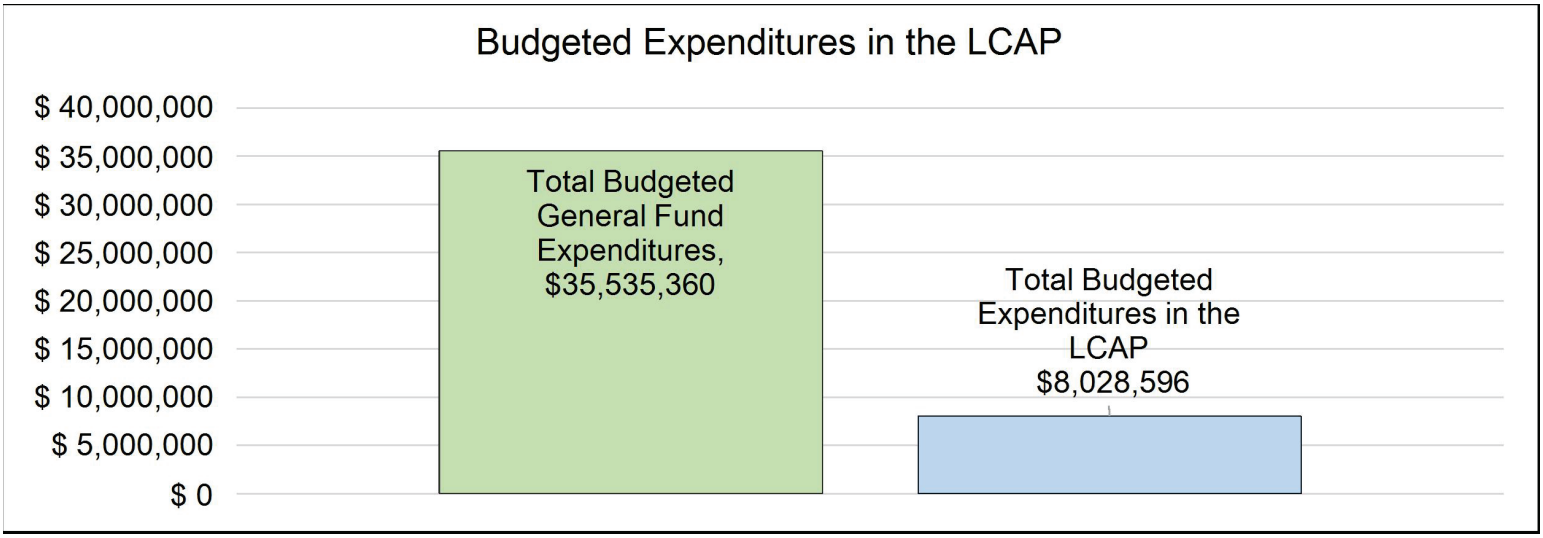


This chart shows the total general purpose revenue Gustine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gustine Unified School District is $35,375,029, of which $25716545 is Local Control Funding Formula (LCFF), $6,968,986 is other state funds, $796,968 is local funds, and $1,892,530 is federal funds. Of the $25716545 in LCFF Funds, $6,724,521 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gustine Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gustine Unified School District plans to spend $35,535,360 for the 2026-27 school year. Of that amount, $8,028,596 is tied to actions/services in the LCAP and $27,506,764 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

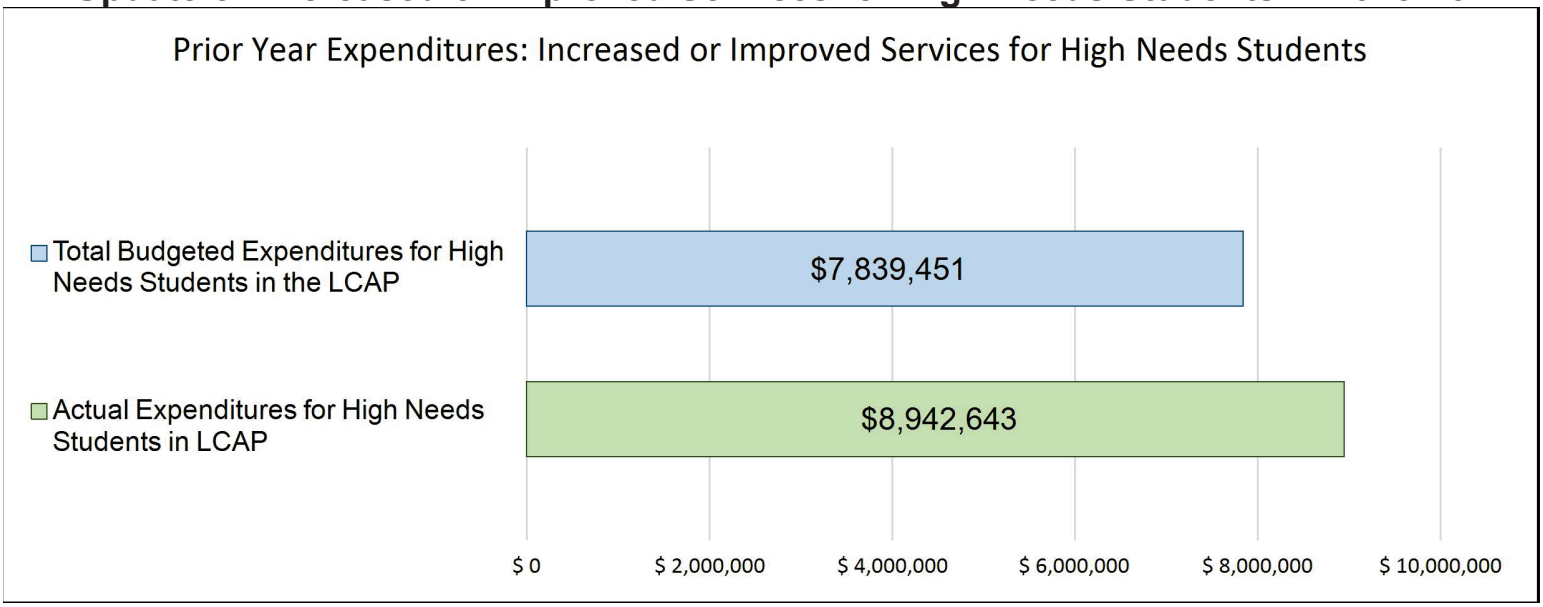
General fund expenditures not reflected in the LCAP include:
*Employee salaries and benefits
*Speech and language services
*Special Education services
*Utilities (electricity, water, sewer, and waste management)
*Contributions to Adult Education and Food Services
*Transportation costs, including buses
*Title I: Supports iliteracy coaches, instructional aides, professional development, and classroom technology to enhance academic achievement
*Title II: Funds professional development for staff
*Title III: Provides services and supplies for English Learners
*Title IV: Covers enrichment-related services, supplies, and teacher librarian
*Title V: Combined with Title I to support student achievement
*Information Technology (IT) services
*District liability insurance
*Legal services

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Gustine Unified School District is projecting it will receive $6,724,521 based on the enrollment of foster youth, English learner, and low-income students. Gustine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gustine Unified School District plans to spend $6,885,273 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Gustine Unified School District's LCAP budgeted $7,839,451 for planned actions to increase or improve services for high needs students. Gustine Unified School District actually spent $8,942,643 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gustine Unified School District	Bryan Ballenger Superintendent	bballenger@gustineusd.org (209) 854-3784

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Gustine Unified School District is located in Gustine, a small city in Merced County, California. Gustine is situated in the San Joaquin Valley, known for its agricultural industry. The population of Gustine is approximately 6,000 people. The district serves the educational needs of approximately 1,640 students from transitional kindergarten through 12th grade. There are five schools in the district. Gustine Elementary School is a Transitional Kindergarten through grade five school, serves approximately 465 students, and is located in the city of Gustine. Romero Elementary School is a Transitional Kindergarten through grade five school with approximately 220 students. Romero is located in Santa Nella which is 10 miles south of Gustine. Gustine Middle School is located in the Gustine city limits and serves approximately 345 grade sixth through eighth students. Gustine High School is located on the north side of Gustine and serves 550 students in grades 9-12. Pioneer High School is located in Gustine and is a continuation high school for students in grades 10-12 serving approximately 20 students. There is one adult school in Gustine.

Pioneer High School is receiving Equity Multiplier funding of $51,697. The additional funding allocation is for schools meeting the nonstability and socioeconomically disadvantaged student thresholds in the 2025-2026 school year.

The school district serves students in grades Transitional Kindergarten through twelfth grade. Demographically, the student population in Gustine Unified School District is 83.2% Hispanic, 11.7% White, 1.3% Two or More Races, 1.1% unknown, 0.72% Black or African American, 0.56% Asian, 0.56% Filipino, and 0.45% American Indian or Alaska Native, and 0.11% Pacific Islander. The district's total student enrollment of "unduplicated students" is 85.13%, which is made up of English Learners (34.4%), students from low-income environments (83.2%), and Foster Youth (0%). The percentage of students who are part of the Special Education program is 12.1%.

Mission:
Opening Doors...to a Brighter Future.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In the 2025–2026 school year, Gustine Unified School District focused on improving student outcomes by strengthening instructional practices across all school sites. The district continued implementation of the nine instructional norms developed in 2024–2025 by providing targeted training and structured opportunities for collaboration during three districtwide professional development days. This work engaged teachers, instructional coaches, and administrators in a shared approach to improving classroom instruction.

To support consistent implementation, the district conducted monthly walkthroughs at all four school sites. These walkthroughs created opportunities for feedback and reflection because site and district leaders were able to observe instruction aligned to the instructional norms, identify areas of strength, and provide targeted guidance for refinement.

Professional learning extended beyond instructional norms. In partnership with the county office, the district provided mathematics professional development for all TK–12 teachers to strengthen instructional practices aligned to standards. Additional support was provided to teachers in grades 6–12 to improve science instruction, and targeted English Language Arts (ELA) training was implemented at Gustine High School to address identified needs in literacy instruction.

The district also continued implementation of standards-based grading practices. This work focused on aligning grading practices to standards because consistent grading systems provide clearer information about student learning and progress, which supports more accurate identification of student needs.

Successes

The California School Dashboard indicates that Gustine Unified School District achieved a **Green performance level** in the College and Career Indicator at the all-student level. No student groups were identified in the Red or Yellow performance levels. English Learners (0.6 percentage point increase) and Long-Term English Learners (-0.1 percentage point change) remained in the Orange performance level, indicating that outcomes for these groups have stabilized but have not yet reached the levels of higher-performing groups. Hispanic students (4.4 percentage point increase) and socioeconomically disadvantaged students (4.6 percentage point increase) performed in the Green level, reflecting improved preparedness for college and career pathways.

Growth in the College and Career Indicator is associated with expanded access to College and Career Access Pathways (CCAP) courses, increased counseling support to monitor and guide A–G completion, and expanded opportunities for Career Technical Education (CTE) pathway completion because these actions increase student access to coursework and guidance aligned to college and career readiness criteria.

The English Language Arts Indicator also demonstrated improvement, with the district moving from Red to Yellow and increasing by 8.4 points overall. No student groups were identified in the Red performance level. Student groups in Orange include Long-Term English Learners (+14.6 points), English Learners (+9.4 points), students with disabilities (+7.6 points), and White students (+1.5 points). Hispanic students (+9.2 points) and socioeconomically disadvantaged students (+8.0 points) performed in the Yellow level, indicating overall improvement while highlighting continued variation in performance across groups.

The district will continue to strengthen ELA outcomes by providing professional development focused on instructional practices, implementing reading interventions across grade levels, and improving early literacy instruction in TK–2 because early reading proficiency establishes the foundational skills required for success in later grades.

The English Learner Progress Indicator improved from Orange to Yellow, with 44.6% of English Learners making progress toward English proficiency, representing a 6.1 percentage point increase. The district continues to refine designated and integrated English Language Development (ELD) instruction because strengthening both structures ensures that English Learners receive targeted language instruction alongside access to grade-level content.

Areas for Improvement

According to the California School Dashboard, Chronic Absenteeism and Suspension Rate are two indicators requiring significant improvement.

Chronic Absenteeism declined from Yellow to Red, indicating a worsening trend across the district. All student groups are in the Red performance level. English Learners had a chronic absenteeism rate of 28% (+3.8 percentage points), Hispanic students 27.2% (+3.8), students experiencing homelessness 42.3% (+9.0), Long-Term English Learners 37.1% (+8.9), socioeconomically disadvantaged students 28.4% (+2.8), students with disabilities 30.2% (+0.6), and White students 25.6% (+3.0). These increases indicate that a larger proportion of students are missing significant instructional time, which limits access to consistent instruction and contributes to lower academic outcomes.

The district has implemented strategies to improve attendance, including incentive-based recognition for improved attendance and monthly data reviews with school sites. These data reviews allow site teams to identify patterns and underlying causes of absenteeism because attendance data is analyzed by student group and site. The district plans to expand these efforts by meeting directly with families of chronically absent students to build partnerships and address barriers to attendance, such as transportation, health, or engagement challenges.

The Suspension Rate also increased during the 2024–2025 school year, with 4.3% of students suspended at least one day, representing an increase of 1.7 percentage points. English Learners (4.7%, +2.2), Long-Term English Learners (11.5%, +5.1), and students with disabilities (7.4%, +2.4) were identified in the Red performance level. Hispanic students (4.2%, +1.4), students experiencing homelessness (4.4%, +4.4), students identifying as two or more races (4.8%, no change), socioeconomically disadvantaged students (4.6%, +1.6), and White students (5.0%, +3.8) were in the Orange performance level. These data indicate disproportionate impacts on specific student groups, particularly Long-Term English Learners and students with disabilities.

To address suspension rates, the district is increasing implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices because these approaches focus on teaching and reinforcing positive behaviors while reducing reliance on exclusionary discipline. The district is also implementing the 5-Star system to provide incentives for positive behavior, which is intended to increase student engagement and reduce behavioral incidents that lead to suspension.

Based on Dashboard results, Gustine Unified School District has been identified for Differentiated Assistance due to the performance of Long-Term English Learners, English Learners, and students with disabilities in Chronic Absenteeism and Suspension Rate indicators. Chronic absenteeism increased by 3.8 percentage points for all students, reinforcing the need for targeted actions to improve attendance and engagement for these student groups.

Schools within the district with the lowest status by indicator on the 2023 California Dashboard
Gustine Elementary for English Language Arts and Suspension
Gustine Middle School for English Language Arts
Romero Elementary for the English Learner Progress Indicator

Student groups within the district with the lowest status by indicator on the 2023 California Dashboard
English Language Arts: English Learners, Hispanic, Homeless, socioeconomically disadvantaged, and students with disabilities
Mathematics: All students, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities
Suspension: White. Two or More Races

Student groups within schools with the lowest status by indicator on the 2023 California Dashboard

Gustine Elementary School
English Language Arts: students with disabilities
Mathematics: English Learners, students with disabilities
Suspension: socioeconomically disadvantaged, white

Gustine Middle School
English Language Arts: English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities
Mathematics: Hispanic, students with disabilities

Romero Elementary School
English Language Arts: English Learners
Chronic Absenteeism: students with disabilities
English Learner Progress Indicator: English Learners

The district continues to strive for excellence. The CA Dashboard highlighted the need for improvement in many areas. Improved services with an emphasis on math, ELA, and science will continue to be a priority for Gustine Unified. The district will continue to build on the successes of lowering suspension rates and improving attendance.

Moving into 2026-2027 school year, Gustine Unified School District has $1,066,296.00 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. Based on the LREBG Needs Assessment, the schools with the greatest needs in ELA are GHS, GMS, and GES, and in mathematics, GHS, GMS, and RES. Across both subjects, the student groups with the highest needs include Hispanic students, LTELs, low-income students, English learners, and students with disabilities. Based on this assessment, the district plans to fully expend LREBG funds by June 30, 2027, under Goal 1. Due to overspending in year 1 for LREBG some changes are taking place for the next school year. In action 1.2 the two literacy teachers were moved from LREBG to Title I and Reading Specialists and Coaches grant. In action 1.7 hours of media clerks and instructional aides were reduced to match funding. The teacher librarian was moved to Title IV. Instructional aides will remian for grades K-2. The actions and goals in LREBG will remain.

Action 1.4: An instructional coach will be placed at each school site to complete coaching cycles focused on the 2023 Mathematics Framework and ELA/ELD Standards. Coaches will support teachers in differentiating instruction, implementing small-group strategies, monitoring data, and providing targeted interventions in literacy, math, and other core subjects. Data dives will be conducted with coaches and grade/content-level teams to ensure students are making adequate progress. These activities align with allowable uses of LREBG funds by directly supporting unduplicated students in closing learning gaps and improving academic outcomes.

Action 1.7: The media clerk position will be at each school with elementary at 5.25 hours and middle and high at 7 hours. The teacher librarian will be charged to Title IV to enhance literacy across all grade levels. These positions will strengthen literacy programs, increase equitable access to resources, promote reading engagement, support research and project-based learning, and provide opportunities to develop literacy and information skills. This action aligns with LREBG requirements by addressing the needs of unduplicated students and ensuring inclusive, equitable learning environments. It also expands school library access.

Instructional aides will provide support to elementary teachers to provide small group support UFLI in grades K-2. Aides will reinforce Tier 1 instruction, support small-group learning, provide individualized attention, and extend learning time to help students access grade-level content effectively. These positions are allowable under LREBG because they provide targeted, small-group and individualized supports designed to meet the needs of students, particularly unduplicated student groups, and improve foundational skills and overall academic achievement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

In response to identification for Differentiated Assistance, the district partnered with the Merced County Office of Education to review California School Dashboard data and analyze performance trends. Student groups identified for Differentiated Assistance include Long-Term English Learners (LTELs), English Learners (ELs), and Students with Disabilities (SWDs), specifically in the areas of Chronic Absenteeism and Suspension. Through this review, the district identified both strengths and areas of opportunity and prioritized system-level improvements to address the identified needs.

As part of the technical assistance process, the district engaged in a process failure analysis of its attendance systems, including SARB and site-level SART practices. This analysis examined the steps within the attendance intervention continuum to identify inconsistencies and

barriers to effective implementation. Based on this work, district leadership refined processes and developed tools and checklists to support site administrators and office teams in conducting timely, consistent SART meetings and strengthening family engagement efforts.

The actions aligned to this identification are reflected in Goal 2, Action 7 of the LCAP, which directly addresses improvements in chronic absenteeism for LTELs, ELs, and SWDs. The district will continue implementing and monitoring these actions to ensure improved outcomes for the identified student groups.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	Student Survey for grades 4-12 at all sites (November 2025, February 2026, May 2026). Meeting with students GMS June 3, 2026, Meeting with Pioneer Students May 28, 2026. Students were consulted via survey and also several times in person throughout the school year.
Parents and Families	Survey (May 2026). There were a variety of opportunities for parents and families to provide input through in person Parent University meetings (monthly).
Gustine-Romero Teachers Association (GRTA)	Meeting with GRTA Incoming President (June 2, 2026). Met in person to consult regarding LCAP goals, metrics, and actions.
Californina School Employees Association (CSEA)	Meeting with CSEA President (June 2, 2026). Met with CSEA president in person to consult on the LCAP.
Teachers and other school personnel	LCAP Survey (May 2026), Site Staff Meetings April-May, 2026. Each site held a staff meeting and the LCAP goals and actions were discussed. Staff provided input on aspects of the LCAP based on the goals, actions, and metrics.
Principals and Administrators	LCAP Survey (May 2026), District Leadership Team (DLT) meeting (monthly), SPSA meetings with the principals (May), Cabinet meetings (January-June 2026) During these meetings, participants reviewed and discussed data and stakeholder feedback. Teams also examined the goals and actions to provide input and recommendations for improvement.
Equity Multiplier School	Community Meeting (March 19, 2026) discussed Equity Multiplier. Meeting with students and teacher (May 27, 2026) These meetings consisted of meeting with the community, students, and teacher of

Educational Partner(s)	Process for Engagement
	Pioneer High School to gather input. DELAC (March 13, 2026) discussed Equity Multiplier.
Community	Community and Families PLTI (March 19, 2026) Reviewed the Budget Overview for Parents and LCAP metrics to gather input and equity multiplier. Gustine Unified School District Board Meetings. The LCAP was presented at the first meeting June 10, 2026, and a public hearing was held. On June 24, 2026 the LCAP was approved.
District Advisory Committee	Meeting to discuss LCAP development and questions were clarified regarding LCAP actions. (June 3, 2026), In person meeting to review LCAP, budget, goals, actions, and metrics.
District English Learner Advisory Committee	Meeting (October 2025, March 2026, May 2026) At each meeting, families were invited to provide feedback to inform the development of the LCAP. Participants shared questions and input regarding services for English Learners, opportunities for additional academic support, and the implementation of the Equity Multiplier.
Student Advisory Committee	Meeting May 28, 2026. Met with the Student Advisory Committee to review goals, actions, and feedback.
Merced County SELPA	Meeting with Merced County SELPA to review the draft LCAP and provide input. (May 26, 2026)

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In developing the Local Control and Accountability Plan (LCAP) for the 2026-27 school year, Gustine Unified School District engaged with a variety of educational partners including teachers and staff, students, parents, community members, bargaining groups, families of Special Education students, and Parent Leadership members. These consultations have been through surveys and meetings.

Students from Gustine High School and Gustine Middle School were actively engaged in the development of the 2026–27 LCAP. Members of the Student Advisory Committee reviewed the proposed goals, actions, and services, provided meaningful feedback, and expressed overall support for the planned initiatives. Students also emphasized the importance of having a stronger voice in school activities, events, and incentive programs. A recurring theme in student feedback was the desire to improve cafeteria food quality, variety, and availability. Students noted that popular menu items often run out and that menu options can become repetitive over time. Additionally, students highlighted the need for more consistent implementation of school procedures and behavior expectations across campuses. They expressed a desire for clear, equitable consequences and greater accountability to help create a positive and respectful learning environment for all students.

Throughout the year, students in grades 4–12 were surveyed three times and participated in in-person consultation meetings. While the survey showed some improvement in the overall student experience, it had a downward trend in a variety of areas. Students were not happy with the cafeteria food quality and

Middle school students enjoyed participating in sports and have a desire to expand the elective offerings and school activities. They also expressed a wish to improve the quality of food.

At Pioneer, students participated in both surveys and an in-person meeting focused on the Equity Multiplier. They emphasized their interest in more opportunities to visit trade schools especially in automotive. They would like more guest speakers and college field trips.

In response to feedback, the district will work with the central kitchen to provide more food choices and ensure that popular items are more available. Experiential learning will be expanded to include more college field trips and learning experiences for students.

Student Survey Top Areas:
1. Improve the cafeteria food and lunch experience
2. Provide meaningful activities, recognition, and rewards
3. Improve School Climate and Culture

Parents, families, and community members were consulted throughout the year through surveys, community meetings, and Parent Leadership meetings. Feedback gathered during these consultations directly informed the development of the LCAP actions and services. Safety and security remained a top priority, with 63.7% of families expressing support for increased campus safety measures. Families also continued to share concerns regarding food quality and the variety of meals prepared and served through the Central Kitchen.

Student achievement and college and career readiness were key areas of focus during community partner consultations. Families expressed a desire for increased academic support, particularly in mathematics, along with expanded opportunities for college and career exploration. Families requested additional college campus field trips, support with college and scholarship applications, and more guidance to help students prepare for postsecondary success. Families and community partners also expressed interest in expanding career pathways connected to the trades, including medical, office, and business fields, as well as broader workforce readiness opportunities.

Additionally, parents requested translation services at all meetings, including Board of Education meetings, with a preference for translators trained in simultaneous interpretation to better support multilingual families.

In response to the feedback, the district will expand dual enrollment opportunities, increase student participation in college-related activities, and partner with the community college to provide additional opportunities for students to earn college credit while in high school. Based on consultation with community partners, the district will also increase experiential learning opportunities focused on college and career readiness. District leadership is also working with the Central Kitchen staff and the chef to provide a greater variety of fresh meals that appeal to students.

Family and Community Survey Top Areas:
Top priorities to be emphasized in GUSD:

1. Safety 63.7%
2. College and Career Readiness 58.2%
3. Nutritious Meals Served in Cafeteria 38.2%

Staff, the Gustine-Romero Teachers Association (GRTA), and the California School Employees Association (CSEA) were consulted through surveys and in-person meetings. A variety of priorities and concerns were identified, including intervention supports and exploring ways to improve attendance. The need of finding additional ways to involve parents in schools and understand the importance of student attendance. CSEA also recognized the value of the additional training opportunities provided to staff and expressed interest in continuing those offerings. They are particularly interested in additional training, especially for bilingual community liaisons to ensure there is family outreach for homeless, low income, and foster.

Staff Survey Top Areas:
Top priorities to be emphasized in GUSD:
1. Academic Support (Interventions) 47%
2. Reduce Class Sizes 44%
3. Recruit and Retain High Quality Teachers 38%

DELAC and District Advisory Committee meetings had questions about the Equity Multiplier and what the money is used for and how it is generated. They also discussed how we can have more parents be involved and how we can use activities supported by the LCAP to encourage more family engagement. The District Advisory Committee additionally reviewed funding and programs. There were specific college and career questions, especially in the area of programs such as Spanish classes, CCAP vs. AP classes, and other programs. There was concerns regarding programs being cut.

The Equity Multiplier School, Pioneer High School, was discussed with community partners in a variety of ways. It was discussed at the Parent Leadership Institute, community meetings, a meeting with Pioneer High School students, and the Pioneer High School teacher. Consistent feedback was in the area of Career was more opportunities for guest speakers and college and trade school field trips. There is also a need for improved counseling services.

District administrators and site principals met regularly throughout the year to review progress toward LCAP goals, actions, and performance metrics. During these meetings, teams analyzed data from classroom walkthroughs, reviewed implementation of the district's instructional norms, and discussed areas for continuous improvement. Feedback collected through community partner consultation processes was regularly examined and used to inform the development and refinement of the 2026–27 LCAP.

Goal 1: Academic Achievement focuses on increasing student learning and improving outcomes. Families and staff consistently identified academic performance, particularly in reading and mathematics, as a top priority. In response, the district will strengthen and expand academic interventions and supports at the elementary level through the continued use of literacy teachers and instructional aides. These supports will allow for smaller instructional groups, enabling more targeted intervention to help students achieve grade level reading proficiency by third grade. Significant gains were observed during the 2025–26 school year, and the district will continue leveraging instructional aides to support the implementation of UFLI and other evidence-based literacy practices to accelerate student achievement. Middle and high school will provide reading intervention as well. The middle school will test additional interventions in mathematics in the

upcoming year. Another area of support is providing time for collaboration. The district will continue the dedicated time on Wednesdays to support inclusion and increase collaboration among the site teams.

Goal 2 Positive School Climate and Culture was influenced by feedback centered around behavior, incentives, and engagement of students. Feedback from surveys suggest that we need more recognition for students who are doing well. Feedback Students at both the middle and high school levels have expressed a desire for more clubs and extracurricular activities. In response, both sites are actively working to expand the number of student clubs. Goal 2 also addresses safety and security, with counselors and mental health clinicians providing support for students' social and emotional well-being. Survey results and community feedback have indicated a desire to consider installing metal detectors. The district is currently evaluating the potential benefits and drawbacks of this measure and remains committed to enhancing the safety and security of all school campuses.

Goal 3 Parent, Family, and Community Partnerships was influenced to find additional ways to engage families. Consultation with community partners centered around finding additional ways to involve families in their child's education. Families asked for more workshops that would teach a variety of topics. As a result, the district has worked with staff to create a Parent University comprised of a variety of topics of interest to families such as college and career, scholarships, how to support literacy, and parenting classes. A calendar will be created for the school year so families can be prepared to attend. A calendar of meetings will be created to ensure sites are not holding events/meetings on the same day. Child care and food will be provided.

Goal 4: Equity Multiplier Pioneer High School was influenced by students, staff, and family. Some students expressed they were interested in CTE opportunities and wanted to take classes at Gustine High School. They also expressed interest in field trips where they could learn from career industry leaders. It was requested to get more counseling support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Gustine Unified School District recognizes the need for improved academic achievement in all subject areas and needs to develop the skills and experiences to be college and career ready upon high school graduation. All schools in the district will be included in this goal.

The CA Dashboard highlights the needs for improving achievement in all academic areas. Gustine Unified District's schools are scoring "Red" in Mathematics falling 110 points below standard, "Orange" in English Language Arts falling 69.4 points below standard, "Orange" in English Learner Progress with 37.6% of students making progress. All areas are either decling or maintained. GUSD is very focused on improving outcomes by improving and increasing services. The focus will be on strong first instruction based on grade level standards.

Another area addressed in this goal is improving College/Career Readiness. Currently 42.1% of students are college and career ready on the California Dashboard. Amongst the groups in college and career readiness, English Learners are low, Hispanic and Socioeconomically disadvantaged are medium. Students with no performance level are white with 48% prepared and Students with Disabilities with 16.7% prepared.

Due to 85% of students being unduplicated in the district, there is a high need for academic support and improvement. This goal will address those areas and provide the needed supports to improve all academic outcomes for Gustine Unified School District student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain the percent of Students with access to standards aligned instructional materials and/or curriculum frameworks based on current adoptions and purchases (LCFF Priority 1)	100% (Williams Report, fall 2023)	100% (Williams Report, fall 2024)	100% (Williams Report, fall 2025)	100%	Maintained 100%
1.2	Maintain that All Students, including English Learner students, will have access to CCSS and adopted academic content and performance standards and English Learners will also have access to ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency (LCFF Priority 2)	100% (Course calendar 2023-24)	100% (course calendar 2024-25)	100% (course calendar 2025-26)	100%	Maintained 100%
1.3	Percent of Teachers that are highly qualified (LCFF Priority 1)	71.2% (TAMO 2022-2023)	71.2% (TAMO 2022-2023) No new data at this time due to the TAMO not releasing the 2023-24 data.	74.2% (CA Dashboard 2025)	80%	Increased 3%
1.4	Rate of Teacher Misassignments (LCFF Priority 1)	2.5% (TAMO 2022-23)	2.5% (TAMO 2022-23) No new data at this time due to the TAMO not	0.6% (TAMO 2023-2024)	0	Decreased 1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			releasing the 2023-24 data.			
1.5	Increase the percent of TK-12 teachers that participate in adopted academic standards and/or curriculum frameworks professional development by 3% (LCFF Priority 2)	99% (PD Sign in Sheets 2023-24)	100% (PD Sign in Sheets 2024-25)	100% (PD Sign in Sheets 2025-26)	100%	Increased 1%
1.6	i-Ready Reading (percent meeting or exceeding)	2024 i-Ready Diagnostic 3 (May 2024) Kindergarten 57% 1st grade 32% 2nd grade 38% 3rd grade 40% 4th grade 24% 5th grade 24% 6th grade 22% 7th grade 19% 8th grade 15%	2025 i-Ready Diagnostic 3 (May 2025) Kindergarten 58% 1st grade 44% 2nd grade 51% 3rd grade 34% 4th grade 22% 5th grade 24% 6th grade 12% 7th grade 23% 8th grade 24%	Gustine Unified discontinued use of i-Ready and is now using the STAR Reading Test.	Kindergarten 76% 1st grade 50% 2nd grade 50% 3rd grade 56% 4th grade 58% 5th grade 42% 6th grade 42% 7th grade 37% 8th grade 33%	Gustine Unified discontinued use of i-Ready and is now using the STAR Reading Test.
1.7	i-Ready Math	2024 i-Ready Diagnostic 3 (May 2024) Kindergarten 36% 1st grade 28% 2nd grade 20% 3rd grade 24% 4th grade 22% 5th grade 17% 6th grade 21% 7th grade 8% 8th grade 6%	2025 i-Ready Diagnostic 3 (May 2025) Kindergarten 46% 1st grade 40% 2nd grade 26% 3rd grade 26% 4th grade 23% 5th grade 22% 6th grade 11% 7th grade 17% 8th grade 6%	Gustine Unfied School District discontinued use of i-Ready and is now monitoring the results of unit tests and interim assessments.	Kindergarten 54% 1st grade 46% 2nd grade 38% 3rd grade 42% 4th grade 40% 5th grade 35% 6th grade 39% 7th grade 26% 8th grade 24%	Gustine Unfied School District discontinued use of i-Ready and is now monitoring the results of unit tests and interim assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	MAPS Reading	2024 (January-May 2024) 9th grade 21% met or exceeded 10th grade 23% met or exceeded 11th grade 21% met or exceeded 12th grade 31% met or exceeded	2025 (January-May 2025) 9th grade 20% met or exceeded 10th grade 35% met or exceeded 11th grade 31% met or exceeded 12th grade 38% met or exceeded	Gustine Unified discontinued use of MAPS and is now using the STAR Reading Test.	2024 Latest Data 9th grade 30% met or exceeded 10th grade 32% met or exceeded 11th grade 30% met or exceeded 12th grade 40% met or exceeded	Gustine Unified discontinued use of MAPS and is now using the STAR Reading Test.
1.9	MAPS Math	2024 (January-May 2024) Integrated Math I 21% met or exceeded Integrated Math II 8% met or exceeded Integrated Math III 14% met or exceeded	2025 (January-May 2025) Integrated Math I 28.5% met or exceeded Integrated Math II 11% met or exceeded Integrated Math III 16% met or exceeded	Gustine Unfied School District discontinued use of MAPS is now monitoring the results of unit tests and interim assessments.	Integrated Math I 24% met or exceeded Integrated Math II 11% met or exceeded Integrated Math III 17% met or exceeded	Gustine Unfied School District discontinued use of MAPS is now monitoring the results of unit tests and interim assessments.
1.10	MAPS Science	2024 (January-May 2024) 9th grade 20% met or exceeded 10th grade 29% met or exceeded 11th grade TBD	2025 (January-May 2025) 9th grade 31% met or exceeded 10th grade 39% met or exceeded 11th grade NA	Gustine Unfied School District discontinued use of MAPS and is now monitoring the results of CAST interim assessments.	9th grade 23% met or exceeded 10th grade 32% met or exceeded 11th grade 32% met or exceeded	Gustine Unfied School District discontinued use of MAPS and is now monitoring the results of CAST interim assessments.
1.11	California Science Test (CAST)	2023 Data (May 2023) % of students who met or exceeded standard 5th grade All: 18.49% LI: 16.83% EL: 1.92%	2024 Data (May 2024) % of students who met or exceeded standard 5th grade All: 12.5%	2025 Data (May 2025) % of students who met or exceeded standard 5th grade All: 20.37%	% of students who met or exceeded standard 5th grade All: 27.49% LI: 25.83%	 5th grade All: +1.88% LI: +4.76% EL: +5.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: NA 8th grade All: 15.60% LI: 17.69% EL: 0% LTEL: 0% High School All: 12.12% LI: 9.43% EL: 3.33% LTEL: 5.56%	LI: 11% EL: 1.96% LTEL: NA 8th grade All: 12.3% LI: 11.76% EL: 2.86% LTEL: 0% High School All: 21.43% LI: 16.63% EL: 2.86% LTEL: 4.76%	LI: 21.59% EL: 7.55% LTEL: NA 8th grade All: 19.70% LI: 14.78% EL: 0% LTEL: 0% High School All: 23.57% LI: 20.66% EL: 6.67% LTEL: 9.52%	EL: 10% LTEL: NA 8th grade All: 24.60% LI: 26.69% EL: 9% LTEL: 9% High School All: 21.12% LI: 18.43% EL: 12.33% LTEL: 14.56%	LTEL: NA 8th grade All: +4.1% LI: -2.91% EL: maintained 0% LTEL: Maintained 0% High School All: +11.45% LI: +11.23% EL: +3.34% LTEL: +3.96%
1.12	Distance from standard for 11th grade on the ELA CAASPP (LCFF Priority 4)	Points from Standard (class of 2024 CA Dashboard) All: 17.9 points below EL: 94.7 points below Hispanic: 14.5 points below Low Income: 15.6 points below White: 27.8 points below LTEL: TBD 2024 No Data: SWD, Homeless	Points from Standard (class of 2025 CA Dashboard) All: 28.2 points below EL: 107.5 points below Hispanic: 34.2 points below Low Income: 38.7points below White: 3.4 points below LTEL: 123.8 points below SWD: 170.3 No Data: Homeless	Points from Standard (class of 2026 CA Dashboard) All: 1.5 points above EL: 53.4 points below Hispanic: 11.9 points below Low Income: 7.8 points below White: No Data LTEL: 87.7 points below SWD: 85.4 points below No Data: Homeless	Points from Standard All: 12.1 points above EL: 67.4 points below Hispanic: 15.5 points above Low Income: 14.4 points above White:2.2 above LTEL: 67.4 points below No Data: SWD, Homeless	All: +19.4 points EL: +41.3 points Hispanic: +3.7 points Low Income: +7.8 points White: No data less than 11 students LTEL: +36.1 points SWD: Baseline +84.9 points No Data: Homeless
1.13	Distance from standard for 11th grade on the	Points from Standard (class of 2024 CA Dashboard)	Points from Standard (class of	Points from Standard (class of	Points from Standard	Points from Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math CAASPP (LCFF Priority 4)	All: 150.3 points below EL: 205.6 points below Hispanic: 155.8 points below Low Income: 156.5 points below White: 115.6 points below LTEL: TBD 2024 No Data: SWD, Homeless	2025 CA Dashboard) All: 160.7 points below EL: 205.6 points below Hispanic: 168.3 points below Low Income: 168 points below White: 128.3 points below LTEL: 202.3 below SWD: 232.1 points below No Data: Homeless	2026 CA Dashboard) All: 134.4 points below EL: 199.5 points below Hispanic: 142.9 points below Low Income: 141.9points below White: No data LTEL: 205.5 points below SWD: 170.3 No Data: Homeless	All: 120.3 points below EL: 175.6 points below Hispanic: 125.8 points below Low Income: 126.5 points below White: 8.6 points below LTEL: 175 below standard SWD: 220 below standard No Data: Homeless	All: +15.9 points EL: +6.1 points Hispanic: + 12.9 points Low Income: + 14.6 points White: No data LTEL: -3.2 points SWD: +61.8 points No Data: Homeless
1.14	Distance from standard for grades 3-8 on ELA CAASPP (LCFF Priority 4)	Points from Standard (2023 CA Dashboard) All: 69.4 points below EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) SWD: 158.5 below standard (district student group with lowest status)	Points from Standard (2024 CA Dashboard) All: 71.2 points below EL: 98.3 points below (district student group with lowest status) Hispanic: 76.3 points below (district student group with lowest status) Low Income: 78 points below (district student group with lowest status)	Points from Standard (2025 CA Dashboard) All: 62.7 points below EL: 88.9 points below (district student group with lowest status) Hispanic: 67.1 points below (district student group with lowest status) Low Income: 70 points below (district student group with lowest status)	Points from Standard All: 39.4 points below EL: 71.9points below Hispanic: 42 points below Low Income: 34.9 points below SWD: 138.5 points below White: 22.1 points below Homeless: 83.3 points below LTEL: unknown	Points from Standard All: +6.7 points EL: +13 points Hispanic: +4.9 points Low Income: +4.9 points SWD: +33.9 points White: +9.9 points Homeless: -1.5 points LTEL: +14.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 52.1 points below Homeless: 113.3 points below LTEL: unknown Gustine Elementary All: 76.4 points below (Lowest status indicator) EL: 86 points below Hispanic: 77.8 points below Low Income: 84.2 points below SWD: 126.5 below (Lowest status indicator) White: 69.7 points below Homeless: less than 11 LTEL: unknown Romero Elementary All: 60.1 points below EL: 90.7 points below (lowest group within school) Hispanic: 60 points below Low Income: 65.4 points below SWD: less than 11 students	SWD: 132.2 below standard (district student group with lowest status) White: 43.7 points below Homeless: 118.4 points below LTEL: 142.4 Gustine Elementary All: 72.8 points below EL: 83.6 points below (lowest group within school) Hispanic: 75.3 points below Low Income: 75.7 points below SWD: 125.5 below (lowest group within school) White: 74.7 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 45.2 points below EL: 64.5 points below (lowest	SWD: 124.6 below standard (district student group with lowest status) White: 42.2 points below Homeless: 114.8 points below LTEL: 127.8 points below Gustine Elementary All: 71.5 points below EL: 86.1 points below (lowest group within school) Hispanic: 73.2 points below Low Income: 79.4 points below SWD: 127.5 below (lowest group within school) White: 80.6 points below Homeless: 114.8 points below LTEL: NA Romero Elementary All: 46.8 points below	Gustine Elementary All: 46.4 points below EL: 56 points below Hispanic: 37.7 points below Low Income: 54.2 points below SWD: 96.5 points below White: 39.7 points below Homeless: less than 11 LTEL: unknown Romero Elementary All: 30.1 points below EL: 60.7 points below Hispanic: 30 points below Low Income: 35.4 points below SWD: less than 11 White: less than 11	Gustine Elementary All: +4.9 points EL: -0.01 points Hispanic: +4.6 points Low Income: +4.8 points SWD: -1 points White: -10.9 points Homeless: - 1.5 points LTEL: NA Romero Elementary All: +13.3 points EL: +16 points Hispanic: +7.8 points Low Income: +11.6 points SWD: +1.9 points White: less than 11 Homeless: less than 11 LTEL: NA Gustine Middle All: +1.3 points EL: +12.7 points Hispanic: +4.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: less than 11 students Homeless: less than 11 students LTEL: unknown Gustine Middle All: 82.7 points below (lowest status indicator) EL: 115.9 points below(lowest group w/n school) Hispanic: 87.6 points below (lowest group within school) Low Income:89.2 points below (lowest group within school) SWD: 159.1 points below (lowest group within school) White: 45.5 points below Homeless: less than 11 students LTEL: unknown	group within school) Hispanic: 52.5 points below Low Income: 58.1 points below SWD: 88.4 points below White: less than 11 students Homeless: less than 11 students LTEL: Less than 11 Gustine Middle All: 92.1 points below (lowest status indicator) EL: 120.1 points below(lowest group w/n school) Hispanic: 96.2 points below (lowest group within school) Low Income: 97.3 points below (lowest group within school) SWD: 148.7 points below (lowest group within school) White: 54.8 points below	EL: 74.6 points below (lowest group within school) Hispanic: 52.2 points below Low Income: 53.8 points below SWD: 86.5 points below White: less than 11 students Homeless: less than 11 students LTEL: NA Gustine Middle All: 81.4 points below (lowest status indicator) EL: 103.2 points below(lowest group w/n school) Hispanic: 83.3 points below (lowest group within school) Low Income: 86.9 points below (lowest group within school) SWD: 162.5 points below (lowest group within school) White: 66.9 points below	Homeless: less than 11 LTEL: NA Gustine Middle All: 52.7 points below EL: 85.9 points below Hispanic: 57.6 points below Low Income: 59.2 points below SWD: 129.1 points below White: 15.5 points below Homeless: less than 11 LTEL: unknown	Low Income: +2.3 points SWD: -3.4 points White: -21.4 points Homeless: less than 11 LTEL: +15.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: less than 11 students LTEL: 156.7 points below standard	Homeless: less than 11 students LTEL: 141.5 points below standard		
1.15	Distance from standard for grades 3-8 on Math CAASPP (LCFF Priority 4)	Points from Standard (2023 CA Dashboard) All: 110 points below (district student group with lowest status) EL: 125.4 points below (district student group with lowest status) Hispanic: 113 points below (district student group with lowest status) Low Income: 116.2 points below (district student group with lowest status) SWD: 158.5 points below (district student group with lowest status) White: 90.6 points below Homeless: 145.5 points below LTEL: unknown Gustine Elementary All: 87.9 points below EL: 96.8 points below (lowest group within school)	Points from Standard (2024 CA Dashboard) All: 106.2 points below (district student group with lowest status) EL: 123.3 points below (district student group with lowest status) Hispanic: 109.5 points below (district student group with lowest status) Low Income: 112.8 points below (district student group with lowest status) SWD: 156.8 points below (district student group with lowest status) White: 86.6 points below Homeless: 105.6 LTEL: 184.1 Gustine Elementary	Points from Standard (2025 CA Dashboard) All: 101.8 points below (district student group with lowest status) EL: 119 points below (district student group with lowest status) Hispanic: 105.6 points below (district student group with lowest status) Low Income: 108.6 points below (district student group with lowest status) SWD: 151 points below (district student group with lowest status) White: 80 points below Homeless: 131.7 LTEL: 181.7 points below Gustine Elementary	Points from Standard All: 80 points below EL: 95.4 points below Hispanic: 83 points below Low Income: 86.2 points below SWD: 138.5 points below White: 60.6 points below Homeless: 115.5 LTEL: unknown Gustine Elementary All: 78.9 points below EL: 87.8 points below Hispanic: 79.7 points below	All: +8.2 points EL: +6.4 points Hispanic: +7.4 points Low Income: +7.6 points SWD: +7.5 points White: +10.6 points Homeless: +13.8 points LTEL: +2.4 points Gustine Elementary All: +16.4 points EL: +10.7 points Hispanic: +15.5 points Low Income: +14.7 points SWD: -1 points White: +3.1 points Homeless: less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 88.7 points below Low Income: 94.1 points below SWD: 126.5 below (lowest group within school) White: 83.7 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 51.8 points below EL: 67.8 points below Hispanic: 51.5 points below Low Income: 56.3 points below SWD: less than 11 students White: less than 11 students Homeless: less than 11 students LTEL: NA Gustine Middle All: 119 points below EL: 143.6 points below Hispanic: 124.5 points below (lowest group within school) Low Income:126.8 points below	All: 78.6 points below EL: 81.8 points below (lowest group within school) Hispanic: 78.6 points below Low Income: 82.9 points below SWD: 123.8 below (lowest group within school) White: 94.1 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 56.6 points below EL: 81.5 points below Hispanic: 64.5 points below Low Income: 70.6 points below SWD: 90.2 White: less than 11 students Homeless: less than 11 students LTEL: NA	All: 71.5 points below EL: 86.1 points below (lowest group within school) Hispanic: 73.2 points below Low Income: 79.4 points below SWD: 127.5 below (lowest group within school) White: 80.6 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 41.2 points below EL: 60.2 points below Hispanic: 49.8 points below Low Income: 46.1 points below SWD: 59.7 points below White: less than 11 students Homeless: less than 11 students LTEL: NA	Low Income: 85.1 points below SWD: 117.5 points below White: 74.7 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 42.8 points below EL: 58.8 points below Hispanic: 42.5 points below Low Income: 47.3 points below SWD: less than 11 students White: less than 11 students Homeless: less than 11 students LTEL: NA Gustine Middle All: 110 points below EL: 134.6 points below	LTEL: NA Romero Elementary All: +10.6 points EL: +7.6 points Hispanic: +15.5 points Low Income: +10.2 points SWD: 59.7 points below Baseline White: less than 11 students Homeless: less than 11 students LTEL: NA Gustine Middle All: -3.1 points EL: -2.3 points Hispanic: -0.6 points Low Income: -1.1 points SWD: -9.3 points White: -8.9 points Homeless: NA LTEL: -4.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 193.4 points below (lowest groups within school) White: 86.8 points below Homeless: less than 11 students LTEL: unknown	Gustine Middle All: 118.4 points below EL: 150.8 points below Hispanic: 122.4 points below (lowest group within school) Low Income:125.6 points below SWD: 194.9 points below (lowest groups within school) White: 78.6 points below Homeless: less than 11 students LTEL: 181.6 points below	Gustine Middle All: 122.1 points below EL: 145.9 points below Hispanic: 125.1 points below (lowest group within school) Low Income: 127.9 points below SWD: 202.7 points below (lowest groups within school) White: 95.7 points below Homeless: less than 11 students LTEL: 176.7 points below	Hispanic: 115.5 points below Low Income: 117.8 points below SWD: 184.4 points below White: 77.8 points below Homeless: 100 points below LTEL: 130 points below	
1.16	Increase the percent of students passing EAP Exam by 5% (LCFF Priority 4)	Class of 2024 (CA Dashboard) ELA 46.58% Math 7.44%	Class of 2025 (CA Dashboard) ELA: 43.18% Math: 5.26%	Class of 2026 (CA Dashboard) ELA: 48.24% Math: 10.44%	ELA 61.58% Math 22.44%	ELA +1.66% Math +3%
1.17	Increase the percent of AP test scores of 3 or higher per student enrolled in grades 10-12 by 1% (LCFF Priority 4)	College Board Reports 2023 13.75% (Aeries)	College Board Reports 2024 12.8% (Aeries)	College Board Reports 2025 13.7% (Aeries)	16.75%	-0.05%
1.18	Increase the percent of students who met a-g requirements by 5% (LCFF Priority 4)	(EdData 2022-23) 38.3%	(EdData 2023-24) 34.3%	(EdData 2024-25) 51.8%	57.8%	+13.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	High School Graduation Rate (LCFF Priority 5)	(2023 CA Dashboard) 94.3%	(2024 CA Dashboard) 97.6%	(2025 CA Dashboard) 93.9%	97.3%	-0.4%
1.20	High School Dropout Rate (LCFF Priority 5)	Ed-Data 2022-23 (4 year cohort) 4.7%	Ed-Data 2023-24 (4 year cohort) 6.7%	Ed-Data 2024-25 (4 year cohort) 5.5%	1.7%	-0.8%
1.21	Middle School dropout rates (LCFF Priority 5)	(CALPADS 2023) 2	(CALPADS 2024) 0	(CALPADS 2025) 0	0	-2
1.22	English Learner Progress Indicator (ELPI) (LCFF Priority 4)	(2023 CA Dashboard) % Making Progress EL=37.6% LTEL=TBD Romero Elementary (lowest group in school) EL=26.1% Gustine Elementary EL=37.8% Gustine Middle School EL=45.6% LTEL=TBD 2025 CA Dashboard Gustine High School EL=37.6% LTEL=TBD 2025 CA Dashboard	(2024 CA Dashboard) % Making Progress EL=38.5% LTEL=38.9% Romero Elementary (lowest group in school) EL=34.7% Gustine Elementary EL=37.7% Gustine Middle School EL=48.7% LTEL=45% Gustine High School EL=32.8% LTEL=35.2%	(2025 CA Dashboard) % Making Progress EL=44.6% LTEL=44.7% Romero Elementary (lowest group in school) EL=53.3% Gustine Elementary EL=43% Gustine Middle School EL=46.6% LTEL=50% Gustine High School EL=41.6% LTEL=43.5%	District EL=43.6% LTEL=45% Romero Elementary EL=31.1% Gustine Elementary EL=42.8% Gustine Middle School EL=50.6% LTEL=45% Gustine High School EL=42.6% LTEL=45%	District EL=+7% LTEL=+5.8% Romero Elementary EL=-27.2% Gustine Elementary EL= +5% Gustine Middle School EL= -1% LTEL= +5% Gustine High School EL= +4% LTEL= +8.3%
1.23	EL Reclassification Rate (LCFF Priority 4)	Local Data Aeries Query 2023-24 n=38 All EL=6.3%	Local Data Aeries Query 2024-25 n=64 All EL=12.5%	Local Data Aeries Query 2025-26 n=62 All EL=12.3%	All EL=21.3% LTEL=17.1%	All EL= +6% LTEL= +19.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL n=13 LTEL=2.1%	LTEL n=26 LTEL=17%	LTEL n=38 LTEL=21.5%		
1.24	Decrease the percentage of Long Term English Learners	Local Data Aeries Query 2023-24 n=175 29.6%	Local Data Aeries Query 2024-25 n=151 29%	Local Data Aeries Query 2025-26 n=176 35.6%	14.6%	+6%
1.25	Percent of students taking a dual enrollment/college credit course.	Local Data Aeries Query 2023-24 n=3 All: 0.05% LI=1.8% EL=1.8% LTEL=1.8% SWD=0%	Local Data Aeries Query 2024-25 n=78 All: 14.39% LI: 10.68% EL: 4.7% LTEL: 4.6% SWD: 0%	Local Data Aeries Query 2025-26 n=89 All: 16.73% LI: 13.63% EL: 5.26% LTEL: 4.71% SWD: 0%	All=10.05% LI=11.8% EL=11.8% LTEL=11.8% SWD=10%	All= +19.68% LI= +11.83% EL= +3.46% LTEL= +2.91% SWD= 0%
1.26	CTE Enrollment--Percent of students enrolled in a CTE pathway course	Aeries Query Students enrolled in CTE course 2023-24 n=400 74.2% enrolled	Aeries Query Students enrolled in CTE course 2024-25 n=731 89.8% enrolled	Aeries Query Students enrolled in CTE course 2025-26 n=778 65.42% enrolled	100%	-8.78%
1.27	CTE Completion--percentage of students who completed a CTE pathway.	Class of 2023 (Aeries Query 2022-23) n=55 10.52% completed a CTE Pathway	Class of 2024 (Aeries Query 2024-25) n=36 6.67% completed a CTE Pathway	Class of 2025 (Aeries Query 2025-26) n=16 2.97% completed a CTE Pathway	40.52%	-7.55%
1.28	Increase the percent of students who have completed a-g requirements and completed a CTE Pathway by 5%. (LCFF Priority 4)	Class of 2023 (Aeries Query 2022-23) 8.9%	Class of 2024 (Aeries Query 2023-2024) n=16 13.2%	Class of 2025 (Aeries Query 2025-2026) n=16 10.88%	23.9%	+1.98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.29	Survey from students (Technology integration survey)	73% (Kelvin Survey May 2023) All: 73% LI: 71% EL: 70%	74% (Kelvin Survey May 2024) All: 74% LI: 68% EL: 79%	75% (Kelvin Survey May 2024) All: 75% LI: 78% EL: 81%	All: 84% LI: 82% EL: 81%	All: +2% LI: +7% EL: +11%
1.30	Percentage of Special Day students who are participating in general education. (LCFF Priority 7)	100% (Course Schedule Aeries 2023-24)	100% (Course Schedule Aeries 2024-25)	100% (Course Schedule Aeries 2025-26)	100%	Maintained 100%
1.31	Programs and services are developed and provided for unduplicated students with administrators, leadership committees, parent committees, and local school board as measured by course enrollment of unduplicated students. (LCFF Priority 7)	100% (Course Schedule Aeries 2023-24)	100% (Course Schedule Aeries 2024-25)	100% (Course Schedule Aeries 2025-26)	100%	Maintained 100%
1.32	College/Career Indicator	Class of 2023 (2023 CA Dashboard) % Prepared All=42.1% LI=37.1% SWD=16.7% EL=17.1% LTEL=Baseline CA Dashboard 2024	Class of 2024 (2024 CA Dashboard) % Prepared All=40.3% LI=40.6% SWD=No Performance color EL=25% LTEL=28.6%	Class of 2025 (2025 CA Dashboard) % Prepared All=52.9% LI=49.5% SWD=11.1% EL=26.5% LTEL=28.6%	All=51.1% LI=46.1% SWD=25.7% EL=36.1% LTEL=25%	All= +10.8% LI= +12.4% SWD= -5.6% EL= +9.4% LTEL= 0%
1.33	Recognition and Rewards for Academic Improvement and Achievement	Local Survey Question: I am recognized and rewarded when I improve or achieve	Local Survey Question: I am recognized and rewarded when I	Local Survey Question: I am recognized and rewarded when I		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academically. (Kelvin Survey May 2024) District All=65% Hispanic=65% White=65% Black=50% Asian=64% Two or More Races=60% English Learners=Baseline 2025 Low Income=Baseline 2025 Gustine Elementary All=77% Hispanic=79% White=76% Black=NA Asian=50% Two or More Races=100% English Learners=Baseline 2025 Low Income=Baseline 2025 Romero Elementary All=80% Hispanic=79% White=78% Black=NA	improve or achieve academically. (Kelvin Survey May 2025) District All=61% Hispanic=62% White=61% Black=80% Asian=47% Two or More Races=63% English Learners=66% Low Income=62% Gustine Elementary All=68% Hispanic=69% White=69% Black=100 Asian=67% Two or More Races=50% English Learners=69% Low Income=71% Romero Elementary All=77% Hispanic=77% White=75% Black=NA Asian=100	improve or achieve academically. (Kelvin Survey May 2026) District All=62% Hispanic=65% White=61% Black=67% Asian=47% Two or More Races=46% English Learners=75% Low Income=66% Gustine Elementary All=63% Hispanic=66% White=59% Black=NA Asian=NA Two or More Races=57% English Learners=70% Low Income=72% Romero Elementary All=91% Hispanic=88% White=90% Black=NA Asian=NA	District All=75% Hispanic=75% White=75% Black=60% Asian=74% Two or More Races=70% English Learners=76% Low Income=72% Gustine Elementary All=87% Hispanic=89% White=86% Black=NA Asian=60% Two or More Races=100% English Learners=79% Low Income=81% Romero Elementary All=90% Hispanic=89% White=88% Black=NA Asian=NA Two or More Races=100% English Learners=77%	District All= -3% Hispanic= maintained White= -4% Black= +17% Asian= -17% Two or More Races= -14% English Learners= +9% Low Income= +4% Gustine Elementary All= -14% Hispanic= -13% White= -17% Black= NA Asian= NA Two or More Races= maintained English Learners= +10% Low Income= +10% Romero Elementary All= +14% Hispanic= +12% White= +15% Black=NA Asian=NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian=NA Two or More Races=100% English Learners=Baseline 2025 Low Income=Baseline 2025 Gustine Middle School All=58% Hispanic=61% White=59% Black=0% Asian=29% Two or More Races=40% English Learners=Baseline 2025 Low Income=Baseline 2025 Gustine High School All=63% Hispanic=60% White=64% Black=100% Asian=83% Two or More Races=57% English Learners=Baseline 2025 Low Income=Baseline 2025	Two or More Races=67% English Learners=67% Low Income=83% Gustine Middle School All=53% Hispanic=55% White=55% Black=50% Asian=17% Two or More Races=50% English Learners=57% Low Income=51% Gustine High School All=60% Hispanic=61% White=59% Black=100% Asian=56% Two or More Races=50% English Learners=57% Low Income=51%	Two or More Races=100% English Learners=95% Low Income=89% Gustine Middle School All=65% Hispanic=64% White=64% Black=100% Asian=75% Two or More Races=67% English Learners=77% Low Income=62% Gustine High School All=54% Hispanic=58% White=55% Black=0% Asian=30% Two or More Races=23% English Learners=68% Low Income=59%	Low Income= 93% Gustine Middle School All=68% Hispanic=71% White=69% Black=10% Asian=39% Two or More Races=50% English Learners=67% Low Income=61% Gustine High School All=73% Hispanic=70% White=74% Black=100% Asian=93% Two or More Races=67% English Learners=67% Low Income= 61%	Two or More Races= maintained English Learners= +28% Low Income= +6% Gustine Middle School All= +12% Hispanic= +3% White= +5% Black= +10% Asian= +10% Two or More Races= +27% English Learners= +20% Low Income= +11% Gustine High School All= -6% Hispanic= -9% White= -9% Black= -100% Asian= -53% Two or More Races= +10% English Learners= +10% Low Income= +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.34	Maintain pupil enrollment in a broad course of study for all students as measured by the master schedule as described under ED code sections 51210 and 51220 (a-i) (LCFF Priority 7)	Aeries Course Schedule 2023-24 100%	100% (Aeries Course Schedule 2024-25)	100% (Aeries Course Schedule 2025-26)	100%	Maintained 100%
1.35	Number of Experiential Learning Opportunities and the Percent of low income students who participate in experiential learning.	District wide experiential learning events (2023-24) GES: 5 events/36% low income RES: 3 events/31% low income GMS: 2 events/40% low income GHS: 10 events/30% low income	District wide experiential learning events (2024-25) GES: 13 events/79.9% low income RES: 8 events/84.62% low income GMS: 2 events/70% low income GHS: 62 events/55.88% low income	District wide experiential learning events (2025-26) GES: 7 events/82% low income RES: 9 events/84% low income GMS: 8 events/77% low income GHS: 126 events/76.2% low income	GES: 5 events/80% low income RES: 3 events/80% low income GMS: 2 events/80% low income GHS: 10 events/80% low income	GES: -6 events/+2.1% LI RES: +1 event/-.62% LI GMS: +6 events/+7% LI GHS: +64 events/+20.32% LI
1.36	LREBG Teacher Librarian and Media Clerk Survey from students for Percentage of unduplicated students reporting regular library use and access to resources that meet their interests and academic needs.	NA-New Metric	Percent of students who report increase to library use and access to resources that meet interest and needs. Baseline (2025-26) GES: 63% RES: 89%	Percent of students who report increase to library use and access to resources that meet interest and needs. Baseline (2025-26) GES: 63% RES: 89%	Percent of students who report increase to library use and access to resources that meet interest and needs. GES: 66% RES: 92% GMS: 55%	Percent of students who report increase to library use and access to resources that meet interest and needs. GES: Baseline RES: Baselline GMS: Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Literacy Support: Percentage of students indicating that library staff help them improve reading, research, and digital skills.		GMS: 52% GHS: 52% Percent of students stating the library staff help them improve reading, research, and digital skills. Baseline (2025-26) GES: 63% RES: 91% GMS: 62% GHS: 61%	GMS: 52% GHS: 52% Percent of students stating the library staff help them improve reading, research, and digital skills. Baseline (2025-26) GES: 63% RES: 91% GMS: 62% GHS: 61%	GHS: 55% Percent of students stating the library staff help them improve reading, research, and digital skills. GES: 66% RES: 94% GMS: 65% GHS: 64%	GHS: Baseline Percent of students stating the library staff help them improve reading, research, and digital skills. GES: Baseline RES: Baseline GMS: Baseline GHS: Baseline
1.37	LREBG Instructional Aides and Literacy Teacher Percentage of unduplicated K–2 students demonstrating 1 year growth in reading and math	NA-New Metric	ELA DIBELS (Baseline 2025-26) GES: 34% RES: 40% Math (Baseline 2025-26) GES: 35.91% RES: 46.21%	TBD	ELA DIBELS (Baseline 2025-26) GES: 44% RES: 50% Math (Baseline 2025-26) GES: 45.91% RES: 56.21%	ELA DIBELS (Baseline 2025-26) GES: Baseline RES: Baseline Math (Baseline 2025-26) GES: Baseline RES: Baseline
1.38	LREBG Instructional Coaches-Percentage of teachers who engage in coaching cycles and implement strategies.	NA-New Metric	Percent of coaching cycles completed: GES: 66% RES: 75% GMS: 40% GHS: 68%	TBD	GES=80% RES=80% GMS=80% GHS=80%	Percent of coaching cycles completed: GES: Baseline RES: Baseline GMS: Baseline GHS: Baseline
1.39	STAR Reading Assessment	NA-New Metric	% Meeting Grade Level Standard Kindergarten % 1st grade 38.8% 2nd grade 50% 3rd grade 40%	TBD	Kindergarten % 1st grade 41.8% 2nd grade 53% 3rd grade 43% 4th grade 36.8%	% Meeting Grade Level Standard Kindergarten % 1st grade Baseline 2nd grade Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4th grade 33.8% 5th grade 33.3% 6th grade 39.6% 7th grade 30.4% 8th grade 40.4% 9th grade 46.4% 10th grade 45% 11th grade 54% 12th grade 55.1%		5th grade 36.3% 6th grade 42.6% 7th grade 33.4% 8th grade 43.4% 9th grade 49.4% 10th grade 48% 11th grade 57% 12th grade 58.1 %	3rd grade Baseline 4th grade Baseline 5th grade Baseline 6th grade Baseline 7th grade Baseline 8th grade Baseline 9th grade Baseline 10th grade Baseline 11th grade Baseline 12th grade Baseline
1.40	Math Interim Assessment Blocks (IAB)	NA-New Metric	Baseline % Near or Above Standard 3rd grade fractions 83.5% 4th grade fractions 55% 5th grade fractions 69% 6th grade ratios 27% 7th grade expressions 50% 8th grade linear equations 82% 9th grade functions 59% 10th grade functions 39% 11th grade functions 51%	2025-26 outcome % Near or Above Standard 3rd grade fractions 83.5% 4th grade fractions 55% 5th grade fractions 69% 6th grade ratios 27% 7th grade expressions 50% 8th grade linear equations 82% 9th grade functions 59% 10th grade functions 39% 11th grade functions 51%	3rd grade fractions 86.5% 4th grade fractions 58% 5th grade fractions 72% 6th grade ratios 30% 7th grade expressions 53% 8th grade linear equations 85% 9th grade functions 62% 10th grade functions 42% 11th grade functions 54%	Baseline % Near or Above Standard 3rd grade fractions Baseline 4th grade fractions Baseline 5th grade fractions Baseline 6th grade ratios Baseline 7th grade expressions Baseline 8th grade linear equations Baseline 9th grade functions Baseline 10th grade functions Baseline 11th grade functions Baseline

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions under Goal 1 were implemented, with varying levels of effectiveness in achieving the goal.

Successes:
Curriculum and Standards Access (Actions 1.1 & 1.2): All students district-wide maintained 100% access to standards-aligned instructional materials, as confirmed by the Williams Report (fall 2025) and the course calendar. English Learners had full access to CCSS, adopted content standards, and ELD standards. Teacher professional development participation reached 100%, up from a baseline of 99%.

Staff Quality Improvements (Metrics 1.3 & 1.4): The percentage of highly qualified teachers increased to 74.2%, up 3% from the 71.2% baseline. Teacher misassignment rates dropped significantly from 2.5% to 0.6%, reflecting meaningful improvement in staffing quality and appropriate placement.

Academic Intervention (Action 1.2): Reading intervention programs were implemented at all sites. The elementary level developed a robust reading intervention program, particularly at grade two, with foundational structures being built at grade one. A reading intervention at Gustine Middle School and Gustine High School was implemented.

Experiential Learning (Action 1.5): All four sites expanded experiential learning events. Gustine High School saw the most dramatic growth, increasing from 10 events to 126 events. Low-income student participation grew substantially across all sites GHS participation rose from 30% to 76.2%, GES from 36% to 82%, RES from 31% to 84%, and GMS from 40% to 77%. This represents one of the strongest implementation outcomes of the year.

Dual Enrollment (Metric 1.25): Dual enrollment surged from a baseline of just 3 students (0.05%) to 89 students (16.73%), far exceeding growth targets and demonstrating strong college and career readiness expansion.

English Learner Reclassification (Metric 1.23): The reclassification rate nearly doubled, increasing from 6.3% (n=38) to 12.5% (n=64) in 2024-25, reflecting improved EL support and language acquisition services.

A-G Completion (Metric 1.18): The percent of students meeting a-g requirements increased significantly from a baseline of 38.3% to 51.8% in 2024-25, a gain of 13.5 percentage points, well ahead of the 5% growth target.

College/Career Indicator (Metric 1.32): The percentage of students identified as college and career ready rose from 42.1% to 52.9% for all students, with Low Income students improving from 37.1% to 49.5% and English Learners improving from 17.1% to 26.5%.

ELPI Progress (Metric 1.22): District-wide English Learner Progress Indicator improved from 37.6% to 44.6%, a gain of 7 percentage points. LTEL progress also improved to 44.7%. Romero Elementary showed particularly strong gains, rising from 26.1% to 53.3%.

Challenges:
ELA Achievement (Metrics 1.14 & 1.12): While the district showed some improvement in grades 3–8 ELA (moving from 69.4 to 62.7 points below standard), progress was uneven. Most student groups at Gustine Middle School regressed. At Gustine Elementary, ELA performance for White students and Students with Disabilities declined. 11th grade ELA improved overall (moving from 17.9 points below to 1.5 points above standard), but English Learners and LTEL students remained significantly below standard.

Math Achievement (Metrics 1.15 & 1.13): Grades 3–8 math showed modest improvement district-wide (from 110 to 101.8 points below standard), but Gustine Middle School declined across all student groups, including a 9.3-point regression for Students with Disabilities. 11th grade math showed improvement overall (134.4 points below, down from 150.3), but remains deeply below standard for all groups, particularly English Learners (199.5 points below) and LTELs (205.5 points below).

CTE Completion (Metrics 1.26 & 1.27): Despite strong CTE enrollment numbers (n=778, 65.42%), CTE pathway completion dropped sharply from 10.52% (baseline) to 2.97%, a decrease of 7.55 percentage points. This is a significant concern for college and career readiness outcomes.

Long-Term English Learners (Metric 1.24): The number of Long-Term English Learners did not decrease. The LTEL count actually increased from 151 (29%) in 2024-25 to 176 (35.6%) in 2025-26, moving in the wrong direction relative to the reduction target. After-school tutoring support for this group was difficult to implement consistently.

Gustine High School EL Progress (Metric 1.22): While the district overall improved, Gustine High School's ELPI declined by 5 percentage points (from 37.6% at baseline to 32.8% in Year 1), though it partially recovered to 41.6% in Year 2.

Recognition and Incentives (Metric 1.33): Student perception of being recognized and rewarded for academic achievement declined at the district level (from 65% to 62%). Gustine Elementary saw a 14-point drop (from 77% to 63%), and Gustine High School declined 6 points (from 63% to 54%). Only Black students and Two or More Races students showed improvement in some school sites.

Dropout Rate (Metric 1.20): The high school dropout rate increased slightly from a baseline of 4.7% to 5.5% in 2024-25, though it remains below the 6.7% high seen in Year 1.

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

The actions that had materials differences:

During the year end reconciliation process, it was identified that expenditures totaling $1,974,499 were not coded to the correct LCAP actions at the time of purchase. These funds were expended on services that directly support the academic achievement of unduplicated students, including low-income students, English Learners, and foster youth, and are consistent with the intent and scope of Goal 1, Actions 1.2 and 1.4. The expenditures reflect the services provided and ensure alignment between actual spending and the LCAP goals and actions as intended.

1.1 Curriculum and Instruction: Spending was below budget in this action. During the planning process, funds were allocated in anticipation of updating the credit recovery program and mathematics curriculum. After further review, the district determined it was in the best interest of students to postpone these purchases for one year in order to conduct a more thorough evaluation of available programs and ensure the selected resources best meet the needs of unduplicated students.

1.2 Academic Intervention: Spending in this action reflects an increase above the originally budgeted amount due to a correction of accounting errors identified during the year end reconciliation process. Expenditures totaling $2,000,000 were not coded to the correct LCAP actions at the time services were rendered. Upon review, it was determined that approximately $775,000 of these funds were expended on services directly aligned with the intent and scope of Action 1.2, including academic intervention supports, tutoring, and direct instructional services for low income students, English Learners, and foster youth. All services funded through this action were implemented as intended and benefited unduplicated student populations consistent with the district's Increased and Improved Services obligation.

1.4 High-Quality Staff Development and Instructional Coaching: Spending in this action reflects an increase of $1,200,000 above the originally budgeted amount due to a correction of accounting errors identified during the year end reconciliation process. Expenditures were not coded to the correct LCAP actions at the time services were rendered. Upon review, it was determined that these funds were expended on services directly aligned with the intent and scope of Action 1.4, including professional development, instructional coaching, and staff training focused on improving outcomes for unduplicated students. All services funded through this action were implemented as intended and directly supported the professional growth of certificated and classified staff in research based strategies proven to benefit low income students, English Learners, and foster youth, consistent with the district's Increased and Improved Services obligation.

1.5 Experiential Learning: Spending in this action was below the budgeted amount due to a mid-year budget reevaluation and a reduction in the number of field trips originally planned. Despite fewer trips, the district was able to provide a greater number of experiential learning opportunities for low-income students through thoughtful planning and cost-effective alternatives. The actual costs associated with these experiences were less than originally anticipated, resulting in savings within this action. All experiential learning opportunities provided were academically focused and directly benefited unduplicated students, including low-income students, English Learners, and foster youth, consistent with the intent of this action. The district will continue to expand and enhance experiential learning opportunities in the 2026-27 school year.

1.7 Additional Student Support: Spending in this action was below the budgeted amount primarily because the district was unable to complete the planned library upgrades within the 2025-26 school year. Despite this, the district was able to provide a significant level of support to unduplicated students through expanded library services, media clerks, and instructional aides at each school site. These services directly supported the academic achievement and literacy development of low-income students, English Learners, and foster youth through increased library access, small group instruction, and targeted academic support within the classroom.

1.8 English Learner Supports: Spending in this action was below the budgeted amount due to a shift in funding sources for professional development costs. Specifically, professional development expenditures associated with this action were moved from LCFF funds to Title III, resulting in lower than anticipated spending within the LCAP. The district successfully implemented professional development through SEAL (Sobrato Early Academic Language) which provided targeted training for staff in research-based strategies to support the language acquisition and academic achievement of English Learners.

1.10 Educational Technology Integration: Spending in this action was below the budgeted amount due to fewer devices being purchased than originally planned. The district provided Chromebooks, hotspots, and other technology tools to support the academic needs of low-income students, English Learners, and foster youth; however, the number of devices needed was less than anticipated at the time of budget planning. In response, the district has developed a comprehensive technology needs assessment plan to ensure a more accurate accounting of device inventory, student needs, and replacement cycles moving forward.

1.11 Supplies for Unduplicated Students: Spending in this action appears below the budgeted amount; however, upon further review, it was determined that this was the result of a budgeting error at the time of planning. The actual expenditures are consistent with the original plan and all supplies and instructional materials were purchased as intended to support the academic needs of low-income students.

1.12 Classroom Environment: Spending in this action was above the budgeted amount due to more classrooms being updated than originally anticipated. The district was able to update additional classrooms with flexible and collaborative seating arrangements

1.13 Transportation: Spending in this action reflects $0 for the 2025-26 school year. Transportation services were provided and continued to support low-income students and students in rural areas; however, the associated costs were charged to other district funds outside of the LCAP. The district remains committed to providing transportation services to unduplicated students, including those residing in Santa Nella, and this action will continue to be funded and implemented in the 2026-27 school year.

1.17 Celebrations of Learning and Incentives: Spending in this action was below the budgeted amount due to fewer celebrations and incentive activities being held than originally planned during the 2025-26 school year. The district continued to recognize and celebrate the academic achievements and improvements of unduplicated students, including the Seal of Biliteracy, reclassification, and improvements in CAASPP, CAST, and ELPAC; however, the number of planned events was reduced resulting in lower than anticipated expenditures.

1.18 Long-Term English Learners (LTELs): Spending in this action was below the budgeted amount for two primary reasons. First, the majority of planning, progress monitoring, and goal setting for Long-Term English Learners was conducted through the existing monthly EL Coalition meetings. These meetings provided a structured and consistent forum for staff to create and monitor individualized goals for LTELs in Ellevation, review academic and language development progress, and collaborate on targeted instructional strategies. As this work was incorporated into a standing meeting structure, no additional costs were incurred. Second, while after-school tutoring was planned as an additional support for LTELs, this was only implemented on a short-term basis due to limited staff availability to provide services beyond the regular school day.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

1.1 Curriculum and Instruction: EFFECTIVE All students maintained 100% access to standards-aligned materials and curriculum frameworks. English Learners had full access to CCSS, adopted content standards, and ELD standards. Teacher professional development participation reached 100%. This foundational action was consistently implemented across all sites and all years.

1.2 Academic Intervention: EFFECTIVE Reading and math intervention programs were implemented at all school sites. i-Ready Diagnostic data (through Year 2, May 2025) showed gains across most grade levels in both reading and math — notably, Kindergarten math improved

from 36% to 46%, and 1st grade reading improved from 32% to 44%. The exception was slight declines in 4th grade reading (24% to 22%) and 6th grade reading (22% to 12%). LREBG-funded literacy teachers at the elementary level strengthened early reading instruction, and Physical Education teachers provided release time for Tier II and III interventions.

1.3, 1.4, 1.15, 1.16 MTSS, Staff Development, ELA & Math Achievement: SOMEWHAT EFFECTIVE Instructional norms were implemented district-wide. PLC teams met regularly and used data to guide instruction. Coaching structures were established. However, the impact on state assessment outcomes was limited. ELA distance from standard improved slightly at the district level (69.4 to 62.7 points below) but most groups at Gustine Middle declined. Math showed modest improvement district-wide, but Gustine Middle School regressed across all student groups. The gap between professional development investment and measurable student outcomes suggests that implementation fidelity and instructional transfer need continued attention.

1.5 Experiential Learning: EFFECTIVE This was one of the strongest performing actions. All sites significantly increased the number of experiential learning events, and low income student participation grew dramatically from 20 to 50 percentage points across sites. Gustine High School grew from 10 to 126 events, with low income participation rising from 30% to 76.2%. This action successfully expanded access and engagement for the target student populations.

1.6 College and Career Readiness: SOMEWHAT EFFECTIVE Results were mixed. Dual enrollment grew dramatically from 3 to 89 students, a 19.68 percentage point increase for all students, and a-g completion rose significantly to 51.8%. The College/Career Indicator for all students improved from 42.1% to 52.9%. However, CTE pathway completion declined sharply from 10.52% to 2.97%, and EAP math pass rates, while improved (5.26% to 10.44%), remain low. The disconnect between CTE enrollment and completion is a key area for improvement.

1.7, 1.12, 1.13 Additional Student Supports (including Library and Instructional Aides), Classroom Environment, and transportation: SOMEWHAT EFFECTIVE Science assessment results were mixed. Fifth grade all student CAST proficiency improved from 18.49% to 20.37%, and High School improved from 12.12% to 23.57%. However, Romero Elementary CAST scores declined across all student groups, and 8th grade results were inconsistent. LREBG-funded instructional aides in K-2 classrooms began providing targeted support, and new Teacher Librarian and media clerk positions were established, though library use metrics are in their baseline year (2025-26) and outcomes will be measured moving forward.

1.8 English Learner Supports: SOMEWHAT EFFECTIVE District wide ELPI improved by 7 percentage points from 37.6% to 44.6%. The EL reclassification rate nearly doubled from 6.3% to 12.5%. Romero Elementary showed strong ELPI gains from 26.1% to 53.3%. However, Gustine High School's ELPI declined. The LTEL population did not decrease. It grew from 151 to 176 students, indicating that language acquisition supports, while improving for some students, are not yet sufficiently reaching those most at risk of long term English Learner status. Challenges with after school tutoring implementation further limited impact.

1.9 Academic Counseling: SOMEWHAT EFFECTIVE A-g completion improved significantly (+13.5 points) and dual enrollment expanded dramatically. Graduation rates remained high. However, the dropout rate increased slightly, AP performance was essentially flat, and CTE completion declined. Counselors are meeting with unduplicated students, but more structured follow-through on CTE pathway completion and at-risk student monitoring is needed.

1.10 Educational Technology Integration: EFFECTIVE Overall technology integration perception improved, and technology access through Chromebooks, hotspots, and interactive televisions continued to expand. EL student perception of technology benefits increased by 7–11 percentage points. Low-income student perception declined initially but showed recovery. The Technology Committee continued meeting monthly. While access improved, classroom integration of technology into instruction remains an area for growth.

1.11 Supplies for Unduplicated Students: EFFECTIVE Supplies and instructional materials were provided to support low-income students. Assessment data for students served through this action showed gains consistent with overall intervention outcomes. This action supported the broader instructional program for unduplicated student populations.

1.14 Professional Learning Communities: EFFECTIVE PLC teams met regularly on a weekly basis across all sites, with monthly MTSS and EL Coalition. Teams used student data to guide instruction and refine supports. The district provided additional time for inclusion collaboration allowing general education and special education teachers to have 40 minutes each week set aside for planning.

1.17 Celebrations of Learning and Incentives: SOMEWHAT EFFECTIVE Recognition events occurred at all sites and awards were given for academic achievement, reclassification, and the Seal of Biliteracy. However, student survey data (Metric 1.33) showed that overall perception of being recognized and rewarded declined at the district level and at Gustine Elementary and High School. Only select student groups at Romero Elementary and Gustine Middle School improved. The action needs refinement to ensure recognition is experienced as meaningful and consistent by all student groups.

1.18 Long-Term English Learners: SOMEWHAT EFFECTIVE The EL Coalition met and analyzed data. LTEL goals were developed in Ellevation for monitoring progress. ELPI for LTEL students improved to 44.7%, and reclassification rates increased. However, the overall LTEL count increased from 151 to 176 students (35.6%), indicating that despite programmatic efforts, the district has not yet achieved a reduction in the LTEL population. More intensive, targeted intervention for this group is needed, along with consistent implementation of tutoring and support services.

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

During the 2025-26 school year, the district made the decision to discontinue the use of i-Ready Reading (Metric 1.6), i-Ready Math (Metric 1.7), MAPS Reading (Metric 1.8), MAPS Math (Metric 1.9), and MAPS Science (Metric 1.10) as progress monitoring tools. After careful evaluation, it was determined that these assessments were not providing meaningful data to demonstrate student progress and required a significant amount of instructional time to administer, taking valuable time away from teaching and learning.

In response, the district transitioned to more effective and efficient assessment tools. STAR Assessments for English Language Arts have been added as Metric 1.39 and Math Interim Assessment Blocks (IABs) have been added as Metric 1.40 to monitor student progress in mathematics. These updated metrics are reflected throughout the Goal 1 metrics page and the actions table. Specifically, Metric 1.39 is referenced in Actions 1.11 and 1.15, and Metric 1.40 has replaced Metric 1.7 in Action 1.16 for mathematics. These changes reflect the district's ongoing commitment to using data tools that provide actionable and meaningful information to improve outcomes for all students.

The year end reconciliation process identified that expenditures totaling $1,974,499 were not coded to the correct LCAP actions at the time of purchase. These funds were expended on services that directly support the academic achievement of unduplicated students, including low-income students, English Learners, and foster youth, and are consistent with the intent and scope of Goal 1, Actions 1.2 and 1.4. The expenditures reflect the services provided and ensure alignment between actual spending and the LCAP goals and actions as intended. The added costs are included in 1.2 and 1.4.

LREBG Spending will be completed in the 2026-27 school year. Due to overspending of $177,605 for the year, even after moving some staff to other funding sources, classified staff and hours were reduced. The district moved Literacy teachers to other funding sources such as Title I and Literacy Coaches and Reading Specialists Grant. The teacher librarian was moved to Title IV. All actions originally identified for LREBG will take place.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction	Curriculum and Instruction leadership will conduct meetings as needed with site leaders and selected content leaders to review and recommend curriculum, plan and coordinate district professional development, and recommend instructional methods to the governing board. The research-based curriculum and methods will be based on the needs of English Learners, Low Income, and Foster Youth.	$72,795.00	Yes
1.2	Academic Intervention	As determined by each school site, administration, teachers, and leadership will increase reading and math intervention programs which may include intervention teachers, additional classroom support, the purchase of specific intervention curriculum, tutoring support in core academic areas, and utilize intervention programs with priority services for Low Income pupils, English Learners, and Foster Youth, and Students with Disabilities. Funding will also support a variety of additional academic intervention and enrichment opportunities that help accelerate student understanding and engagement in learning. This action will increase the academic achievement in the areas of English Language Arts and Mathematics as evidenced by increases in i-Ready Diagnostic scores (Kindergarten-Grade 8), MAPS (9-12), higher levels of reading achievement based on phonemic awareness assessments, and decreasing the distance below standards on the CAASPP assessments.	$413,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Elementary Physical Education teachers will provide time at the elementary sites to decrease class sizes to allow for Tier II and Tier III interventions. Using funds from the Learning Recovery Emergency Block Grant (LREBG), the school will hire two literacy teachers ($241,000) to strengthen early literacy instruction at the elementary level. These teachers will provide targeted small-group interventions focused on early reading skills to help ensure all students are reading proficiently by the end of second grade. In addition, they will support literacy development for students in grades three through five through focused small-group instruction aimed at addressing specific learning gaps and advancing reading proficiency. By adding literacy intervention teachers, the district is investing in evidence-based strategies shown to improve early reading outcomes and reduce long-term achievement gaps, directly supporting unduplicated student populations. Research consistently shows that early literacy is a critical predictor of long-term academic success. Targeted small-group instruction is one of the most effective ways to accelerate learning and close gaps. The National Reading Panel (2000) and the Institute of Education Sciences (IES, 2020) recommend differentiated, small-group reading interventions to improve student outcomes. Furthermore, early intensive instruction in phonics, fluency, vocabulary, and comprehension has been shown to significantly improve reading achievement, especially for students who are at risk and low income (Foorman et al., 2016; IES Practice Guide). By adding literacy intervention teachers, the district is investing in evidence-based strategies shown to improve early reading outcomes and reduce long-term achievement gaps, directly supporting unduplicated student populations. This action will be measured using metric 1.37.		
1.3	Multi-Tiered Systems of Support (MTSS)	District data states that Low Income students, English Learners, and Foster Youth have higher needs in the areas of academic, behavioral, and Social Emotional health as evidenced by state and local measures.	$256,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to improve the quality and access to interventions and supports, the Multi-Tiered Systems of Support (MTSS) services for English Learners, low income and Foster Youth through a system of on-going analysis of student performance and progress will be improved. District teams will meet to review progress and create additional supports as needed. Professional Learning Communities (PLC) teams and teacher leaders will utilize instructional norms, collect data, and track the progress to improve outcomes for students. Specific time is allotted every Wednesday for teams to meet and plan. Teachers will be provided with support, resources, data systems, planning days, and grade-level collaboration time to participate in Professional Learning Communities to promote authentic and timely assessment and review of student progress and performance as a means to strengthen instruction, monitor performance gaps between student groups, and to identify students for academic and enrichment interventions. This action will increase and improve the support services provided for English Learners, Foster Youth, and Low Income students in the areas of academics, behavioral, and Social Emotional health as evidenced by survey data and decreases in referrals for intervention, behavioral, and SEL among the stated student groups. An emphasis on continuous data review to monitor the academic achievement of unduplicated student groups. All sites will create/continue an MTSS team to ensure equitable access and supports are provided to all students not making adequate progress. This will support Tier II classroom instruction and Tier III instruction as well as thorough and continuous monitoring to provide individual supports and data reviews. PBIS and Restorative practices will be reviewed as well to ensure that SEL needs are met for students. District MTSS meetings will include site representatives, mental health clinicians, and counselors to collaborate and create new programs as needed to support unduplicated students. This action will help to monitor progress and make instructional changes to have positive academic and behavioral impacts for unduplicated students.		

Action #	Title	Description	Total Funds	Contributing
1.4	High Quality Staff Professional Development and Instructional Coaching	Gustine Unified School District will provide ongoing professional development to improve practices of educators, instructional aides, administrators, and other staff in order to improve the outcomes and learn new research-based strategies to improve the outcomes for unduplicated students. The certificated professional development will include: a) Instructional norms b) MTSS c) PLC development and alignment d) Designated and Integrated ELD e) Sciences of reading f) mathematics framework, using manipulatives, and providing feedback g) Next Generation Science Standards (NGSS) h) standards-based grading, lesson design, rubric development, and i) other strategies Classified and other school employee professional development will be used to increase skills in working with unduplicated students. This action will also provide mentors to support new teachers through induction and ensure ongoing support. Instructional Coaches will provide support and training for all teachers in the district to focus on strategies that support English Learners, low income, and foster youth. An increase of one professional development day was added to the teacher contract to provide professional development throughout the year. A highlight will be the introduction to instructional norms training for all teachers. The district will use the three professional development days to build the capacity of teachers in learning and implementing the instructional norms which are research based strategies proven beneficial to unduplicated students. Staff will provide the training to the teachers. An instructional coach will be added to each school site ($425,000) using LREBG funds. This will support improved academic achievement for all students. These coaches will engage in structured coaching cycles with teachers to strengthen first instruction, ensuring that high-impact strategies are consistently and effectively implemented in classrooms. Research	$1,185,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		consistently shows that instructional coaching is one of the most effective forms of professional development. Coaches will work closely with teachers, using a collaborative, data-driven approach to identify instructional goals, implement evidence-based strategies, and reflect on student progress. This action will be measured by Metric 1.38 that will measure how many teachers participate in coaching cycles. By focusing on high-quality, individualized support, instructional coaches will help teachers analyze student data to inform instruction, close learning gaps, and accelerate growth. Through strong site-based relationships, data-informed decision-making, and a focus on continuous improvement, instructional coaches will play a key role in improving student achievement across all grade levels.		
1.5	Experiential Learning	Sites will provide hands-on learning experiences and field trips for low income students. These experiences will allow students to connect conceptual knowledge, apply skills, and reflect on the learning process. This funding will support academically focused field trips and learning events. These learning experiences will provide students with the opportunity to reflect on what they are learning and have greater opportunities to engage in and set goals for academic learning in their schools and the community.	$155,666.00	Yes
1.6	College and Career Readiness	In order to enhance and expand students' opportunities in college and career readiness, staff and counselors will monitor and encourage the enrollment of student groups in Career Technical education courses, AVID, and increase dual/concurrent enrollment. Funding will be provided to cover fees and supplies associated with dual enrollment or work experience. The district will enhance and expand student opportunities to learn about College and Career Readiness and to experience innovative authentic learning through a broad course of study, including elective courses aligned to Career and Technical Education standards and Career Ready Practices, which support CCSS.	$726,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Gustine High School will continue to participate in the final year of the Networked Improvement Communities for mathematics to improve the college acceptance rate of Latinx students to four year universities. After the conclusion of CVNIC, best practices will be employed to ensure progress continues.		
1.7	Additional Student Supports	Students also need access to literacy services and books. Instructional aides will support and extend the academic achievement and learning progress of unduplicated students. This will occur within the school day and after school as needed. Library Media Aides will be provided to provide additional literacy services and time for students to have access to a wide variety of books. Funds will also be provided to update library books and research supplies. Funding will also be provided for teachers to update and extend classroom libraries. LREBG Funds will be utilized to add instructional aides ($249,525) to Kindergarten through Grade 2 classrooms to provide targeted support in foundational reading skills and other academic areas. Aides will assist with small-group instruction, reinforce Tier 1 strategies, and support Tier 2 interventions as part of a structured, standards-aligned instructional program. Their support will allow teachers to provide more differentiated and responsive instruction. This action is grounded in research that demonstrates the importance of early intervention and adult support in the primary grades. By increasing capacity in K–2 classrooms, the district aims to ensure that all students receive the individualized attention needed to build strong academic foundations and achieve grade-level proficiency in reading and math. This action will be measured using metrics 1.14, 1.15, and 1.37. The district will hire a full-time credentialed Teacher Librarian ($142,000) and media clerks ($239,000) to expand library access, increase instructional support, and enhance digital literacy across all school sites using LREBG funds. Media clerks will increase the number of open library hours, supporting independent reading, and research access. The Teacher Librarian will provide direct instruction to students in information literacy, digital citizenship, research skills, and reading engagement. Research demonstrates that schools with credentialed teacher librarians have higher	$609,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student achievement, particularly in reading. Teacher librarians also play a critical role in supporting implementation of Common Core and state content standards by collaborating with teachers to deliver inquiry-based learning experiences. By increasing library hours and expanding instructional support through a certified Teacher Librarian, this action ensures equitable access to high-quality resources and targeted instruction that supports literacy development, research proficiency, and 21st-century skills. Expanding media clerks and adding a teacher librarian will be measured by metric 1.36 which will use a survey to measure how beneficial teachers and find the expanded library hours and support from library staff.		
1.8	English Language Learner Supports	GUSD and specifically Romero Elementary School will increase services to English Learner students and reclassified students by expanding intervention support and programs. These programs will help in the language acquisition of English Learners because teachers will strategically use language targets during designated and integrated ELD. Lesson plans will be developed weekly and will include an area for English Learners to ensure language acquisition supports are present. Administrators will monitor the progress of English Learners by analyzing and collecting data from walk-throughs. In order to increase language acquisition, the English Learner Coalition team will meet monthly to review the progress of English Learners, research and develop language acquisition programs and classes, and provide suggestions for improving the supports provided to English Learners. Newcomers will receive additional supports as needed to acclimate in the schools, know what resources are available, and their progress and needs will be monitored. Instructional aides will also work with Long Term English Learners to provide additional support as well as progress monitor to ensure all English learners continue to make progress. The district will also provide professional development in the latest research-based practices in designated and integrated English Language Development and support as well as knowing and understanding where to find out about each English	$97,349.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learner's unique needs. Teachers will be provided with training in the strategic use of student performance data for continuous improvement. This action is expected to increase reclassification and demonstrate progress on the ELPI for every English Learner.		
1.9	Academic Counseling	The California Dashboard and district data show a discrepancy between all students and English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment. School counselors will meet with each unduplicated student at least two times per year to encourage completion of CTE pathways, monitor progress toward graduation and a-g readiness, financial aid, dual enrollment, social and emotional interventions, and provide interventions and academic plans to ensure all students are prepared for college and career. This will be measured by increasing the number of English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment as measured by local data in the student information system of Aeries.	$362,194.00	Yes
1.10	Educational Technology Integration	Many low income students do not have access to technology tools, internet, or the support to effectively use technology tools to access support in academic areas. This action will increase the integration of technology into classrooms and is intended to increase and improve access to learning resources and instructional technology devices. Students will be provided with Chromebooks, hot spots, and improved internet access as well as digital tools such as Google Apps for education and other digital supports necessary to improve access to core content areas and prepare for college and career. Each site will ensure common areas and classrooms are equipped with technology tools such as interactive televisions to increase engagement and other technology. This action emphasizes support to low income students, foster youth, and	$273,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners that may not have access to internet or technology at home. In addition to ensuring access to necessary technology, the district is dedicated to enhancing the effective integration of technology tools to support the academic success of unduplicated student groups, including low-income students, English learners, and foster youth. To support this effort, the district's Technology Committee—comprised of educators, instructional coaches, and IT staff meets monthly to evaluate and recommend new digital tools and resources. These tools will be introduced to school staff through regular presentations and hands-on demonstrations at staff meetings, ensuring that teachers are equipped to implement them effectively in their classrooms which provide additional supports to unduplicated students.		
1.11	Supplies for Unduplicated	Additional funding will be provided to purchase supplies and instructional learning materials to better support low income students. In order to provide all students with a positive learning experience to be prepared for college and career, basic materials and supplies will be purchased to support the academic needs of low income.	$15,500.00	Yes
1.12	Classroom Environment	To increase a positive learning environment and create opportunities for collaboration, furniture will be purchased to provide flexible seating, collaboration tables, and equipment to work as a team. This action will provide space and furniture needed for increased collaboration and teamwork in which research has shown to improve the outcomes of low income and English Learner students.	$5,500.00	Yes
1.13	Transportation	Gustine Unified School District serves students in Gustine and Santa Nella which are approximately 10 miles apart. Low income students in rural areas and Santa Nella need transportation to get to school. GUSD will contract with an outside busing company to supplement the current number of buses and/or drivers. Due to low number of bus drivers available, GUSD has purchased vehicles to provide and supplement	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		transportation for low income students. Funds will also be utilized to provide GUSD vehicle drivers. Vehicles will also be purchased as needed.		
1.14	Professional Learning Communities	Gustine Unified School district has lower levels of achievement, lower a-g completion and college going rate for unduplicated students when compared to all students. In order to improve outcomes, all teachers in Gustine Unified School District participate in Professional Learning Communities (PLC) on a weekly basis. The district recognizes that there is a difference in achievement amongst unduplicated students and PLC time is used to improve instruction for unduplicated pupils. Teachers analyze data specific to student groups and collaborate regarding the best instructional strategies to help English Learners, Low Income and foster youth achieve in schools. Teachers use the plan, do, study, act process to make SMART goals to ensure students are improving academically. In addition to weekly PLC time, teachers, administrators, coaches and counselors meet on a monthly basis for Multi-Tiered Systems of Support (MTSS), EL Coalition Team meetings, and Central Valley Networked Improvement Communities (CVNIC) to increase outcomes for low income, English Learners, and foster youth. Over the next three years, GUSD will recreate a consistent district-wide Professional Learning Community plan that clarifies objectives and accountability measures for data driven collaborative teams and strengthens strong instructional strategies that increase student achievement. This will include implementation of instructional norms, consistent use of data, and building capacity through collaboration time, instructional walkthroughs and classroom visits. Teachers are afforded two PLC collaboration days each year in addition to the early release time. The revamp of the PLC process will focus on improving outcomes for unduplicated student groups.	$0.00	No
1.15	Increased Achievement in English Language Arts	Gustine Unified School District has a district goal to ensure students are reading on grade level by third grade. In order to meet this goal, GUSD will continue the learning from LETRS and the sciences of reading to implement the instructional changes needed for growth in English Language Arts. Data will be monitored to ensure all students are making	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress. Research shows that low income and English Learners students will need explicit and systematic foundational reading instruction in order to boost their reading achievement. These strategies will be part of the core instructional program and curriculum will be updated to meet the needs of students. Instructional walk-throughs will be implemented to ensure strong first instruction and fidelity to the program. Each district grade level team in grades TK-5 will be afforded three planning days with the literacy coaches to ensure the needs of low income, English Learner, and students with disabilities needs are planned for and to ensure progress is being made. In grades 6-12, intervention groups will be formed to address the foundational reading needs of low income and long term English Learners. Literacy coaches will provide support as needed to ensure teachers are trained in programs and strategies. Inclusion specialists and aides will be supported with strategies to ensure progress in reading. CAASPP Interim Assessments will be utilized by all teachers in grades 3-11 to monitor progress and ensure low income and English Learner student needs are addressed. Tools for teachers, Standards-based instruction and grading will be utilized to better communicate the learning of all students. All teachers in Gustine Unified will focus on planning lessons to support English Learners, Hispanic, homeless, low income, and students with disabilities through differentiated instruction, clear learning objectives, visual and auditory supports, and formative assessments and feedback. Gustine Elementary: focused planning to develop effective lessons to support inclusion for students with disabilities through differentiated instruction and strategies tailored to the needs of the students. Romero Elementary: planning focused on English Learners to further language development focused on vocabulary development phonics, and comprehension tailored to the language proficiency of English Learners. Gustine Middle: planning will be focused on English Learners, Hispanic, low income, and students with disabilities. Planning will include intervention supports and language supports for English Learners.		

Action #	Title	Description	Total Funds	Contributing
		By implementing these strategies, Gustine Unified School District and schools can effectively support the diverse needs of English Learners, Hispanic students, socioeconomically disadvantaged students, homeless students, and students with disabilities across different school sites, fostering improved reading achievement and overall academic success.		
1.16	Increase Achievement in Mathematics	All Students, English Learners, Low income students, Hispanic, and students with disabilities are red on the CA Dashboard and the lowest status by indicator on the CA Dashboard for the district. Gustine Elementary School had the student groups of English Learners and Students with Disabilities as the lowest status on the CA Dashboard. The CA Dashboard also reports that the lowest status at Gustine Middle School for mathematics is Hispanic and students with disabilities. The district is working toward improving outcomes for these groups through a concerted effort districtwide to improve the quality of instruction. All mathematics teachers will engage students with the following strategies: Rich Mathematical Problems: Mathematics teachers across the district will engage students in complex and meaningful mathematical problems that encourage reasoning and problem-solving skills based on conceptual understanding. Productive Struggle: Teachers will employ strategies to support students through productive struggle in mathematics, encouraging them to grapple with challenging concepts and develop resilience in problem-solving. Differentiated Instruction: Tailored instructional approaches will be used to meet the diverse needs of English Learners, low-income students, and students with disabilities, ensuring that all students receive appropriate support and challenge. The district will contract with Merced County Office of Education to provide training in conceptual understanding, use of manipulatives, Building Thinking Classrooms, and lesson design to improve the outcomes of these student groups. In addition all mathematics teachers will be a part of a	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		three day, grade specific training to learn about the mathematics frameworks and how to teach specific grade level strands and standards. Classroom walkthroughs will ensure manipulatives are used regularly, collaboration is happening, and students are engaging in rich, grade level mathematics. CAASPP Interim Assessments will be utilized by all teachers in grades 3-11 to monitor progress and ensure low income, English Learner, Hispanic, and Students with disabilities needs are addressed. Tools for teachers and Standards-based instruction and grading will be utilized to better communicate the learning of all students. Tier II interventions in the classroom will be provided to students based on the data. Tier II interventions will be focused on mathematics and support the learning of low income, long term English Learners, Hispanic, and students with disabilities. Students will be grouped based on need and progress will be monitored to ensure growth. Students with Disabilities district wide will learn mathematics through inclusion, with accommodations in place, to ensure instruction is at the grade level standard. Gustine High School will offer Math I and Math II Support classes. These support classes will take the place of an elective course and provide hands-on learning and review of important mathematical concepts to ensure unduplicated students are learning math at high levels. By implementing these strategies, Gustine Unified School District aims to improve academic outcomes and support the success of All students, English Learners, low-income students, and students with disabilities in mathematics.		
1.17	Celebrations of Learning and Incentives	To celebrate learning for unduplicated student groups, sites will provide incentives and awards to celebrate students for high achievement, academic improvement, and academic accomplishments such as the Seal of Biliteracy, reclassification, improvement in CAASPP, CAST, ELPAC and other measures.	$14,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Long Term English Learners	The needs of Long Term English Learners (LTEL) will be addressed through professional development of all teachers to know and understand the needs of LTELs as well as how to support their academic success. These supports will include the use of ELD standards, using the four domains in daily instruction, and visual aids to support English Language Arts and mathematics. This support will also include intervention and/or tutoring for Long Term English Learners. All LTELs will have goals created in Ellevation to monitor progress in academics and language development.	$1,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Positive School Climate and Culture GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Gustine Unified School District developed the Positive Climate and Culture goal to address the social and emotional needs of students in all of our schools. This goal is created to ensure students want to attend school and feel safe and connected. Student engagement has been an area of need for district schools.

The California Dashboard reports that 29.9% of students are chronically absent. This was a decline of 11.3%, but is still at a very high percentage. Student groups in "orange" are homeless, two or more races, and white. Student groups in "Yellow" are English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Student attendance is also low at 93.52%.

The graduation rate for Gustine Unified has improved 5.1% to 94.3%. This is a positive and Goal 2 aims to increase graduation rates even further, especially for English Learners.

Suspension rates are reported on the CA Dashboard as needing improvement. All students are "Yellow" which was a slight decline of 0.5%. The two or more races and white student groups are "Red," the homeless student group is "Orange" and students with disabilities and socioeconomically disadvantaged are in "Yellow." Student groups in green are English Learners and Hispanic. The dashboard highlights the need for improvement in suspension rate.

Support services for mental and social/emotional health will be heavily supported in this goal due to a rise in referrals for services and support for unduplicated students. Each site works with counselors to address the mental health needs of the students, but there has been an increase in referrals for behavioral supports in the classroom as well as mental health supports for individual students.

This goal will address student belonging, feeling safe in schools, and creating more opportunities to participate in school. This will help students want to come to school and address the issues with chronic absenteeism and improve attendance. This goal also addresses suspension and expulsion rates, graduation rate, and dropout rates. Additional counseling and support will create a positive and welcoming

environment which will encourage students to attend school regularly, be involved and participate in activities, as well as feel safe because behaviors are proactively addressed and therefore reduce suspension and expulsion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	FIT Report Increase the percent of facilities in good repair (Priority 1)	Williams Report (fall 2023) 98.09%	Williams Report (Fall 2024) 98.05%	Williams Report (Fall 2025) 98.57%	100%	-0.48%
2.2	Increase the percent of staff, students, and families who report Connectedness to School	Kelvin Local Survey (May 2024) Staff stating they feel connected to the school. Staff=88% Students stating they feel connected to the school. All=69% Hispanic=70% White=70% Black=75% Asian=59% Two or More Races=61% EL=71% LI=71% Homeless-86% Families stating they feel connected to the school Families=82.1%	Kelvin Local Survey (May 2025) Staff stating they feel connected to the school. Staff=58% Students stating they feel connected to the school. All=73% Hispanic=73% White=70% Black=100% Asian=67% Two or More Races=100% EL=75% LI=71% Homeless-71% Families stating they feel connected to the school	Kelvin Local Survey (May 2026) Staff stating they feel connected to the school. Staff=69% Students All= 65% Hispanic= 68% White= 65% Black= 75% Asian= 40% Two or More Races= 50% EL= 75% LI= 69% Homeless= 100% Families= 70.9%	Staff=91% Students All=72% Hispanic=73% White=73% Black=78% Asian=62% Two or More Races=64% EL=74% LI=74% Homeless=89% Families=85.1%	Staff= -19% Students All= -4% Hispanic= -1% White= -5% Black= maintained Asian= -19% Two or More Races= -11% EL= +4% LI= -2% Homeless= +14% Families= -11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Families=75%			
2.3	Facilities are Clean and in good Repair	Kelvin Local Survey (May 2024) % stating facilites are clean and in good repair Staff=74% Students All=61% Hispanic=62% White=63% Black=0% Asian=50% Two or More Races=50% EL=68% LI=65% Homeless=67% Families=74%	Kelvin Local Survey (May 2025) % stating facilites are clean and in good repair Staff=59% Students All=63% Hispanic=65% White=63% Black=60% Asian=68% Two or More Races=47% EL=68% LI=64% Homeless=71% Families=74.3%	Kelving Local Survey (May 2026) % stating facilities are clean and in good repair. Staff= 73% Students stating the school campus is clean. All= 65% Hispanic= 66% White= 66% Black= 100% Asian= 40% Two or More Races= 46% EL= 66% LI= 67% Homeless= 100% Families= 90.9%	Staff stating facilities are clean and in good repair. Staff=77% Students stating the school campus is clean. All=64% Hispanic=65% White=67% Black=3% Asian=53% Two or More Races=53% EL=71% LI=68% Homeless=70% Families=77%	Staff stating facilities are clean and in good repair. Staff= -1% Students stating the school campus is clean. All= +3% Hispanic= +4% White= +3% Black= +100% Asian= -10% Two or More Races= -4% EL= -2% LI= +2% Homeless= +33% Families= +16.9%
2.4	Safety	Kelvin Local Survey (May 2024) Staff stating they feel safe or very safe. Staff=84% Students stating they feel safe or very safe. All=70% Hispanic=72%	Kelvin Local Survey (May 2025) Staff stating they feel safe or very safe. Staff=64% Students stating they feel safe or very safe. All=64% Hispanic=67%	Kelvin Local Survey (May 2026) Staff stating they feel safe or very safe at school. Staff= 73% All= 66% Hispanic= 68% White= 65% Black= 75%	Staff stating they feel safe or very safe at school. Staff=87% All=73% Hispanic=75% White=75% Black=53% Asian=57%	Staff stating they feel safe or very safe at school. Staff= -11% All= -4% Hispanic= -4% White= -7% Black= +25% Asian= -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White=72% Black=50% Asian=54% Two or More Races=56% EL=68% LI=72% Homeless=60% Families=87.5%	White=66% Black=60% Asian=53% Two or More Races=53% EL=69% LI=67% Homeless=43% Families=71.9%	Asian= 47% Two or More Races= 35% EL= 72% LI= 71% Homeless= 70% Families= 81.8%	Two or More Races=59% EL=71% LI=75% Homeless=60% Families= 90.5%	Two or More Races= -21% EL= maintained LI= -1% Homeless= +10% Families= -5.7%
2.5	Suspension Rate	CA Dashboard 2023 % suspended at least one day District All= 4.9% Hispanic=4.3% White=13.5% (districtwide group with the lowest status indicator) Two or More Races=7.3% (districtwide group with the lowest status indicator) Homeless=5.7% Low Income=4.7% SWD=7.6% EL=4.4% Gustine Elementary All=3.2% suspended (lowest status indicator) Hispanic=2.7%	CA Dashboard 2024 % suspended at least one day District All=4.6% Hispanic=4.9% White=1.6% (districtwide group with the lowest status indicator) Two or More Races=10.5% (districtwide group with the lowest status indicator) Homeless=No performance color Low Income=5.2% SWD=15.3% EL=5.7% Gustine Elementary	CA Dashboard 2025 % suspended at least one day District All=4.3% Hispanic=4.2% White=5% (districtwide group with the lowest status indicator) Two or More Races=4.8% (districtwide group with the lowest status indicator) Homeless=4.4% Low Income=4.6% SWD=7.4% EL=4.7% LTEL=11.5% Gustine Elementary All=1% suspended (lowest status indicator)	District All= 1.9% Hispanic=1.3% White=4.3% Two or More Races=10.5% Homeless=2.7% Low Income=1.7% SWD=4.6% EL=1.4% Gustine Elementary All=0% Hispanic=0% White=5% Two or More Races=0% Homeless=7.5% Low Income=0% SWD=2.3%	District All= -0.6% Hispanic= -0.1% White= -8.5% Two or More Races= -2.5% Homeless= -1.3% Low Income= -.01% SWD= -0.01% EL= +7.1% Gustine Elementary All= -2.2% Hispanic= -1.6% White= -8.8% Two or More Races= 0% Homeless= -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White=8.8% suspended (lowest group within school) Two or More Races=less than 11 students Homeless=10.5% Low Income=3.5% suspended (lowest group withing school) SWD=5.3% EL=1.7% Romero Elementary All= 0% Hispanic=0% White=0% Two or More Races=0% Homeless=5% Low Income=0% SWD=0% EL=0% Gustine Middle School All= 8.9% Hispanic=7.9% White=11.4% Two or More Races=16.4% Homeless=less than 11 students Low Income=8.6% SWD=19.6% EL=8.9%	All=0% suspended (lowest status indicator) Hispanic=0% White=0% suspended (lowest group within school) Two or More Races=less than 11 students Homeless=0% Low Income=0% suspended (lowest group within school) SWD=0% EL=0% Romero Elementary All= 0.9% Hispanic=1% White=0% Two or More Races=less than 11 students Homeless=less than 11 students Low Income=1% SWD=0% EL=0.9% Gustine Middle School All= 4.7% Hispanic=5.1%	Hispanic=1.1% White=0% suspended (lowest group within school) Two or More Races=l0% Homeless=0% Low Income=1.2% suspended (lowest group within school) SWD=0% EL=1.4% Romero Elementary All= 0% Hispanic=0% White=0% Two or More Races=less than 11 students Homeless=less than 11 students Low Income=0% SWD=0% EL=0% Gustine Middle School All= 11% Hispanic=10.9% White=12% Two or More Races=less than 11 students	EL=0% Romero Elementary All= 0% Hispanic=0% White=0% Two or More Races=0% Homeless=0% Low Income=0% SWD=0% EL=0% Gustine Middle School All= 5.9% Hispanic=4.9% White=8.4% Two or More Races=13.4% Homeless=4% Low Income=5.6% SWD=16.6% EL=5.9% Gustine High School All= 2.8% Hispanic=2.3% White=2.7% Two or More Races=17% Homeless=4.7%	Low Income= -3.5% SWD= -3% EL= -1.7% Romero Elementary All= remained at 0% Hispanic= remained at 0% White= remained at 0% Two or More Races=less than 11 students= remained at 0% Homeless=less than 11 students Low Income= remained at 0% SWD= remained at 0% EL= remained at 0% Gustine Middle School All= +2.1% Hispanic= +3% White= +0.6% Two or More Races= -3% Homeless= less than 11 students Low Income= -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gustine High School All= 5.8% Hispanic=5.2% White=5.7% Two or More Races=20% Homeless=7.7% Low Income=5.2% SWD=8.9% EL=7.8%	White=3% Two or More Races=less than 11 students Homeless=less than 11 students Low Income=5.5% SWD=6.7% EL=5.4% Gustine High School All= 4.6% Hispanic=4.9% White=1.6% Two or More Races=10.5% Homeless=less than 11 students Low Income=5.2% SWD=15.3% EL=5.7%	Homeless=less than 11 students Low Income=11.4% SWD=20.9% EL=10.9% LTEL: 16.7% Gustine High School All= 4.8% Hispanic=4.3% White=7.3% Two or More Races=6.3% Homeless=9.1% Low Income=5.1% SWD=17.6% EL=8.5% LTEL: 9%	Low Income=2.2% SWD=5.9% EL=4.8%	SWD= -3% EL= -3% Gustine High School All= -1% Hispanic= -0.9% White= +1.6% Two or More Races= -13.7% Homeless= -3% Low Income= -.01% SWD= -0.4% EL= -3%
2.6	Expulsion	EdData 2022-23 Expulsions=2	EdData 2023-24 Expulsions=1	EdData 2024-25 Expulsions=0	Expulsions=0	Expulsions= -2
2.7	Attendance rates	Aeries (monthly attendance summary totals 2023-24) 93.52%	Aeries (monthly attendance summary totals 2024-25) 92.2%	Aeries (monthly attendance summary totals 2025-26) 93.03%	95.52%	-0.49%
2.8	Chronic Absenteeism	EdData 2022-23 Chronic Absenteeism rate District All=29.9%	EdData 2023-24 Chronic Absenteeism rate District All=23.5%	EdData 2024-25 Chronic Absenteeism rate District All=27.3%	District All= 19.9% English Learners= 18.4%	District All= -2.6% English Learners= -.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners=28.4% LI=32.4% FY=8.3% Homeless= 47.1% Hispanic=29.4% White=35.6% Two or more races=33.3% SWD=36.7% Gustine Elementary School All=29.7% English Learners=26.7% LI=32% FY=less than 11 students Homeless=47.4% Hispanic=28.7% White=36.8% Two or More Races=less than 11 students SWD=27.4% Romero Elementary School All=31.6% English Learners=23.8% LI=33.9% FY=less than 11 students Homeless=less than 11 students	English Learners=24.2% LI=25.6% FY=less than 11 students Homeless= 33.3% Hispanic=23.3% White=22.6% Two or more races=39.1% SWD=29.6% Gustine Elementary School All=21.9% English Learners=20.5% LI=23.4% FY=less than 11 students Homeless=25% Hispanic=22% White=18.5% Two or More Races=less than 11 students SWD=23.9% Romero Elementary School All=27.8% English Learners=25.4% LI=31.6% FY=less than 11 students	English Learners=28% LI=28.4% FY=less than 11 students Homeless= 42.3% Hispanic=27.2% White=25.6% Two or more races=33.3% SWD=30.2% Gustine Elementary School All=25.9% English Learners=26.8% LI=26.9% FY=less than 11 students Homeless=less than 11 students Hispanic=24.6% White=34.9% Two or More Races=25% SWD=27.7% Romero Elementary School All=32.2% English Learners=27.7% LI=34.5% FY=less than 11 students	LI= 22.4% FY=3.3% Homeless= 37.1% Hispanic=19.4% White=25.36% Two or More Races=23.3% SWD= 26.7% Gustine Elementary School All=19.7% English Learners=16.7% LI=22% FY=3% Homeless=37.4% Hispanic=18.7% White=26.8% Two or More Races=3% SWD=17.4% Romero Elementary School All=21.6% English Learners=13.8% LI=23.9% FY=3% Homeless=20% Hispanic=21% White=40% Two or More Races=3% SWD=27.5%	LI= -4% FY= less than 11 students Homeless= -4.8% Hispanic= -2.2% White= -10% Two or More Races= no change SWD= -6.5% Gustine Elementary School All= 3.8% English Learners= +0.1% LI= -5.1% FY= less than 11 Homeless= less than 11 Hispanic= -4.1% White= -1.9% Two or More Races= less than 11 students SWD= +0.3% Romero Elementary School All= -0.8% English Learners= 3.9% LI= +0.6% FY= less than 11 students Homeless= less than 11 students Hispanic= +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic=31% White=50% Two or More Races=less than 11 students SWD=37.5% (lowest group within school) Gustine Middle School All=28.6% English Learners=33.3% LI=31.4% FY=less than 11 students Homeless=less than 11 students Hispanic=28.6% White=33.3% Two or More Races=27.3% SWD=38.8%	Homeless=less than 11 students Hispanic=27.1% White=33.3% Two or More Races=less than 11 students SWD=29.3% (lowest group within school) Gustine Middle School All=22% English Learners=29.1% LI=24.2% FY=less than 11 students Homeless=less than 11 students Hispanic=21.9% White=33.3% Two or More Races=less than 11 students SWD=29.5%	Homeless=less than 11 students Hispanic=32.2% White=18.2% Two or More Races=less than 11 students SWD=25.6% (lowest group within school) Gustine Middle School All=22% English Learners=29.1% LI=24.2% FY=less than 11 students Homeless=less than 11 students Hispanic=21.9% White=33.3% Two or More Races=less than 11 students SWD=29.5%	Gustine Middle School All=18.6% English Learners=23.3% LI=21.4% FY=3% Homeless=20% Hispanic=18.6% White=23.3% Two or More Races=17.3% SWD=28.8%	White= --9.1% Two or More Races= less than 11 students SWD= -11.9% Gustine Middle School All= -6.6% English Learners= -4.2% LI= -2.3% FY= less than 11 students Homeless= less than 11 students Hispanic= -6.7% White= 0% Two or More Races= less than 11 students SWD= -9.3%
2.9	School Participation	Kelvin Local Survey (May 2024) Student Survey: Do you belong to clubs, leadership, and/or participate in school activities? Latest Local Survey 2024	Kelvin Local Survey (May 2025) Student Survey: Do you belong to clubs, leadership, and/or participate in school activities? Latest Local Survey 2025	Kelvin Local Survey (May 2026) Student Survey: Do you belong to clubs, leadership, and/or participate in school activities? Latest Local Survey 2026	All=64% Hispanic=62% White=65% Black=60%	All= +5% Hispanic= +7% White= +11% Black= -17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All=54% Hispanic=52% White=55% Black=50% Asian=56% Two or More Races=45% English Learners=47% Low Income=50% Homeless=100% Gustine Elementary All=47% Hispanic=47% White=46% Black=NA Asian=50% Two or More Races=100% English Learners=50% Low Income=29% Homeless=50% Romero Elementary All=76% Hispanic=74% White=72% Black=NA Asian=100% Two or More Races=100% English Learners=60% Low Income=50% Gustine Middle All=36%	All=66% Hispanic=67% White=66% Black=80% Asian=63% Two or More Races=74% English Learners=68% Low Income=64% Homeless=43% Gustine Elementary All=70% Hispanic=71% White=71% Black=NA Asian=67% Two or More Races=50% English Learners=71% Low Income=83% Homeless=NA Romero Elementary All=69% Hispanic=65% White=71% Black=NA Asian=0% Two or More Races=100%	All= 59% Hispanic= 59% White= 61% Black= 33% Asian= 47% Two or More Races= 58% English Learners= 57% Low Income= 56% Homeless= 50% Gustine Elementary All= 50% Hispanic= 51% White= 48% Black= NA Asian= NA Two or More Races= 29% English Learners= 58% Low Income= 28% Homeless= 0% Romero Elementary All= 68% Hispanic= 67% White= 65% Black= NA Asian= NA Two or More Races= 100%	Asian=66% Two or More Races=65% English Learners=50% Low Income=53% Homeless=100% Gustine Elementary All=57% Hispanic=57% White=56% Black=60% Asian=60% Two or More Races=100% English Learners=53% Low Income=32% Homeless=53% Romero Elementary All=86% Hispanic=84% White=82% Black=80% Asian=100% Two or More Races=100% English Learners=63% Low Income=53% Gustine Middle All=46%	Asian= -9% Two or More Races= +13% English Learners= +10% Low Income= +6% Homeless= -50% Gustine Elementary All= +10% Hispanic= +4% White= +2% Black= NA Asian= NA Two or More Races= -71% English Learners= +8% Low Income= -1% Homeless= -50% Romero Elementary All= +10% Hispanic= -7% White= -7% Black= NA Asian= NA Two or More Races= maintained English Learners= -3% Low Income= +18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic=37% White=37% Black=0% Asian=29% Two or More Races=0% English Learners=41% Low Income=39% Homeless=100% Gustine High All=69% Hispanic=65% White=71% Black=33% Asian=73% Two or More Races=40% English Learners=50% Low Income=60% Homeless=100%	English Learners=64% Low Income=63% Gustine Middle All=55% Hispanic=57% White=57% Black=100% Asian=33% Two or More Races=50% English Learners=54% Low Income=58% Homeless=25% Gustine High All=71% Hispanic=72% White=68% Black=100% Asian=89% Two or More Races=86% English Learners=79% Low Income=64% Homeless=100%	English Learners= 57% Low Income= 68% Gustine Middle All= 51% Hispanic= 51% White= 51% Black= 50% Asian= 75% Two or More Races= 67% English Learners= 61% Low Income= 37% Homeless= 50% Gustine High All= 67% Hispanic= 67% White= 69% Black= 0% Asian= 40% Two or More Races= 62% English Learners= 57% Low Income= 68% Homeless= 100%	Hispanic=47% White=47% Black=10% Asian=39% Two or More Races=10% English Learners=44% Low Income=42% Homeless=100% Gustine High All=79% Hispanic=75% White=81% Black=43% Asian=83% Two or More Races=50% English Learners=53% Low Income=63% Homeless=100%	Gustine Middle All= +15% Hispanic= +14% White= +14% Black= +50% Asian= +46% Two or More Races= +67% English Learners= +20% Low Income= +3% Homeless= maintained Gustine High All= -2% Hispanic= +2% White= -2% Black= -33% Asian= -33% Two or More Races= +22% English Learners= +7% Low Income= +8% Homeless= maintained
2.10	Positive Behaviors	Kelvin Local Survey (May 2024) Student Survey: Students are recognized and rewarded for positive behavior. Latest Local Survey	Kelvin Local Survey (May 2025) Student Survey: Students are recognized and rewarded for positive behavior.	Kelvin Local Survey (May 2026) Student Survey: Students are recognized and rewarded for positive behavior.	District All=80% Hispanic=81%	District All= -10% Hispanic= -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District All=70% Hispanic=71% White=72% Black=33% Asian=54% Two or More Races=47% English Learners=73% Low Income=73% Homeless=100% Gustine Elementary All=73% Hispanic=74% White=78% Black=NA Asian=25% Two or More Races=0% English Learners=75% Low Income=63% Homeless=100% Romero Elementary All=73% Hispanic=71% White=67% Black=NA Asian=100% Two or More Races=100% English Learners=40% Low Income=33% Homeless=NA Gustine Middle	Latest Local Survey District All=63% Hispanic=65% White=64% Black=60% Asian=42% Two or More Races=74% English Learners=71% Low Income=65% Homeless=83% Gustine Elementary All=66% Hispanic=67% White=64% Black=100% Asian=33% Two or More Races=100% English Learners=76% Low Income=57% Homeless=NA Romero Elementary All=77% Hispanic=77% White=80% Black=NA Asian=100%	Latest Local Survey District All= 60% Hispanic= 62% White= 58% Black= 50% Asian= 33% Two or More Races= 42% English Learners= 74% Low Income= 64% Homeless= 90% Gustine Elementary All= 62% Hispanic= 61% White= 59% Black= NA Asian= NA Two or More Races= 43% English Learners= 73% Low Income= 72% Homeless= 100% Romero Elementary All= 89% Hispanic= 88% White= 90% Black= NA Asian= NA	White=82% Black=43% Asian=64% Two or More Races=57% English Learners=73% Low Income=73% Homeless=100% Gustine Elementary All=83% Hispanic=84% White=88% Black=70% Asian=35% Two or More Races=50% English Learners=78% Low Income=66% Homeless=100% Romero Elementary All=83% Hispanic=81% White=77% Black=50% Asian=100% Two or More Races=100% English Learners=43% Low Income=36% Homeless=100%	White= -10% Black= +17% Asian= -4% Two or More Races= -5% English Learners= +1% Low Income= -9% Homeless= -10% Gustine Elementary All= -11% Hispanic= -13% White= -17% Black= NA Asian= NA Two or More Races= +43% English Learners= -2% Low Income= +9% Homeless= maintained Romero Elementary All= +16% Hispanic= +16% White= +23% Black= NA Asian= NA Two or More Races= maintained English Learners= +55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All=62% Hispanic=64% White=65% Black=0% Asian=29% Two or More Races=20% English Learners=69% Low Income=73% Homeless=100% Gustine High All=74% Hispanic=74% White=77% Black=100% Asian=67% Two or More Races=71% English Learners=78% Low Income=75% Homeless=100%	Two or More Races=100% English Learners=75% Low Income=83% Homeless=100% Gustine Middle All=48% Hispanic=49% White=50% Black=0% Asian=33% Two or More Races=33% English Learners=53% Low Income=48% Homeless=67% Gustine High All=69% Hispanic=75% White=71% Black=75% Asian=44% Two or More Races=86% English Learners=84% Low Income=79% Homeless=100%	Two or More Races= 100% English Learners= 95% Low Income= 89% Homeless=100% Gustine Middle School All= 57% Hispanic= 56% White= 57% Black= 50% Asian= 25% Two or More Races= 67% English Learners= 67% Low Income= 57% Homeless= 83% Gustine High School All= 55% Hispanic= 59% White= 52% Black= 50% Asian= 30% Two or More Races= 23% English Learners= 72% Low Income= 62% Homeless= 100%	Gustine Middle School All=72% Hispanic=74% White=75% Black=10% Asian=39% Two or More Races=30% English Learners=72% Low Income=76% Homeless=100% Gustine High School All=84% Hispanic=85% White=87% Black=100% Asian=77% Two or More Races=81% English Learners=81% Low Income=78% Homeless=100%	Low Income= +56% Homeless= maintained Gustine Middle School All= -5% Hispanic= -8% White= -7% Black= +50% Asian= -4% Two or More Races= +40% English Learners= -2% Low Income= -16% Homeless= -17% Gustine High School All= -19% Hispanic= -15% White= -15% Black= -50% Asian= +10% Two or More Races= -48% English Learners= -6% Low Income= -13% Homeless= maintained
2.11	Nutritious Meals	Kelvin Local Survey (May 2024)	Kelvin Local Survey (May 2025)	Kelvin Local Survey (May 2026)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cafeteria meals are nutritious and taste good. All students=40% English Learner-41% LI=39%	Cafeteria meals are nutritious and taste good. All students=47% English Learner=49% LI=54%	Cafeteria meals are nutritious and taste good. All students= 52% English Learner= 59% LI= 55%	All students=75% English Learner=75% LI=75%	All students= +12% English Learner= +18% LI= +16%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions under Goal 2 were implemented, with varying levels of effectiveness in achieving the goal.

Successes:
Safe Facilities (Action 2.1 / Metric 2.1): Facilities remained in good repair, with the FIT Report showing 98.57% of facilities in good repair in Fall 2025, up slightly from 98.05% in Fall 2024. While still below the 100% target, the district continued to make progress on facility improvements, including cleaning and sanitizing upgrades, restroom improvements, and additional custodial and maintenance support.

Expulsions (Metric 2.6): Expulsions dropped to zero in 2024-25, down from 2 at baseline and 1 in Year 1. This is a significant achievement and reflects the positive impact of PBIS, restorative practices, and a proactive approach to student behavior management.

Attendance (Metric 2.7): Overall district attendance improved to 95.52% in 2025-26, up from 92.2% in 2024-25 and above the 93.52% baseline. This is a meaningful recovery and reflects the effectiveness of attendance supports including SARB, family engagement, and tiered re-engagement strategies.

Chronic Absenteeism (Metric 2.8): District-wide chronic absenteeism improved significantly at Gustine Middle School, dropping from 28.6% (baseline) to 22% a reduction of 6.6 percentage points. EL students at the middle school improved by 4.2 percentage points and Students with Disabilities improved by 9.3 percentage points. District-wide, overall chronic absenteeism moved from 29.9% (baseline) to 27.3% in 2024-25, though it remains elevated.

Suspension Rate: Elementary schools (Metric 2.5): Gustine Elementary and Romero Elementary maintained very low or zero suspension rates across nearly all student groups, consistent with prior years. Romero Elementary sustained 0% suspensions across all student groups for the second consecutive year.

Student Participation (Metric 2.9): Gustine Middle School showed strong improvement in school participation, with all-student participation rising from 36% (baseline) to 51% in 2025-26 with a gain of 15%. English Learner participation at the middle school grew by 20%, and Two or More Races students grew by 67%.

Nutritious Meals (Metric 2.11): Student perception of cafeteria meal quality continued to improve. The percentage of all students rating cafeteria meals as nutritious and tasting good grew from 40% (baseline) to 52% in 2025-26, with English Learner perception rising to 59% and Low Income perception rising to 55%. The district's investment in a new cooking kitchen and fresh meal preparation is showing a positive trend.

Positive Behavior: Romero Elementary (Metric 2.10): Romero Elementary showed strong improvement in student perception of positive behavior recognition, rising from 73% (baseline) to 89% in 2025-26, a gain of 16 percentage points across all students.

Challenges:
Staff Connectedness (Metric 2.2): Staff reporting feeling connected to the school declined significantly from 88% at baseline to 58% in Year 1 (May 2025), with a partial recovery to 69% in Year 2 (May 2026). Despite some rebound, staff connectedness remains 19% below baseline and well below the 91% target. This is one of the most significant areas of concern in Goal 2.

Student and Family Connectedness (Metric 2.2): Student connectedness declined overall from 69% (baseline) to 65% in 2025-26, with notable drops among Asian students (-19%), Two or More Races students (-11%), and White students (-5%). Family connectedness also declined from 82.1% (baseline) to 70.9% in 2025-26, a decrease of 11.2 percentage points. Only English Learners (+4%) and Homeless students (+14%) showed improvement from baseline.

Student Safety Perception (Metric 2.4): The percentage of staff reporting feeling safe declined from 84% (baseline) to 73% in 2025-26, an 11-point drop. Student safety perception also declined — from 70% (baseline) to 66% in 2025-26 for all students. The most significant declines were among Two or More Races students (-21%) and White students (-7%). Only Black students (+25%) and Homeless students (+10%) showed improvement from baseline. Family safety perception also dropped by 5.7 percentage points.

Facilities Cleanliness Perception (Metric 2.3): While the FIT Report shows high physical repair rates, staff perception of cleanliness declined slightly from 74% (baseline) to 73% in 2025-26. Asian student perception of cleanliness dropped by 10 percentage points, and Two or More Races students declined by 4 percentage points. Families showed the strongest improvement (+16.9%), and Black and Homeless students improved significantly.

Suspension Rate: Gustine Middle School (Metric 2.5): Despite gains at the elementary level, Gustine Middle School suspension rates increased from a baseline of 8.9% (all students) to 11% in 2025-26. Hispanic student suspensions rose by 3 percentage points, and LTEL student suspensions were reported at 11.5% in Year 2. This remains the most persistent behavioral challenge in the district.

Positive Behavior Recognition: High School and Middle School (Metric 2.10): While Romero Elementary improved strongly, Gustine High School showed significant declines in student perception of positive behavior recognition falling from 74% (baseline) to 55% in 2025-26, a drop of 19 percentage points. Most student groups at the high school declined, including Hispanic (-15%), White (-15%), Two or More Races (-48%), and Low Income (-13%). Gustine Middle School also declined by 5 percentage points overall.

Student Participation High School (Metric 2.9): While middle school participation grew significantly, Gustine High School participation declined from 69% (baseline) to 67% in 2025-26 for all students. Black student participation dropped sharply from 33% to 0% in Year 2, and Asian participation fell from 73% to 40%.

Chronic Absenteeism Romero Elementary (Metric 2.8): Romero Elementary chronic absenteeism increased slightly overall (from 31.6% baseline to 32.2% in 2024-25), with English Learner absenteeism rising by 3.9 percentage points and Low Income absenteeism increasing by 0.6 percentage points from baseline. Homeless student absenteeism declined meaningfully to 20%, but overall chronic absenteeism at this site remains high and continues to be a challenge.

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

Material Differences:
2.3 Health Services for Low Income, Foster Youth, SPED: Expenditures for this action were lower than budgeted, as supplies and health service costs were absorbed by other funding sources. Health care services were successfully maintained and provided at all sites throughout the year.

2.4 Engagement, Enrichment, and Leadership: This action was fully carried out as planned; however, expenditures came in below budget due to the original allocation exceeding what was actually needed to implement the action. The lower spending reflects more accurate cost estimation going forward rather than a reduction in programming.

2.5 School Safety and Positive Learning Environment: Actual expenditures were lower than budgeted due to two planned facility projects the installation of new classroom blinds and the addition of campus security cameras not being completed during the year. These projects will need to be revisited in the coming year.

2.6 Positive Behavior Intervention Supports (PBIS): Expenditures exceeded the budgeted amount as sites purchased additional incentive materials to support the PBIS recognition and rewards program beyond what was originally anticipated.

2.7 Attendance: Spending for this action came in below budget, primarily due to lower-than-expected costs for attendance incentives and related supplies.

2.8 Nutritious and Healthful Meals: While expenditures for this action show $0, costs were shifted to cafeteria funding rather than LCAP funds. Providing nutritious, high-quality meals remains a district priority, and efforts to improve meal options and food quality will continue.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 Safe Facilities: SOMEWHAT EFFECTIVE Facility repair rates remained consistently high (98.57% in good repair), and targeted improvements to cleaning, restrooms, and maintenance were implemented. However, the 100% target has not yet been reached, and the facility remains 1.43 percentage points below goal. While physical conditions improved, student and staff perception of cleanliness did not improve proportionally — staff perception of cleanliness declined slightly from baseline. This suggests that while real improvements are

occurring, communication about those improvements or the consistency of daily maintenance may need to be strengthened. Work on the old middle school and high school to support expanded CTE continues and will have long-term benefits.

Actions 2.2 & 2.3 Social-Emotional/Mental Health Support and Health Services: SOMEWHAT EFFECTIVE The district continued to provide counseling, mental health services, SEL programs, trauma-informed approaches, two mental health clinicians, and two Board Certified Behavior Analysts (BCBAs) district-wide. Health services including a full-time school nurse, health aides, and hygiene supplies were maintained at all sites, with foster youth receiving health screenings upon enrollment. Despite this infrastructure being in place, the data shows that student and staff connectedness declined from baseline, and student perception of safety dropped. The supports are in place but have not yet translated into improved survey outcomes for most groups. The significant drop in staff connectedness (-19%) is particularly notable, as staff wellbeing is central to creating a supportive school climate. Continued focus on staff-specific wellness supports and consistent delivery of SEL programming will be necessary.

Action 2.4 Engagement, Enrichment, and Leadership: SOMEWHAT EFFECTIVE This action produced mixed results across sites. Gustine Middle School showed strong gains in student participation (+15 percentage points overall, +20 percentage points for English Learners), suggesting that clubs, activities, and leadership opportunities expanded meaningfully at that site. However, Gustine High School participation declined slightly (-2 percentage points overall), with Black students (-33%), Asian students (-33%), and Two or More Races students showing the largest drops. Gustine Elementary showed a 10-point improvement in participation, while Romero Elementary saw a 10-point overall gain as well. The district student advisory committee and expanded student leadership structures appear to be contributing positively at some sites, but the high school requires targeted attention to re-engage students in activities and clubs, particularly among historically underrepresented groups.

Action 2.5 School Safety and Positive Learning Environment: SOMEWHAT EFFECTIVE Campus supervisors, the SRO, assistant principals, and Teacher in Charge roles were maintained at all sites. Safety materials, equipment, and communication tools (radios, signage) continued to be provided. Despite this infrastructure, survey data shows that both staff and student perception of safety declined from baseline, most notably among Two or More Races students (-21% from baseline) and White students (-7%). Gustine Middle School continues to have elevated suspension rates, rising to 11% in 2025-26, indicating that supervision and conduct improvement efforts at that site need to be intensified. The SRO classroom and assembly presentations show promise for proactive community building, but their impact on student safety perception has not yet materialized in survey data. Safety remains a high priority area for continued investment and strategy refinement.

Action 2.6 Positive Behavior Intervention Supports (PBIS): SOMEWHAT EFFECTIVE PBIS implementation produced strong results in one key area expulsions dropped to zero district-wide, down from 2 at baseline. Romero Elementary demonstrated strong gains in positive behavior recognition (+16 percentage points), showing that PBIS can be highly effective when consistently implemented. However, district-wide student perception of positive behavior recognition declined from 70% (baseline) to 60% in 2025-26, with significant drops at Gustine High School (-19%), Gustine Middle School (-5%), and Gustine Elementary (-11%). This gap between the structural implementation of PBIS and students actually feeling recognized suggests that the fidelity and consistency of PBIS practices particularly the incentive and recognition components varies considerably across sites. Restorative practices need further development and embedding at the secondary level, where suspension rates and behavior concerns remain more pronounced. Suspension rate data for Gustine Middle School (11% overall) and elevated LTEL rates (11.5%) indicate that behavioral support for specific student groups is still insufficient.

Action 2.7 Attendance: SOMEWHAT EFFECTIVE The district made progress in overall attendance, with the attendance rate recovering to 95.52% in 2025-26, above the 93.52% baseline. Gustine Middle School saw meaningful chronic absenteeism reductions (from 28.6% to 22%, a 6.6-point improvement), with strong gains for Students with Disabilities (-9.3 points). SARB, family engagement, home visits, and TK/K attendance focus efforts were implemented. However, district-wide chronic absenteeism remained elevated at 27.3% in 2024-25, and Romero Elementary saw a slight increase from baseline (31.6% to 32.2%). Homeless student absenteeism district-wide remains high at 42.3%, and English Learner chronic absenteeism rose at Romero Elementary. The strategies in place are showing results at some sites but need intensification particularly at Romero Elementary and for the Homeless and English Learner student groups to achieve the 19.9% district target.

Action 2.8 Nutritious and Healthful Meals: EFFECTIVE The district's investment in a new cooking kitchen and fresh meal preparation has had a positive impact on student perception of meal quality. All-student satisfaction with cafeteria meals improved from 40% (baseline) to 52% in 2025-26 a 12-point increase. English Learner satisfaction reached 59% and Low Income satisfaction reached 55%. While the 75% target has not yet been reached, the consistent year-over-year improvement, currently at 52% for all students, 59% for LI, and 55% for English Learners) indicates that the fresh meal program is working and building momentum. This action shows one of the clearest positive trajectories of any action in Goal 2.

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

No changes this goal or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe Facitlities	Gustine Unified School District is working to provide more opportunities for CTE pathways and provide additional career training opportunities. In order to do this, the district will also begin the process of updating facilities at the old middle school and high school to create additional classrooms, meeting rooms, CTE sites, etc. This will increase the number of students who are able to complete CTE pathways due to additional space and more opportunities of interest to students. The district will also continue to increase FIT percentages and ensure student and staff safety. GUSD will provide targeted facility improvements and supports to ensure all students, particularly English learners, foster youth, and low-income students, have equitable access to safe and welcoming learning	$1,042,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environments. This includes enhanced cleaning and sanitizing of high-touch areas to reduce illness-related absences, restroom upgrades to improve privacy, and additional custodial and maintenance. Materials and services will focus on improvements that go beyond basic maintenance to support health, safety, and student engagement.		
2.2	Support Services for Social Emotional and Mental Health	School counselors, mental health clinicians, and psychologists will offer counseling and mental health services district-wide to help students resolve personal or interpersonal problems.They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Trauma-informed approaches will be used to create a safe and supportive environment, provide appropriate interventions, and help students process traumatic experiences. Support services will include Social and Emotional Learning (SEL) through programs, classroom presentations, small group, and individual sessions to promote self-awareness, self-management, relationship skills, and responsible decision-making. Two mental health clinicians and two Board Certified Behavior Analysts (BCBA) will provide additional support. This will help school staff proactively identify at-risk students and quickly facilitate a response to better implement behavior management techniques, reinforcement strategies and create an environment conducive to learning and connectedness. Implementing these research-based strategies will enable school counselors, mental health clinicians, psychologists, and behavior analysts to provide effective, evidence-based counseling and mental health services district-wide, fostering a supportive and nurturing school environment for all students.	$1,287,355.00	Yes
2.3	Health Services for Low income, Foster Youth, SPED	In order to address the health needs of the unduplicated students the district will provide an equal level of health services at all sites in order to provide better care to students. The district will continue to support a full time school nurse in order to provide more comprehensive care to low income and foster youth as well to better serve all students. Health aides work with low-income and foster youth families to connect them with health	$372,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services such as dental care, vision support, immunizations, and other health needs. Students with special needs also have health needs that are monitored by the district nurse. Hygiene supplies will be stocked in each of the health aide offices to provide hygiene kits for unduplicated students. Upon enrollment, the district nurse will meet with each foster student and complete a health screening for vision, dental, and hearing.		
2.4	Engagement, Enrichment, and Leadership	District data shows that low-income students have fewer opportunities to participate in enrichment activities. Opportunities for engagement, enrichment, and leadership will be increased by providing funding for sites and stipends to coach, organize, and create additional student activities and provide necessary supplies and uniforms as needed. This action includes events and guest speakers in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Trips and incentives to support achievement, improvement, and good citizenship. Transportation will be provided so low-income students have the opportunity to participate. The district and sites will continue to expand leadership opportunities for students to ensure students' voice drives strategies and initiatives. A district student advisory committee will be established and sites will continue to support student leadership through ASB, the student board, and other clubs on campus. Training for students and materials will be provided. The intended outcomes for this action will be increased membership and participation of low-income students in leadership, clubs, and activities as measured by surveys and club rosters.	$79,225.00	Yes
2.5	School Safety and Positive Learning Environment	School safety is a priority at each of the school sites. There is a need to provide proper materials, equipment, and signage to keep the campuses safe. There is also a need for additional supervision during passing periods and breaks where students congregate in common areas. These areas are where the sites see most disruptive behaviors based on referrals and suspensions.	$725,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Campus Supervisors, the School Resource Officer (SRO), and Assistant Principals will work together to provide a safe school campus for students and staff as well as improve student conduct by being present, building healthy relationships, and monitoring the school campuses. The SRO will provide presentations in classrooms and at school assemblies to build a positive community and work together with students in a supportive, proactive way. A Teacher in Charge role will be assigned at each school site to maintain student safety in the absence of administrators. In order to maintain communication and safety, materials such as radios, equipment and supplies as well as additional services to ensure all school sites are secure and staff and students are safe.		
2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	Gustine Unified will continue to build capacity to teach all students appropriate behaviors through the evidence-based three-tiered Positive Behavioral Interventions and Supports (PBIS) framework that uses data, systems, and strategies to improve student outcomes each day. Supplies and materials will be purchased as incentives and rewards for following expected behaviors. The sites will improve data collection ways to track data and successful outcomes. Restorative practices will be introduced and incorporated to help build communities and relationships. Staff will also provide conflict resolution to support better relationships amongst staff and students. The district will monitor data and provide additional resources to lower the suspension rate of the student groups of white and two or more races who were the lowest status indicator on the California Dashboard for suspension rate. Gustine Elementary schools groups with the lowest status of suspension are socioeconomically disadvantaged and white students. These areas will be addressed through a tailored PBIS program focused on these student groups which reinforce positive behaviors through clear expectations, incentives, and consistent feedback. Restorative practices will be implemented to shift from punitive measures to instead focus on repairing harm, building relationships, and fostering accountability. These collaborative approaches will help to resolve conflicts and address behavioral issues.	$28,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Attendance	Gustine Unified School District has had a decrease in chronic absenteeism based on CA Dashboard. All students are 29.9% chronically absent in the district with a decrease of 11.3%. Low Income and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. To address this need, Gustine Unified School District will continue to provide district student support services coordinating district efforts to improve attendance. In addition Romero Elementary School was identified on the California Dashboard as with the lowest indicator for chronic absenteeism for students with disabilities. In order to address this, Romero will work with families to create personalized attendance plans for students with disabilities to set goals, create strategies, and plan interventions based on student needs. School sites will partner with outside agencies in focused efforts to reduce chronic absenteeism and increase attendance rates. The district will continue the School Attendance Review Board (SARB) and develop strategies, supports, and incentives for students to ensure higher attendance rates and avoid chronic absenteeism. Improve upon the tiered re-engagement strategies through family partnerships and home visits to determine why the student is absent from school and create plans to re-engage in the school system. Family training on the importance of attendance will continue to be supported as a part of the SARB process. Attendance awareness will be implemented for all school sites. A specific focus will be on improving attendance at the primary levels, specifically Transitional Kindergarten and Kindergarten. Data will be tracked to determine best practices and to monitor attendance trends.	$73,611.00	Yes
2.8	Nutritious and Healthful Meals	The district has received feedback from all educational partners regarding the quality and healthfulness of student meals. In order to provide more quality foods, the district upgraded its facilities to include a cooking kitchen. This kitchen will provide freshly made, nutritious meals and a chef to oversee the meal preparation.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent, Family, and Community Partnerships GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Gustine Unified School District recognizes the importance of family and community partnerships to ensure all students are engaged, supported, and successful in school. This goal was created to reflect the committment of Gustine Unfied School District to build partnerships with famiies and the community to better support unduplicated student populations. Based on attendance at events, area of improvement for district schools is to better engage families of unduplicated students in the educational process. Increased partnerships with families will improve academics, school engagement, and create a partnership between school and home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Decision Making Percent of families who agree or strongly agree they have opportunities to be a part of decisions	Kelvin Local Survey (May 2024) 84%	Kelvin Local Survey (April 2025) 74.2%	Kelvin Local Survey (May 2026) 70.9%	87%	-13.1%
3.2	Participation in SSC, DELAC, ELAC	DELAC Meeting Sign in sheets 2023-24 75%	DELAC Meeting Sign In Sheets 2024-25 83% SSC Meeting Sign in Sheets 90.5%	DELAC Meeting Sign In Sheets 25-26 87% SSC Meeting Sign in Sheets 80%	77%	DELAC= +12% SSC= -10.5% ELAC=

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELAC Sign In Sheets 98%	ELAC Sign In Sheets		
3.3	Unduplicated percentage of families who attend events	Event Sign in Sheets 2023-24 20%	Event Sign in Sheets 2024-25 27%	Event Sign In Sheets 2025-26 60%	60%	+33%
3.4	Child Care Families stating they agree or strongly agree that child care is available to attend meetings and events	Kelvin Local Survey (May 2024) 50%	Kelvin Local Survey (April 2025) 49%	Kelving Local Survey (May 2026) 60%	80%	+10%
3.5	Promotion of Parental participation in programs for unduplicated pupils and individual with disabilities.	Kelvin Local Survey (May 2024)-Were you notified or personally contacted to attend events for student groups? Unduplicated Students: 0% Special Education Students: 0%	Kelvin Local Survey (May 2025)-Were you notified or personally contacted to attend events for student groups? Unduplicated Students: 43% Special Education Students: 11%	Kelvin Local Survey (May 2026)-Were you notified or personally contacted to attend events for student groups? Unduplicated Students: 73.6% Special Education Students: 83.9%	75% 75%	Unduplicated= +76.3% Special Education= +83.9%
3.7	Communication Percent of families who agree or strongly agree they are aware of events, activities, and schedules	Kelvin Local Survey (May 2024) 88.4%	Kelvin Local Survey (April 2025) 75%	Kelvin Local Survey (May 2026) 70%	91.4%	-18.4%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This goal was fully carried out this year.

Successes:
Advisory Committee Participation (Metric 3.2): Participation in formal advisory structures improved across the board. DELAC attendance grew from a baseline of 75% to 87% in 2025-26, a gain of 12 percentage points. SSC attendance reached 90.5% in Year 1 and 80% in Year 3, and ELAC participation also showed strong engagement. These results reflect meaningful progress in engaging families of English Learners and other unduplicated students in formal decision-making and advisory structures.

Unduplicated Family Event Attendance (Metric 3.3): The percentage of unduplicated families attending school events grew significantly from 20% at baseline to 60% in 2025-26, tripling over the three-year period. Year 1 saw an initial increase to 27%, and Year 2 saw a dramatic jump to 60%, indicating that outreach and engagement strategies are resonating strongly with the target population.

Targeted Outreach and Notification (Metric 3.5): The district made remarkable progress in personally notifying and contacting families of unduplicated students and students with disabilities about events. Notification of unduplicated families rose from 0% (baseline) to 73.6% in 2025-26, surpassing the 75% target. Notification of Special Education families rose from 0% (baseline) to 83.9%, exceeding the 75% target as well. This represents one of the strongest improvements across any metric in Goal 3.

Child Care Availability (Metric 3.4): Family perception of child care availability improved from 50% (baseline) to 60% in 2025-26, a gain of 10 percentage points. While the 80% target has not yet been reached, the upward trend indicates progress in making events more accessible to low-income and English Learner families who face child care barriers.

Challenges:
Family Decision-Making Participation (Metric 3.1): Despite increased advisory committee attendance, the percentage of families who agreed or strongly agreed that they have opportunities to be part of school decisions declined from 84% (baseline) to 74.2% in Year 1 and further to 70.9% in 2025-26 a total drop of 13.1 percentage points from baseline. This gap between attendance at meetings and families actually feeling heard or empowered in decision-making is a significant concern and suggests that the quality of participation, not just the quantity, needs attention.

Communication in Year 1 (Metric 3.7): Family awareness of events dropped significantly in Year 1, from 88.4% to 70% a decline of 18.4 percentage points.

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

The actions that had materials differences:

3.2 Engagement Opportunities: Expenditures came in below the budgeted amount, reflecting the fact that the majority of engagement opportunities provided throughout the year did not carry a direct cost. Despite the lower spending, the volume and variety of engagement opportunities for families remained strong.

3.3 Child Care for Parents to Engage: Although expenditures were below budget, child care was successfully provided at all capacity building meetings throughout the year. The reduced cost was made possible by staff volunteering their time to supervise and support child care, ensuring that families had consistent access to this service without a significant financial burden on the action.

3.4 Family Partnerships: Expenditures for this action were lower than budgeted due to a shift in how costs were allocated. A bilingual district liaison position at one site was initially charged to this action; however, those costs were subsequently moved to Title I funding, reducing the expenditures reflected here. The liaison work and family partnership activities continued as planned.

3.5 Structures for Communication: Expenditures for this action were lower than budgeted due to an error in the original budget allocation. The budgeted amount did not accurately reflect the actual costs associated with this action, and spending aligned more closely with what was needed. Budgeting for this action has been reviewed and corrected for the coming year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 Parent Capacity Building: SOMEWHAT EFFECTIVE This action produced mixed results. On the positive side, participation in SSC, DELAC, and ELAC all increased (Metric 3.2), indicating that more families are attending governance and advisory meetings. DELAC participation grew from 75% to 87%, and ELAC and SSC participation also improved. Parent Leadership Training Institute (PLTI) was carried out at the district level. However, Metric 3.1 — which measures whether families feel they have meaningful opportunities to participate in decisions — declined from 84% to 70.9% over the three-year period. This divergence between attendance and perceived influence suggests that while families are showing up, they do not feel their voices are meaningfully shaping decisions. Site-level capacity building events were also fewer than planned, limiting the reach of this action. Bridging the gap between attendance and genuine empowerment in decision-making is the key refinement needed for this action going forward.

Action 3.2 Engagement Opportunities: EFFECTIVE This action was effective. Unduplicated family attendance at school events grew from 20% (baseline) to 60% in 2025-26, a 40-percentage-point increase that far exceeds the baseline and shows strong momentum. The district and school sites successfully planned and promoted activities, programs, and showcase events that highlighted student and parent successes, built community, and increased participation from English Learner, Foster Youth, and Low Income families. Notably, many engagement opportunities did not carry significant associated costs, resulting in expenditures below the budgeted amount — which reflects efficient use of resources. The dramatic growth in family attendance indicates that the approach of celebrating student learning and building belonging is resonating with the target population.

Action 3.3 Child Care for Parents to Engage: SOMEWHAT EFFECTIVE This action was partially implemented. Some events did provide child care, and family perception of child care availability improved from 50% (baseline) to 60% in 2025-26 (+10 percentage points). However, implementation was inconsistent — child care was not available at all meetings and events, leaving families uncertain about whether support would be present. This inconsistency likely served as a barrier to participation for some low-income and English Learner

families. Actual expenditures were below the budgeted amount, reflecting the gaps in delivery. The use of a pre-event survey to gauge child care needs was part of the plan but was not consistently implemented. Greater consistency and advance communication about child care availability will be necessary to reach the 80% target.

Action 3.4 Family Partnerships: EFFECTIVE This action showed strong results in its core purpose of targeted outreach. Metric 3.5 showed that personal notification of unduplicated families for student group events rose from 0% to 73.6%, nearly reaching the 75% target, and notification of Special Education families rose from 0% to 83.9%, exceeding the 75% target. Bilingual liaisons at each site, interpretation services, and newcomer family orientations contributed to these gains. However, expenditures were below the budgeted amount because the district considered but did not hire a district-level community liaison, reducing the capacity for district-wide coordination of family partnership activities. Funding was adjusted for the coming year to align with actual spending patterns. Despite the budget gap, the outreach results demonstrate that bilingual liaison work and intentional notification systems are highly effective tools for reaching underrepresented families.

Action 3.5 Structures for Communication: SOMEWHAT EFFECTIVE Communication structures produced mixed results across the two years. In Year 1, family awareness of events declined significantly (from 88.4% to 75%), likely reflecting challenges in the transition to and management of ParentSquare as the primary communication tool. Families reported being overwhelmed by the volume of communication, and the clarity and organization of messages needed improvement. In Year 2, after staff received additional training and messaging strategies were refined, family awareness recovered to 91.4% — surpassing the baseline. This recovery demonstrates that the underlying communication infrastructure (ParentSquare, social media, websites, flyers, translation services) is effective when implemented with intentionality and proper staff training. The challenge going forward is sustaining Year 2 awareness levels and ensuring that communication reaches families in a clear, manageable, and culturally accessible way.

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

No changes to goal or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Capacity Building	Families of unduplicated students have stated they are interested in capacity building activities. The district will increase and improve opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to understand and be involved in district processes and school activities, advisory groups, and strategies to support learning at home. The district will promote parent leadership to	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure all families know the representatives to the advisory groups to encourage active engagement in the school and district community. This action will be measured by the number of parents attending capacity building workshops as well as greater participation and attendance at meetings of school site council, DELAC, ELAC, and district advisory committee.		
3.2	Engagement Opportunities	The district needs to increase and improve the number of engagement opportunities for families of unduplicated student groups. The district and school sites will plan and promote activities, programs, and showcase events to highlight and celebrate student and parent successes in order to build community and belonging to increase the participation of parents of English Learners, Foster Youth, and Low Income. These engagements will build greater understanding of the academic program, increase communication between school and home, as well as provide general opportunities for families to engage in the school community in a positive way. The outcome will be measured by attendance of the families of unduplicated pupils as well as the increased level of satisfaction of engagement opportunities among unduplicated families.	$8,100.00	Yes
3.3	Child Care for Parents to Engage	Based on survey data, many low income and English Learner families do not have the opportunity to participate in meetings and trainings due to child care responsibilities. In order to increase access and the ability for parents of English Learners and Low income students to attend school meetings child care will be provided. A survey will be sent prior to the meeting to gauge the needs of child care for each meeting. The district will create child care kits to ensure materials are available for students during child care. The outcome will be measured by increased attendance of parents of English Learners and low income students.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Family Partnerships	GUSD needs to increase the participation of families of Low Income students and English Learners as measured by attendance at school functions. In order to build family partnerships, each site will have a dedicated family bilingual liaison to reach out to families to build partnerships with families to increase engagement, convey school information, ensure all parent meetings are interpreted. The liaisons will build connections and ensure that the families are not only aware of events, but will also ensure that needs are met regarding participation such as interpretation and child care. Incentives for families to attend events and participate in capacity building will be provided. Upon arrival to school, newcomer families will meet with bilingual liaisons to share resources such as the community resource room, provide support in accessing communication tools and resources, school supplies, and have an orientation to teach about the school system.	$26,082.00	Yes
3.5	Structures for Communication	Survey data shows that unduplicated families are more aware of events, activities, and meetings due to greater communication from the schools. Families are sometimes overwhelmed with the amount of communication that is sent to them via ParentSquare. District staff will work with sites to ensure important messages are being sent through ParentSquare and other events are advertised on social media, websites, and through flyers. Staff will be trained on additional strategies for utilizing our communication software and increase ways for families to access it. To promote ongoing and open communication among all community partners in English and Spanish that maintains a culture of respect, integrity and inclusion through site personnel, programs, an updated website, multiple forms of district/site communication, office/communication supplies, and document translation services. This will include a variety of tools including Parent Square, websites, email communication, text messaging, postage, incorporating the use of apps, and traditional communication.	$37,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The outcome of this action will be based on the number of families who report being aware of events, activities and meetings.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Pioneer High School Starting in the 2024-2025 school year, Equity Multiplier funds were made available for schools which met the non-stability rate and high socioeconomically disadvantaged rates. By June 6th, 2026, Pioneer High School will increase the College and Career Indicator by 5% and achieve a 5% increase in the Graduation rate on the CA Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Gustine Unified School District is prioritizing College and Career Readiness for the identified Equity Multiplier school, Pioneer High School. In collaboration with educational partners, this school identified the needs for additional support for college and career readiness through access to CTE pathway classes at Gustine High School, counseling support, and updating the instructional space to provide for collaboration and updated technology.

The CA Dashboard demonstrates the need for increased college and career preparedness with only 5.3% of students who are college and career prepared.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College/Career Preparedness on CA Dashboard	Pioneer High School Students 5.3% prepared	3.8% prepared	2025 CA Dashboard 6.7% prepared	Pioneer High School Students 18%	+2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Graduation Rate CA Dashboard	89.5% Graduated	73.1% graduated	2025 CA Dashboard 73.1% graduated	95% graduated	-16.4%
4.3	Percent of students who received two individual Academic Counseling sessions during the school year.	39%	50%	50%	100%	no change
4.4	Career Technical Education # of pathway courses taken at Gustine High School	# of students taking a CTE pathway course at Gustine High School = 0	# of students taking a CTE pathway course at Gustine High School = 0	Aeries Query # of students taking a CTE pathway course at Gustine High School = 2	10	+2
4.5	Surveys (Local Survey) % Satisfied with classroom environment % satisfied with field trips % satisfied with guest speakers % satisfied with course opportunities	Surveys % satisified with the classroom environment 20% % satisfied with field trip opportunities 0% % satisfied with guest speakers 0% % satisfied with course opportunities 50%	Surveys % satisified with the classroom environment 88.27% % satisfied with field trip opportunities 35.29% % satisfied with guest speakers 47% % satisfied with course opportunities 76.4%	Surveys % satisified with the classroom environment 100% % satisfied with field trip opportunities 57% % satisfied with guest speakers 85% % satisfied with course opportunities 100%	Surveys % satisified with the classroom environment 80% % satisfied with field trip opportunities 80% % satisfied with guest speakers 80% % satisfied with course opportunities 80%	% satisified with the classroom environment = +12.73% % satisfied with field trip opportunities = +22.71% % satisfied with guest speakers = +38% % satisfied with course opportunities= +23.6%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 was implemented as planned.

Successes:
Classroom Environment (Action 4.3 / Metric 4.5): The most dramatic improvement occurred in the learning environment. Student satisfaction with the classroom environment rose from 20% (baseline) to 100% in 2025-26, surpassing the 80% target by 20 percentage points. This reflects the successful investment in flexible seating, collaboration tables, and updated technology tools. The physical transformation of the learning space has clearly resonated with students and created a more engaging and welcoming environment.

Field Trips and Guest Speakers (Action 4.1 / Metric 4.5): Both field trip and guest speaker programming were introduced from a starting point of 0%. Student satisfaction with field trip opportunities grew from 0% to 57% in 2025-26, and satisfaction with guest speakers rose from 0% to 85%, exceeding the 80% target. These gains represent meaningful expansion of college and career exposure for Pioneer High School students who previously had no access to these experiences.

Course Opportunities (Metric 4.5): Student satisfaction with course opportunities grew from 50% (baseline) to 100% in 2025-26 a 50-percentage-point increase and well above the 80% target. This reflects positive student response to expanded course offerings made available to Pioneer High School students.

College/Career Preparedness Year 2 Recovery (Metric 4.1): After declining in Year 1 (from 5.3% to 3.8%), the College/Career Indicator recovered in Year 2, rising to 6.7% on the 2025 CA Dashboard a gain of 2.9 percentage points from baseline and 2.9 points above the Year 1 low. While still well below the 18% target, the upward trend in Year 2 is an encouraging sign.
Counseling Sessions (Metric 4.3): Counseling access improved from 39% (baseline) to 50% in Year 1, meaning half of all Pioneer High School students received at least two academic counseling sessions during the school year a meaningful step toward the 100% goal.

Challenges:
Graduation Rate (Metric 4.2): The graduation rate declined significantly and has not recovered. From a baseline of 89.5%, the graduation rate dropped to 73.1% in Year 1 and remained at 73.1% in Year 2 (2025 CA Dashboard) a decline of 16.4 percentage points from baseline and far below the 95% target. This is the most critical area of concern for Goal 4 and represents a significant regression that must be addressed with urgency.

CTE Pathway Access (Metric 4.4): A core component of the college and career readiness strategy enrolling Pioneer High School students in CTE pathway courses at Gustine High School has not been fully realized. Zero students participated in CTE pathways in both baseline and Year 1. In Year 2, only 2 students enrolled in a CTE pathway course at Gustine High School, falling far short of the target of 10. This structural barrier to CTE access remains one of the most significant implementation gaps of this goal.

College Preparedness Still Low (Metric 4.1): Despite the Year 2 recovery, only 6.7% of Pioneer High School students are college and career prepared still well below the 18% target and reflecting the deep systemic challenges facing this student population. The overall level of preparedness remains critically low.

Counseling Coverage (Metric 4.3): While counseling improved from baseline, only 50% of students received the intended two academic counseling sessions in Year 1. The 2025-26 outcome is listed as TBD, indicating data is still being collected. Reaching 100% counseling coverage for all students remains a significant implementation challenge.

Expenditure Differences: Action 4.1 (College and Career Preparedness) spent below its budget due to fewer field trips than originally planned. Conversely, Action 4.3 (Learning Classrooms) exceeded its planned spending due to the purchase of flexible seating and additional technology a difference that reflected a higher-than-anticipated investment in the physical learning environment but left less flexibility for other programmatic supports.

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

Goal 4 was implemented as planned during the 2025–26 school year, with actions carried out across all three areas.

Successes:
Classroom Environment (Action 4.3 / Metric 4.5): The most dramatic improvement occurred in the learning environment. Student satisfaction with the classroom environment rose from 20% (baseline) to 100% in 2025-26, surpassing the 80% target by 20 percentage points. This reflects the successful investment in flexible seating, collaboration tables, and updated technology tools. The physical transformation of the learning space has clearly resonated with students and created a more engaging and welcoming environment.

Field Trips and Guest Speakers (Action 4.1 / Metric 4.5): Both field trip and guest speaker programming were introduced from a starting point of 0%. Student satisfaction with field trip opportunities grew from 0% to 57% in 2025-26, and satisfaction with guest speakers rose from 0% to 85%, exceeding the 80% target. These gains represent meaningful expansion of college and career exposure for Pioneer High School students who previously had no access to these experiences.

Course Opportunities (Metric 4.5): Student satisfaction with course opportunities grew from 50% (baseline) to 100% in 2025-26 a 50-percentage-point increase and well above the 80% target. This reflects positive student response to expanded course offerings made available to Pioneer High School students.

College/Career Preparedness Year 2 Recovery (Metric 4.1): After declining in Year 1 (from 5.3% to 3.8%), the College/Career Indicator recovered in Year 2, rising to 6.7% on the 2025 CA Dashboard a gain of 2.9 percentage points from baseline and 2.9 points above the Year 1 low. While still well below the 18% target, the upward trend in Year 2 is an encouraging sign.

Counseling Sessions (Metric 4.3): Counseling access improved from 39% (baseline) to 50% in Year 1, meaning half of all Pioneer High School students received at least two academic counseling sessions during the school year a meaningful step toward the 100% goal.

Challenges:
Graduation Rate (Metric 4.2): The graduation rate declined significantly and has not recovered. From a baseline of 89.5%, the graduation rate dropped to 73.1% in Year 1 and remained at 73.1% in Year 2 (2025 CA Dashboard) a decline of 16.4 percentage points from baseline and far below the 95% target. This is the most critical area of concern for Goal 4 and represents a significant regression that must be addressed with urgency.

CTE Pathway Access (Metric 4.4): A core component of the college and career readiness strategy enrolling Pioneer High School students in CTE pathway courses at Gustine High School has not been fully realized. Zero students participated in CTE pathways in both baseline and Year 1. In Year 2, only 2 students enrolled in a CTE pathway course at Gustine High School, falling far short of the target of 10. This structural barrier to CTE access remains one of the most significant implementation gaps of this goal.

College Preparedness Still Low (Metric 4.1): Despite the Year 2 recovery, only 6.7% of Pioneer High School students are college and career prepared which is still well below the 18% target and reflecting the deep systemic challenges facing this student population. The overall level of preparedness remains critically low.

Counseling Coverage (Metric 4.3): While counseling improved from baseline, only 50% of students received the intended two academic counseling sessions in Year 1. The 2025-26 outcome is listed as TBD, indicating data is still being collected. Reaching 100% counseling coverage for all students remains a significant implementation challenge.

Expenditure Differences: Action 4.1 (College and Career Preparedness) spent below its budget due to fewer field trips than originally planned. Conversely, Action 4.3 (Learning Classrooms) exceeded its planned spending due to the purchase of flexible seating and additional technology a difference that reflected a higher-than-anticipated investment in the physical learning environment but left less flexibility for other programmatic supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

4.1 College and Career Preparedness: SOMEWHAT EFFECTIVE. There were field trips and guest speakers, but students were not able to participate in CTE classes at the high school as shown in metric 4.4. Metric 4.1 shows an increase of 2.9% in college preparedness on the CA Dashboard and the graduation rate remained steady at 73.1%, but lower than baseline. Metric 4.5 states that 35.29% of students were satisfied with field trip opportunities and 47% were satisfied with guest speakers, both up from 0%. 76.4% of students are satisfied with course opportunities which is a 26.4% increase.

4.2 Counseling Support: SOMEWHAT EFFECTIVE Metric 4.3 shows that 50% of students received two academic counseling sessions, which is no change from the previous year. While counseling has increased from baseline, students also reported through surveys that counseling needs improvement.

4.3 Learning Classrooms: EFFECTIVE. Metric 4.5 shows the percentage of students satisified with the classroom environment increased 88.27% to 100%.

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

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Preparedness	Students who attend Pioneer High School will have flexible scheduling and access to CTE pathway courses at Gustine High School to complete a CTE pathway leading to college and career readiness. Field trips to community colleges, trade schools, and businesses will be provided to ensure students are provided additional college and career options. Guest speakers will also be provided to further career planning. Parent Conferences will take place at least one time per year.	$12,000.00	No
4.2	Counseling Support	All Pioneer High School Students will receive college and career counseling and SEL counseling support provided by high school counselors and/or mental health clinicians to ensure engagement in school. Academic counseling will focus on college and career readiness, grade point average, and ensure credits are recovered. Social, Emotional, and Mental Health counseling will be provided as needed. Motivational speakers, as well as speakers on drug, alcohol, vaping, and behavioral information will be provided as well.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Learning Classrooms	Learning spaces will be updated to ensure flexible seating, collaboration tables, and additional technology tools to improve the engagement in the classroom and academics.	$50,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,724,521	$832,747

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.438%	0.000%	$0.00	38.438%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Curriculum and Instruction **Need:** Low Income students, English Learners, Foster Youth, and Students with Disabilities have lower rates of academic achievement as evidenced by state and local measures.	This action is intended for supplemental and concentration funds to research and provide effective strategies and supplemental programs to provide the best instruction and support for English Learners, low income, and foster youth. This action will be implemented LEA-wide as curriculum will be adopted and aligned with meeting the needs of the unduplicated students.	Percent of students with access to standards aligned instructional materials (1.1); Maintain all students, including ELs have access to CCSS and ELD standards (1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) Math All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) **Scope:** LEA-wide		
1.2	**Action:** Academic Intervention **Need:** Low Income students, English Learners, Foster Youth, and Students with Disabilities (low income) have lower rates of academic achievement as evidenced by state and local measures. CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) Math All: 110 points below, EL: 125.4 points below (district student group with lowest	Interventions are provided LEA-wide to ensure equitable access for low-income pupils, English learners, and foster youth, who experience greater barriers to learning. Students deploy for interventions and supports. These supports include targeted small-group and one-on-one instruction to address learning gaps, language development needs, and foundational skills, as well as social-emotional interventions that build engagement and connection to school. While available to all students, the interventions are developed for unduplicated student groups to improve academic outcomes and access to core instruction.	i-Ready Reading and math IAB (1.39, 1.40), Literacy Teachers Increase in reading and math for K-2 (1.37)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	status) and Low Income: 116.2 points below (district student group with lowest status) **Scope:** LEA-wide		
1.3	**Action:** Multi-Tiered Systems of Support (MTSS) **Need:** English Learners, Foster Youth, and Low Income Learners are not performing at or above standards in ELA, Math, or Science as evidenced by CAASPP Scores. CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) Math All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) Science 5th grade: All: 18.49%, LI: 16.83%, EL: 1.92% 8th grade: All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0% High School: All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%	This action is designed to ensure that low-income students, English learners, and foster youth receive targeted supports that effectively address their academic and behavioral needs. Monitoring student outcomes allows the district to identify gaps in achievement and engagement that disproportionately affect these groups and to make timely instructional adjustments. By regularly analyzing data and adjusting services, the district ensures that interventions are effective, resources are used efficiently, and unduplicated students have equitable opportunities to achieve grade-level standards. Research-based progress monitoring strategies help confirm that supports are producing measurable improvements in academic achievement, social-emotional growth, and overall learning outcomes for unduplicated students. This action is provided LEA-wide to ensure that all unduplicated students have equitable access to targeted supports, regardless of their school or classroom assignment. A district-wide approach allows for consistent monitoring of student outcomes, identification of achievement and engagement gaps, and timely adjustments to instruction and interventions. By implementing these supports across all sites, the district maximizes the reach and effectiveness of research-based strategies, ensuring that every	CAST Scores (1.11), Distance from standard ELA (1.12, 1.14), Distance from standard math (1.13, 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	unduplicated student has the opportunity to achieve grade-level standards and experience measurable academic and behavioral growth.	
1.4	**Action:** High Quality Staff Professional Development and Instructional Coaching **Need:** English Learners, Foster Youth, and Low Income Students (including low income Special Education Students) continue to demonstrate the need for English Language Arts and mathematics academic improvement. In English Language Arts "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%. There is a great need to support the unduplicated students. **Scope:** LEA-wide	To address this professional learning will be provided to teachers and support staff from instructional coaches, county office, and other staff and providers in the areas of instructional norms, instructional frameworks, sciences of reading, mathematics, science, and other content areas. This training will be focused on strategies that support the needs of unduplicated students. Applying this action LEA-wide provides a broad impact and reduces the possibility of unintentional disparities between school sites or student groups.	Instructional Norms classroom walkthroughs (1.34), Increase % teachers who participate in PD (1.5), CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.15) LREBG Instructional Coaches (1.38)
1.5	**Action:** Experiential Learning	The expected outcomes are to increase the number of low income students who are	Number of Experiential Learning Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low income students have fewer opportunities to engage in experiential learning activities. Only about 33% of low income students are engaged in experiential learning activities. **Scope:** LEA-wide	academically engaged and have the opportunities to participate in academic learning experiences and solidify classroom learning. GUSD believes that providing these opportunities for low income students, low income students will have higher rates of achievement and more connections to academic content as evidenced by surveys and academic achievement. This action will be implemented LEA-wide and is expected to increase opportunities for unduplicated and all students as well.	and the Percent of low income students who participate in experiential learning.(1.35)
1.6	**Action:** College and Career Readiness **Need:** District and state data demonstrate that low-income students (37.1%), English Learners (17.1%), and Special Education (16.7%) students have lower rates of college and career preparedness than all students (42.1%). **Scope:** Schoolwide	Expected outcomes will include increased rates of college and career readiness among Low-income students, English learners, and low income Special Education students. GUSD believes there will be an increase in college readiness and CTE completion for unduplicated students due to the increased focus of college and career and improved counseling throughout the classes and activities. It is provided LEA wide to ensure that college and career is included in every class on campus.	CA Dashboard College and Career Indicator (1.32), CTE enrollment (1.26) and completion (1.27), dual enrollment (1.25), a-g and CTE (1.28)
1.7	**Action:** Additional Student Supports **Need:** Gustine Unified School district's Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. In English Language Arts "All Students" are 69.4	The additional supports are integrated into classrooms on an LEA-wide basis to specifically serve unduplicated students, who often face barriers such as limited access to books and literacy resources at home, fewer enrichment opportunities, and greater need for individualized instruction. These supports are designed to improve achievement in English Language Arts and Math metrics by providing targeted	Increased achievement in ELA and math. (1.11, 1.12, 1.13, 1.14, 1.15) Teacher Librarian and Media Clerk (1.36) LREBG Instructional Aides (1.14, 1.15, 1.37)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%. There is a great need to support the unduplicated students. Based on local data, many students need additional time and support in the classroom and afterschool. This action will be presented LEA-wide as it will benefit all students in addition to unduplicated students. **Scope:** LEA-wide	interventions and equitable access to academic resources. Instructional aides will support and extend the academic progress of unduplicated students during the school day and after school by reinforcing Tier 1 strategies and supporting Tier 2 interventions. Their presence increases capacity for small-group instruction, allowing low-income students, English learners, and foster youth to receive individualized attention that accelerates foundational skills. LREBG funds will be utilized to add aides in Kindergarten through Grade 2 classrooms, addressing critical early literacy and numeracy needs where research shows early intervention is most effective in closing achievement gaps. Students also need access to literacy services and a wide variety of books. Many unduplicated students lack access to libraries and high-quality texts outside of school, making it critical for the district to expand resources. Library Media Aides will extend library hours and services, giving students additional time to read, conduct research, and strengthen literacy. Funding will also update classroom and school libraries, ensuring culturally relevant and age-appropriate texts that reflect student identities and engage reluctant readers. The district will hire a full-time teacher librarian, whose direct instruction in information literacy, research skills, and digital citizenship supports the academic success of unduplicated students. Research demonstrates that schools with credentialed teacher librarians achieve higher	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		reading outcomes, and these services are particularly impactful for students who may not otherwise have structured support in developing literacy and research skills. By increasing library access and embedding expert literacy instruction, the district ensures equitable access to high quality resources that directly support literacy development, academic achievement, and research skills for unduplicated students. This action is provided LEA-wide to ensure that all unduplicated students have equitable access to targeted academic supports and literacy resources, regardless of school or classroom assignment. While instructional aides provide small-group and individualized support in specific grades, every unduplicated student across the district benefits from access to at least one form of academic or literacy support, including library media aides, a full-time Teacher Librarian, and updated classroom and school libraries. By implementing these supports district-wide, GUSD maximizes the reach and impact of early literacy and numeracy interventions, ensures consistent access to high-quality resources, and provides the individualized attention necessary to close achievement gaps and accelerate academic growth in English Language Arts and math for all unduplicated students.	
1.9	**Action:** Academic Counseling **Need:** Low Income Students 37.1% and English Learners 17.1% have lower levels of college	Counseling is provided LEA wide, but this action will ensure Low Income students and English Learners have at least two individual counseling sessions to ensure they are prepared for college and career. This action will be served on an school-wide basis to increase the college and	College and Career indicator CA Dashboard (1.32), Local data to measure # meetings, EAP (1.16), a-g (1.18), graduation rate (1.19), drop out rate (1.20, 1.21)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and career prepareness when compared with all students at 42.1%. **Scope:** Schoolwide	career preparedness to improve outcomes for unduplicated students.	
1.10	**Action:** Educational Technology Integration **Need:** The technology survey showed Low Income (71%), English Learners (70%), and Foster Youth have lower levels of access to technology and internet than all students (73%). **Scope:** LEA-wide	Educational software, internet connectivity, and devices provide supports for English Learners, Foster Youth, and Low Income students which will improve their educational outcomes. It is implemented LEA-wide, but will have supports built in to ensure unduplicated students have access to additinal tools to support their learning.	Survey for technology integration (1.29)
1.11	**Action:** Supplies for Unduplicated **Need:** Low income students are performing at lower rates than all students. In English Language Arts "All Students" are 69.4 below while Low income are 74.9 below. In Mathematics All: 110 points below and Low Income are116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49% and LI: 16.83%. In 8th grade All: 15.60% and LI: 17.69%. High School All: 12.12%, LI: 9.43%. There is a great need to support the unduplicated students. Additional supplemental supplies benefit low income	Additional funding will be provided to purchase supplies and instructional learning materials that directly address the needs of low-income students, who often face barriers such as limited access to educational resources, technology, and school supplies outside of the classroom. These materials ensure that all students, regardless of family income, have equitable access to the tools needed for academic success, preparation for college and career, and full participation in classroom instruction. This action is designed to meet the needs of low-income students by removing barriers that limit engagement and learning opportunities. By ensuring that every student has access to high-	Star Reading (1.39) Math Interim Assessment Blocks (1.40)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students by providing the resources needed to be successful and learn in the classroom and participate in academic activities. This action will ensure that low income students have the supplies they need and teachers have the materials needed to differentiate learning and implementing new strategies. **Scope:** LEA-wide	quality instructional materials, the district creates equitable conditions for success, while the LEA-wide implementation ensures that unduplicated students are not excluded based on site or program assignment. While all students will benefit from enhanced resources, this action is designed to close opportunity gaps and improve academic outcomes for low-income students in particular.	
1.12	**Action:** Classroom Environment **Need:** Low income students and English Learners benefit from collaborative environments. Low Income students (60%) and English Learners (57%) are less likely to ask clarifying questions or engage in conversation in the classroom to analyze their thinking than all students (65%) as measured by a survey. **Scope:** LEA-wide	This action provides opportunities for engagement, higher order thinking skills, and team work by creating a classroom environment conducive to engaging low income and English learners in discussion and collaboration. Unduplicated students are participating less than all students. This action is being implemented LEA-wide and with a focus on unduplicated participation in the classroom. This action provides structured opportunities for engagement, higher-order thinking, and teamwork, creating a classroom environment that actively supports participation from unduplicated students. Implemented LEA-wide with a focus on unduplicated student engagement, it ensures that all students, especially unduplicated students, participate in classroom discourse, have equitable access to learning experiences that build critical thinking, communication, and collaborative skills.	CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.14, 1.15)
1.13	**Action:** Transportation **Need:**	Due to the geographic location of communities and schools in our district, many low-income students lack reliable transportation, which can limit attendance and access to academic instruction.	CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.14, 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	32.4% of Low Income students are chronically absent. Providing transportation to students who do not have transportation. This will ensure low income students are able to attend school regularly to continue academic progress and success. **Scope:** LEA-wide	Providing bussing on an LEA-wide basis, with additional routes and strategically placed pick-up locations, ensures that these students can consistently get to school. This action is directed toward unduplicated students by removing transportation barriers that disproportionately affect them, increasing daily attendance, access to classroom instruction, and opportunities to improve academic achievement.	
1.15	**Action:** Increased Achievement in English Language Arts **Need:** Low Income students and English Learners have lower rates of reading achievement than other student groups. "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. This action will provide services to enhance the instruction with supports for integrated ELD and strategies to best serve low income students. **Scope:** LEA-wide	Low-income students, English learners, and students with disabilities often face systemic barriers that limit their access to grade-level reading instruction and foundational literacy skills. By implementing research-based strategies from LETRS and the science of reading, providing targeted professional development, and embedding differentiated instruction and intervention supports across grades TK–12, the district ensures that these students receive explicit, systematic instruction tailored to their needs. Monitoring progress through CAASPP Interim Assessments, instructional walkthroughs, and structured planning with literacy coaches allows the district to adjust instruction in real time, removing barriers to learning and improving reading achievement. These actions are for unduplicated students to close opportunity gaps, accelerate foundational reading skills, and ensure equitable access to grade level learning, as well as create long term academic success.	CAASPP ELA (1.12, 1.14), STAR Reading (1.39), classroom walkthrough (1.34)
1.16	**Action:** Increase Achievement in Mathematics **Need:**	This service is principally targeted low income students and English Learners; however, all students will benefit from Building Thinking	CAASPP Math Scores (1.13, 1.15), Math Interim Assessment Blocks (1.40),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low Income and English Learner are red on the CA Dashboard. These student groups are consistently low performing in mathematics. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status). **Scope:** LEA-wide	Classrooms, use of manipulatives, standards-based instruction, and lesson design.	classroom walkthrough (1.34)
1.17	**Action:** Celebrations of Learning and Incentives **Need:** Low Income students, English Learners, Foster Youth, and Students with Disabilities have lower rates of academic achievement as evidenced by state and local measures. In English Language Arts "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%. **Scope:**	By offereing incentives for growth and achievement unduplicated students will be more motivated to achieve at high levels and GUSD believes this will increase all academic indicators. This action will be implemented on an LEA-wide basis as it will likely increase motivation for all students since we are in a low performing district.	survey data (1.33)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Safe Facitlities **Need:** Of the 55 CTE completers, Low income students (30%), Foster Youth (0%), and English Learners (3%) have lower levels of CTE Completion and report lower levels of satisfaction that schools are clean--Low income 65% and English Learners (65%). **Scope:** LEA-wide	Updating and improving CTE facilities is essential to increase enrollment, engagement, and completion of CTE pathways among unduplicated studen who may face barriers to accessing high-quality career and technical education. Modernized and well maintained facilities create safe, welcoming, and fully equipped learning environments that support hands-on, industry-aligned instruction, helping students build skills, confidence, and pathways to college and career opportunities. While all students benefit from improved facilities, this action is intended for unduplicated students by removing barriers to participation and ensuring equitable access to CTE programs LEA-wide.	Survey schools are clean and in good repair (2.3) , FIT report (2.1), updated CTE facilties (2.1)
2.2	**Action:** Support Services for Social Emotional and Mental Health **Need:** Low income students, English Learners, and Foster Youth do not have access to outside counseling and mental health services. They have higher rates of chronic absenteeism for Low income (32.4%), foster students (8.3%), and English Learners (28.4%)(newcomers). There has been an increased need for services for unduplicated students. **Scope:** LEA-wide	By expanding these services and supports for students the academics, behavior, and social emotional needs of unduplicated groups allows those students to experience safety and success in their academic and social aspects of school. GUSD believes that when mental health needs are met, attendance will improve. This will be provided on an LEA-wide basis in order to support any student who needs services as well as improve the campus and climates of district schools.	Surveys and referrals, chronic absenteeism (2.8), attendance rates (2.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Health Services for Low income, Foster Youth, SPED **Need:** Low income (32.4%), foster students (8.3%), English Learners (28.4%)(newcomers) have higher rates of chronic absenteeism due to not having adequate access to health and dental services. **Scope:** LEA-wide	This action will ensure that low income and foster students have their daily health needs met. This will be provided on an LEA-wide basis in order to support any student who needs services in order to maintain a healthy school environment.	Attendance (2.7), chronic absenteeism (2.8)
2.4	**Action:** Engagement, Enrichment, and Leadership **Need:** Low income students (50%) and English Learners (47%) are not as involved in school programs compared to all students (54%). They do not have the same opportunities to participate in extra curricular activities due to transportation issues and costs associated. **Scope:** LEA-wide	This action is intended to improve the engagement of low income and English Learner students with the opportunities to participate. It is an LEA-wide action because additional activities will support all students to participate in activities to better engagement. GUSD believes that by improving the overall engagement, enrichment, and leadership will lead to more unduplicated students participating.	Survey (2.9)
2.5	**Action:** School Safety and Positive Learning Environment **Need:** In order to be more engaged in school low income, Foster Youth, and English Learners	This action will provide additional support in building relationships and connections as well as increased safety in school for low income, English Learners, and Foster Youth. This will be implemented LEA-wide because all students benefit from safer schools and stronger adult-student ratios.	Safety survey (2.4), suspension rate (2.5), Expulsions (2.6), school connectedness survey (2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	will benefit from more connections and relationships with staff. Survey show that English Learners (50%), low income (50%), and Foster Youth (50%) have lower levels of trusting adults relationships than all students (53%). The unduplicated student groups also have higher instances of feeling unsafe in school--English Learners (68%), and Low income (72%). **Scope:** LEA-wide		
2.6	**Action:** Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support **Need:** English Learners (68%) and homeless students (60%) have reported lower levels feeling safe in school due to fights and student behavior. **Scope:** LEA-wide	This action is focused toward English Learner students in order to address some issues and implement positive behavior interventions and supports such as restorative practices and provide technical assistance to teachers and schools to increase students' social-emotional development. In addition, GUSD recognizes that all students will benefit from this program, and therefore these supports are provided LEA-wide.	Positive Behaviors survey (2.10), suspension rate (2.5), Expulsions (2.6)
2.7	**Action:** Attendance **Need:** Low income students are 32.4% chronically absent and English Learners are 28.4% chronically absent. Both student groups have	The LEA is implementing this action to improve the outcomes of English Learners and low income students by informing of absentee status and reminders about regular school attendance to increase attendance and academic outcomes. Applying this action LEA-wide provides a broad impact and reduces the possibility of unintentional disparities between student groups.	Increase attendance(2.7), decrease chronic absenteeism (2.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	lower levels of achievement as measured by ELA, math, and science tests. **Scope:** LEA-wide		
2.8	**Action:** Nutritious and Healthful Meals **Need:** The unduplicated population does not have access to quality and healthful meals. There are concerns that the prepackaged heat and serve meals are not providing the nutrition to ensure low-income students and English Learners have access to quality food that will enable them to be healthy, want to attend school, and promote readiness to learn. Surveys indicate that 39% of English Learners and 41% of low income students feel that meals are healthy and nutritious. **Scope:** LEA-wide	This action will provide proper nutrition and increase attendance for unduplicated students because students will know they have access to quality meals at school and feel better with proper nutrition. The district would create a committee of educational partners that provides feedback on the types of meals served and educates students with information for healthy living. This action will be provided on an LEA-wide basis due because all students will benefit from healthy meals in order to engage in learning. GUSD believes that unduplicated students will have better attendance and report higher quality of food.	Survey data (2.11), attendance rates (2.7)
3.1	**Action:** Parent Capacity Building **Need:** Famililes of unduplicated students are requesting support in a variety of topics. Currently 84% of families state that they have a say in decision-making at the school sites.	This action will provide the capacity building meetings to better meet the needs of the families of unduplicated students. The meetings will help to build connections with the schools and give parents tools and information to create partnerships and increase educational outcomes for unduplicated students. This will be implemented on an LEA-wide basis to ensure all families have access to capacity building activities and GUSD believes that unduplicated families will	Survey Decision-making (3.1), Participation in advisory groups (3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	be better able to build trusting relationships and across our cultural and economic backgrounds.	
3.2	**Action:** Engagement Opportunities **Need:** Low Income, foster youth, and English Learner families have lower participation in school events than other groups with an overall 20% attendance rate. **Scope:** LEA-wide	This action will provide community building activities to build relationships amongst families to increase overall participation in positive activities. GUSD believes that by providing LEA-wide environment where all students and families feel welcome will help to build a strong community and all families, especially unduplicated families will thrive and participate.	Increase the number of Unduplicated families who attend events. (3.3)
3.3	**Action:** Child Care for Parents to Engage **Need:** Survey data suggests many families of Low Income and English Learner students cannot participate in school events due to childcare. Surveys indicate that 50% of families state that child care is available for meetings. **Scope:** LEA-wide	This action will remove the barrier of childcare to ensure more families have the opportunity to participate. This will be provided LEA-wide to ensure all families can participate in school events, but it will ensure that child care is not a barrier for unduplicated families.	Increased attendance of families of English Learner and Low Income Families. (3.3), child care survey (3.4)
3.4	**Action:** Family Partnerships **Need:** Increase the participation rate of unduplicated student families. Currently 20% of	This action will ensure families of unduplicated students build strong partnerships with the school community to encourage greater communication. This action will be implemented on an LEA-wide basis due to the need to increase partnerships with all families. GUSD believes that a focus on	The outcome of this goals will be increased participation in school functions as measured through sign in sheets and increased participation as indicated in surveys from

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated families are engaged in school activities. **Scope:** LEA-wide	unduplicated families will increase the participation of families.	families and school staff. (3.5)
3.5	**Action:** Structures for Communication **Need:** Improve school to home communication for unduplicated students. Eighty-eight percent of families agree that communication systems keep them aware of events, activities, and schedules. **Scope:** LEA-wide	Structures for comminication ensure there are no language barriers in communication for English Learners. It also provides low income and foster youth families to be aware of events to improve participation. In addition, parents in all student groups will benefit from efforts to make school campuses more welcoming and inclusive. For this reason, these actions are being provided LEA-wide.	Survey data-increased awareness of events, important information through ParentSquare and other school communication. (3.7)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** English Language Learner Supports **Need:** Based on state and local data, 37% of English Learners are Long Term English Learners and	This action will improve the English Language development of English Learner students.	Increase reclassification rate (1.23), Improved ELPI (1.22)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	5% of English Learners were reclassified in 21-22. English Learners also perform at lower rates than other student groups. **Scope:** Limited to Unduplicated Student Group(s)		
1.18	**Action:** Long Term English Learners **Need:** Long Term English Learners (LTELs) perform lower than all students and English Learners on local and state data. LTELs are not making adequate progress on the ELPI indicator and need intervention and tutoring support to improve their academic success. **Scope:** Limited to Unduplicated Student Group(s)	This action will address the needs of LTELs through site meetings to analyze data and strategies to improve LTEL instruction. Teachers will have data chats with students regarding ELPAC and CAASPP scores. Tutoring will also be provided to ensure progress is made. PLC teams will meet and include a focus on LTELs. Decisions will be made on how the students receive additional support through tutoring and interventions. Counselors will meet with each LTEL to ensure course access, CTE completion, and assist in supporting academic interventions and SEL needs to ensure progress toward English Language Proficiency.	Percent of Long Term English Learners (1.24), EL Reclassification Rate (1.24), ELPI (1.22)

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

N/A

Additional Concentration Grant Funding

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

Gustine Unified School District will use the additional grant add-on funding to increase the number of staff to student ratio with additional classified and certificated staff. The middle and high school will increase the classified supports. The following goals and actions increase th number of staff to provide direct services. Goal 1: Actions 1.2 Academic Intervention, 1.3 Multi-tiered systems of Support, 1.6 College and Career Readiness, 1.7 Additional Student Supports, 1.8 English Language Learner Supports, 1.16 Increase Achievement in Mathematics. Goal 2: Action 2.2 Support Services for Social and Emotional Learning and Mental Health.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	From CBEDS ORA Classified Staff to Student Ratios 1:22 Elementary School TK-5 1:34 Middle School 6-8 1:45 High School 9-12
Staff-to-student ratio of certificated staff providing direct services to students	NA	From CALPADS 4.1 Report Certificated Staff to Student Ratios 1:13 Elementary School TK-5 1:13 Middle School 6-8 1:15 High School 9-12

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$17,494,307	$6,724,521	38.438%	0.000%	38.438%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,962,273.00	$1,066,323.00	$0.00	$0.00	$8,028,596.00	$5,567,509.00	$2,461,087.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$72,795.00	$72,795.00				$72,795.00	
1	1.2	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$376,570.00	$36,500.00	$413,070.00				$413,070.00	
1	1.3	Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$237,310.00	$19,000.00	$256,310.00				$256,310.00	
1	1.4	High Quality Staff Professional Development and Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,111,282.00	$74,000.00	$550,923.00	$634,359.00			$1,185,282.00	
1	1.5	Experiential Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$23,487.00	$132,179.00	$155,666.00				$155,666.00	
1	1.6	College and Career Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gustine High School	ongoing	$570,584.00	$155,666.00	$726,250.00				$726,250.00	
1	1.7	Additional Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$491,964.00	$117,500.00	$177,500.00	$431,964.00			$609,464.00	
1	1.8	English Language Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$70,349.00	$27,000.00	$97,349.00				$97,349.00	
1	1.9	Academic Counseling	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	All Schools	ongoing	$358,194.00	$4,000.00	$362,194.00				$362,194.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.10	Educational Technology Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$273,356.00	$273,356.00				$273,356.00	
1	1.11	Supplies for Unduplicated	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$15,500.00	$15,500.00				$15,500.00	
1	1.12	Classroom Environment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$5,500.00	$5,500.00				$5,500.00	
1	1.13	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.14	Professional Learning Communities	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.15	Increased Achievement in English Language Arts	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.16	Increase Achievement in Mathematics	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.17	Celebrations of Learning and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$14,500.00	$14,500.00				$14,500.00	
1	1.18	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$500.00	$1,000.00	$1,500.00				$1,500.00	
2	2.1	Safe Facitlities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,042,760.00	$1,042,760.00				$1,042,760.00	
2	2.2	Support Services for Social Emotional and Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,276,355.00	$11,000.00	$1,287,355.00				$1,287,355.00	
2	2.3	Health Services for Low income, Foster Youth, SPED	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$363,762.00	$8,300.00	$372,062.00				$372,062.00	
2	2.4	Engagement, Enrichment, and Leadership	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$7,500.00	$71,725.00	$79,225.00				$79,225.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	School Safety and Positive Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$591,570.00	$134,000.00	$725,570.00				$725,570.00	
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$10,000.00	$18,875.00	$28,875.00				$28,875.00	
2	2.7	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$73,611.00	$73,611.00				$73,611.00	
2	2.8	Nutritious and Healthful Meals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Parent Capacity Building	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$19,000.00	$19,000.00				$19,000.00	
3	3.2	Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$8,100.00	$8,100.00				$8,100.00	
3	3.3	Child Care for Parents to Engage	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.4	Family Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$26,082.00	$0.00	$26,082.00				$26,082.00	
3	3.5	Structures for Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,000.00	$35,220.00	$37,220.00				$37,220.00	
4	4.1	College and Career Preparedness	All	No			Specific Schools: Pioneer High School 10-12	ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
4	4.2	Counseling Support	All	No			Specific Schools: Pioneer High School 10-12	ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.3	Learning Classrooms	All	No			Specific Schools: Pioneer High School	ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							10-12									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$17,494,307	$6,724,521	38.438%	0.000%	38.438%	$6,885,273.00	0.000%	39.357 %	**Total:**	$6,885,273.00
								LEA-wide Total:	$5,697,980.00
								Limited Total:	$98,849.00
								Schoolwide Total:	$1,088,444.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,795.00	
1	1.2	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$413,070.00	
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,310.00	
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$550,923.00	
1	1.5	Experiential Learning	Yes	LEA-wide	Low Income	All Schools	$155,666.00	
1	1.6	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gustine High School	$726,250.00	
1	1.7	Additional Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$177,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	English Language Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$97,349.00	
1	1.9	Academic Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$362,194.00	
1	1.10	Educational Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$273,356.00	
1	1.11	Supplies for Unduplicated	Yes	LEA-wide	Low Income	All Schools	$15,500.00	
1	1.12	Classroom Environment	Yes	LEA-wide	English Learners Low Income	All Schools	$5,500.00	
1	1.13	Transportation	Yes	LEA-wide	Low Income	All Schools	$0.00	
1	1.15	Increased Achievement in English Language Arts	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
1	1.16	Increase Achievement in Mathematics	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
1	1.17	Celebrations of Learning and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,500.00	
1	1.18	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,500.00	
2	2.1	Safe Facitlities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,042,760.00	
2	2.2	Support Services for Social Emotional and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,287,355.00	
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$372,062.00	
2	2.4	Engagement, Enrichment, and Leadership	Yes	LEA-wide	English Learners Low Income	All Schools	$79,225.00	
2	2.5	School Safety and Positive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$725,570.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$28,875.00	
2	2.7	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$73,611.00	
2	2.8	Nutritious and Healthful Meals	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
3	3.1	Parent Capacity Building	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
3	3.2	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,100.00	
3	3.3	Child Care for Parents to Engage	Yes	LEA-wide	English Learners Low Income	All Schools	$3,000.00	
3	3.4	Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,082.00	
3	3.5	Structures for Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,220.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,186,511.00	$9,694,056.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum and Instruction	Yes	$525,000.00	$332,330.00
1	**1.2**	Academic Intervention	Yes	$615,828.00	$1,037,299.00
1	**1.3**	Multi-Tiered Systems of Support (MTSS)	Yes	$209,500.00	$191,723.00
1	**1.4**	High Quality Staff Professional Development and Instructional Coaching	Yes	$1,277,000.00	$2,505,035.00
1	**1.5**	Experiential Learning	Yes	$109,500.00	$57,106.00
1	**1.6**	College and Career Readiness	Yes	$664,997.00	$660,641.00
1	**1.7**	Additional Student Supports	Yes	$892,525.00	$759,085.00
1	**1.8**	English Language Learner Supports	Yes	$104,166.00	$82,715.00
1	**1.9**	Academic Counseling	Yes	$328,000.00	$347,444.00
1	**1.10**	Educational Technology Integration	Yes	$160,000.00	$121,587.00
1	**1.11**	Supplies for Unduplicated	Yes	$14,500.00	$4,694.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Classroom Environment	Yes	$60,000.00	$95,463.00
1	1.13	Transportation	Yes	$250,000.00	$0.00
1	1.14	Professional Learning Communities	No	$0.00	$0.00
1	1.15	Increased Achievement in English Language Arts	Yes	$10,000.00	$10,000.00
1	1.16	Increase Achievement in Mathematics	Yes	$50,000.00	$50,547.00
1	1.17	Celebrations of Learning and Incentives	Yes	$23,910.00	$19,244.00
1	1.18	Long Term English Learners	Yes	$7,000.00	$4,500.00
2	2.1	Safe Facilities	Yes	$618,500.00	$671,310.00
2	2.2	Support Services for Social Emotional and Mental Health	Yes	$1,111,851.00	$1,104,049.00
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	$409,500.00	$330,693.00
2	2.4	Engagement, Enrichment, and Leadership	Yes	$162,500.00	$121,139.00
2	2.5	School Safety and Positive Learning Environment	Yes	$1,012,600.00	$850,880.00
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative	Yes	$84,008.00	$118,181.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Practices, and other behavioral support			
2	**2.7**	Attendance	Yes	$146,161.00	$56,286.00
2	**2.8**	Nutritious and Healthful Meals	Yes	$110,000.00	$0.00
3	**3.1**	Parent Capacity Building	Yes	$62,500.00	$62,895.00
3	**3.2**	Engagement Opportunities	Yes	$36,330.00	$22,415.00
3	**3.3**	Child Care for Parents to Engage	Yes	$10,000.00	$1,650.00
3	**3.4**	Family Partnerships	Yes	$20,500.00	$3,584.00
3	**3.5**	Structures for Communication	Yes	$49,600.00	$37,881.00
4	**4.1**	College and Career Preparedness	No	$15,535.00	$15,000.00
4	**4.2**	Counseling Support	No	$15,000.00	$15,000.00
4	**4.3**	Learning Classrooms	No	$20,000.00	$3,680.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,687,562	$7,839,451.00	$8,942,643.00	($1,103,192.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum and Instruction	Yes	$525,000.00	$332,330.00		
1	1.2	Academic Intervention	Yes	$374,828.00	$1,037,299.00		
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	$209,500.00	$191,723.00		
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	$852,000.00	$2,505,035.00		
1	1.5	Experiential Learning	Yes	$109,500.00	$57,106.00		
1	1.6	College and Career Readiness	Yes	$664,997.00	$660,641.00		
1	1.7	Additional Student Supports	Yes	$262,000.00	41,352.00		
1	1.8	English Language Learner Supports	Yes	$104,166.00	$82,715.00		
1	1.9	Academic Counseling	Yes	$328,000.00	$347,444.00		
1	1.10	Educational Technology Integration	Yes	$160,000.00	$121,587.00		
1	1.11	Supplies for Unduplicated	Yes	$14,500.00	$4,694.00		
1	1.12	Classroom Environment	Yes	$60,000.00	$95,463.00		
1	1.13	Transportation	Yes	$250,000.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Increased Achievement in English Language Arts	Yes	$10,000.00	$10,000.00		
1	1.16	Increase Achievement in Mathematics	Yes	$50,000.00	$50,547.00		
1	1.17	Celebrations of Learning and Incentives	Yes	$23,910.00	$19,244.00		
1	1.18	Long Term English Learners	Yes	$7,000.00	$4,500.00		
2	2.1	Safe Facilities	Yes	$618,500.00	$671,310.00		
2	2.2	Support Services for Social Emotional and Mental Health	Yes	$1,111,851.00	$1,104,049.00		
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	$409,500.00	$330,693.00		
2	2.4	Engagement, Enrichment, and Leadership	Yes	$162,500.00	$121,139.00		
2	2.5	School Safety and Positive Learning Environment	Yes	$1,012,600.00	$850,880.00		
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	Yes	$84,008.00	$118,181.00		
2	2.7	Attendance	Yes	$146,161.00	$56,286.00		
2	2.8	Nutritious and Healthful Meals	Yes	$110,000.00	$0.00		
3	3.1	Parent Capacity Building	Yes	$62,500.00	$62,895.00		
3	3.2	Engagement Opportunities	Yes	$36,330.00	$22,415.00		
3	3.3	Child Care for Parents to Engage	Yes	$10,000.00	$1,650.00		
3	3.4	Family Partnerships	Yes	$20,500.00	$3,584.00		
3	3.5	Structures for Communication	Yes	$49,600.00	$37,881.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$18,452,281	$6,687,562	8.432%	44.674%	$8,942,643.00	0.000%	48.464%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

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GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: 2026-2027 Budget Adoption, Public Hearing

AGENDA SECTION: Action/Public Hearing

PRESENTED BY: **Jodi Edwards, Chief Business Officer**

RECOMMENDATIONS:
It is recommended that the Board of Trustees hold a public hearing to obtain community input regarding the 2026-2027Budget Adoption.

SUMMARY:
The District Governing Board of Trustees must certify in writing that the 2026-2027 budget was developed using state-adopted Criteria and Standards and that it includes the expenditures necessary to implement the Local Control Accountability Plan (LCAP) effective for the budget year. The budget must be filed and adopted subsequent to a public hearing by the Board, pursuant to Ed Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district must comply with the requirements of paragraph (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127. The Adopted Budget Reserve Disclosure, attached in the presentation, complies with this requirement.

Per State law, the budget is being made available to the public for review beginning June 6, 2025. Official notices as to the availability of the budget for public review have been posted in newspapers.

This is a preliminary budget that may be subject to revision as new information becomes available. For example, general fund revenue and expenditures for 2026-2027is based upon the Governor's May Revision and information available at this time. According to State Education Code, if significant changes occur in the final State budget adopted by the Legislature and signed by the Governor, a new district budget will be presented to the Board within forty-five (45) days.

FISCAL IMPACT: **Total 2026-2027 Budget**

BUDGET CATEGORY: **All Budget Categories**

NOTICE

PUBLIC HEARING
WEDNESDAY, JUNE 10, 2026
GUSTINE UNIFIED SCHOOL DISTRICT
1500 MEREDITH AVENUE
GUSTINE, CALIFORNIA 95322

The Gustine Unified School District Board of Trustees will conduct a public hearing at 7:00 p.m. in the Board Room at 1500 Meredith Avenue, Gustine, California, to obtain community input regarding the following:

1. 2026-2027 Budget Adoption

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Posted: 6-5-2026

Gustine Unified School District

2026-27 Budget

Governing Board of Trustees

Mr. Gary Silva, President
Mr. Kevin Bloom, Clerk
Mr. Zachery Ramos, Member
Mr. Kevin Cordeiro, Member
Mrs. Evelin Gimlett, Member
Mr. Oscar Vergara Vazquez, Student Member
Dr. Bryan Ballenger, Superintendent
June 10, 2026

Gustine Unified School District

State Budget Update

Key Budget Guidance

- On May 14, 2026, Governor Gavin Newsom released the May Revision to the proposed 2026-27 State Budget. Updated General Fund revenue estimates resulted in notable adjustments to theProposition 98 Guarantee. Under the May Revision, Proposition 98 funding levels increase by approximately $28 billion over the three-year period from 2024-25 through 2026-27 compared with the 2025 Budget Act, and by approximately $6.4 billion relative to the Governor's Budget. However, $4.6 billion of this increase is required to be deposited in the Public School System Stabilization Account, commonly referred to as the Proposition 98 Rainy Day Fund, and therefore will not be immediately available to transitional kindergarten through grade 12 (TK-12) schools and community colleges. The May Revision proposes providing $121.2 billion for education programs in 2025-26, rather than the full Proposition 98 level of $125.1 billion. The May Revision refers to the approximately $3.9 billion difference as "settle-up." According to the administration, this approach is intended to reduce the risk of appropriating resources beyond what may ultimately be supported by final 2025-26 revenue calculations should projected revenues fall short.

Major k-12 Funding Provisions:

- Includes a 2.87% cost-of-living adjustment (COLA) for the Local Control Funding Formula (LCFF) and other specified statutory programs. Combined, the statutory COLA and base grant adjustment result in a 4.31% increase in LCFF base grant rates.
- Requires all TK-12 LEAs and community colleges, beginning in 2026-27, to provide eligible employees with up to 14 weeks of paid pregnancy disability leave when an employee is unable to work due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions. The duration of leave shall be determined by the employee and the employee's physician.
- Provides $5 billion in one-time funding (increased from $2.8 billion at Governor's Budget) for the Student Support and Professional Development Discretionary Block Grant.
- Increase ongoing funding for the Expanded Learning Opportunities Program (ELOP) by $62.4 million and specify that Tier 2 rates cannot be less than $1,800 per pupil.

Planning Factors for 2026-27 and MYPs

- Key planning factors for LEAs to incorporate into their 2026-27 budgets and MYPs are listed below and are based on the latest information available.

	2026-27	2027-28	2028-29
Statutory COLA (DOF)	2.87%	3.30%	3.09%
Additional LCFF Investment *	1.44%	0.00%	0.00%
STRS Employer Statutory Rates	19.10%	19.10%	19.10%
PERS Employer Projected Rates	26.40%	26.80%	25.90%
Lottery – Unrestricted per ADA	$190.00	$190.00	$190.00
Lottery – Prop. 20 per ADA	$82.00	$82.00	$82.00
Mandated Block Grant for Districts – K-8	$40.41	$41.74	$43.03
Mandated Block Grant for Districts – 9-12	$79.27	$81.89	$84.42
California Consumer Price Index (CPI)	3.76%	3.18%	2.76%

*Percentage is separate and distinct from the statutory COLA and codified in proposed Education Code Section 42238.027(a). This increase is intended to offset rising costs and declining enrollment impacts as well as reimburse costs for proposed paid pregnancy disability leave.

Gustine Unified School District

Unsrestricted & Restricted

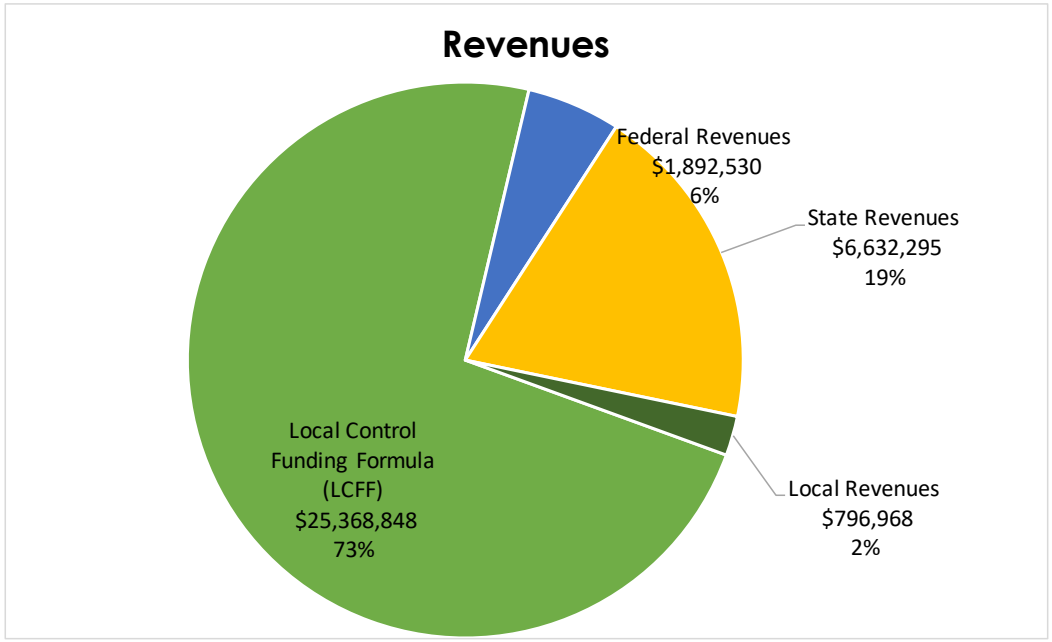
2026-27 Budget Overview

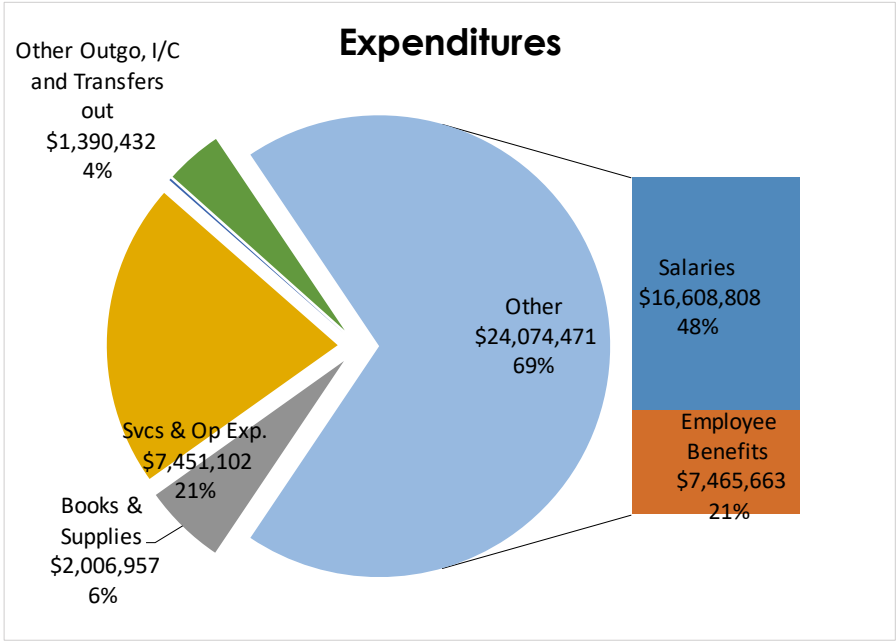
	Unrestricted	Restricted	Combined
REVENUES & OTHER FINANCING SOURCES			
LCFF	$ 25,716,545		$ 25,716,545
Federal	-	1,892,530	$ 1,892,530
State	728,599	6,240,387	$ 6,968,986
Local	713,152	83,816	$ 796,968
Other Financing	-	-	$ -
Transfers in	-	-	$ -
Other Sources	-	-	$ -
Contributions	(3,196,014)	3,196,014	$ -
Revenues	$ 23,962,282	$ 11,412,747	$ 35,375,029
EXPENDITURES & OTHER FINANCING USES			
Certificated Salaries	$ 9,652,230	$ 2,648,910	$ 12,301,140
Classified Salaries	2,831,380	1,560,608	$ 4,391,988
Employee Benefits	4,799,724	2,707,340	$ 7,507,064
Books & Supplies	1,169,823	907,472	$ 2,077,295
Svcs & Op Exp.	4,291,745	3,318,687	$ 7,610,432
Capital Outlay	325,000	50,000	$ 375,000
Other Outgo (Exclude TF of Ind Cost)	1,013,835	310,606	$ 1,324,441
Other Outgo (Include TF of Ind Cost)	(318,467)	266,467	$ (52,000)
Other Financing Expenses	-	-	$ -
Transfers Out	117,991	-	$ 117,991
Other Uses	-	-	$ -
Other adjustments		-	-
Expenditures	$ 23,883,261	$ 11,770,090	$ 35,653,351
Net Increase (Decrease)	$ 79,021	$ (357,343)	$ (278,322)
FUND BALANCE			
Beginning Balance	$ 5,299,340	$ 6,667,155	$ 11,966,495
Audit Adjustment			
Restatement	-	-	-
Adjusted Beginning Balance	$ 5,299,340	$ 6,667,155	$ 11,966,495
Ending Fund Balance	$ 5,378,361	$ 6,309,812	$ 11,688,173

Gustine Unified School District

Revenues & Expenditures

2026-27 Budget Distribution Summary





Gustine Unified School District

General Fund

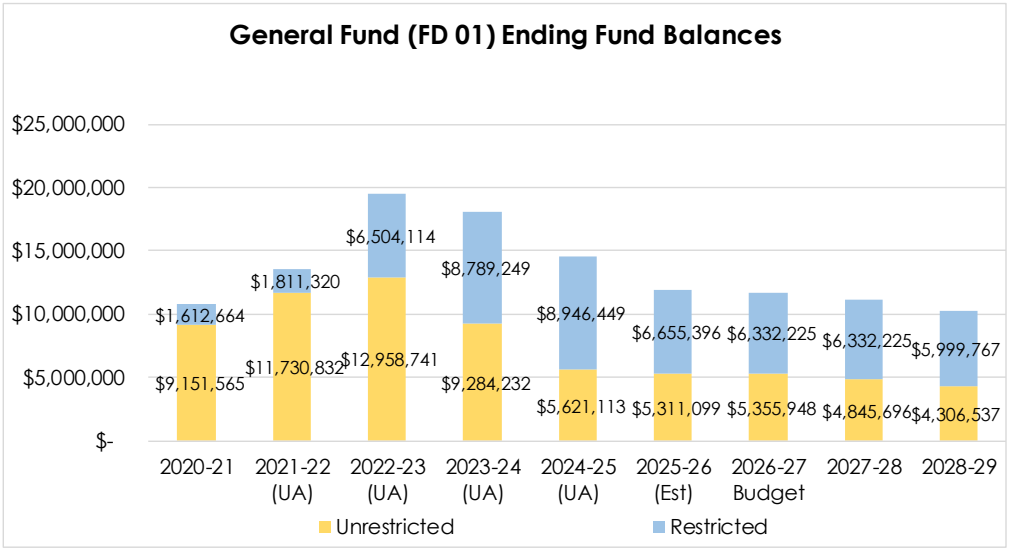
2026-27 Budget Multi-Year Projection (MYP)

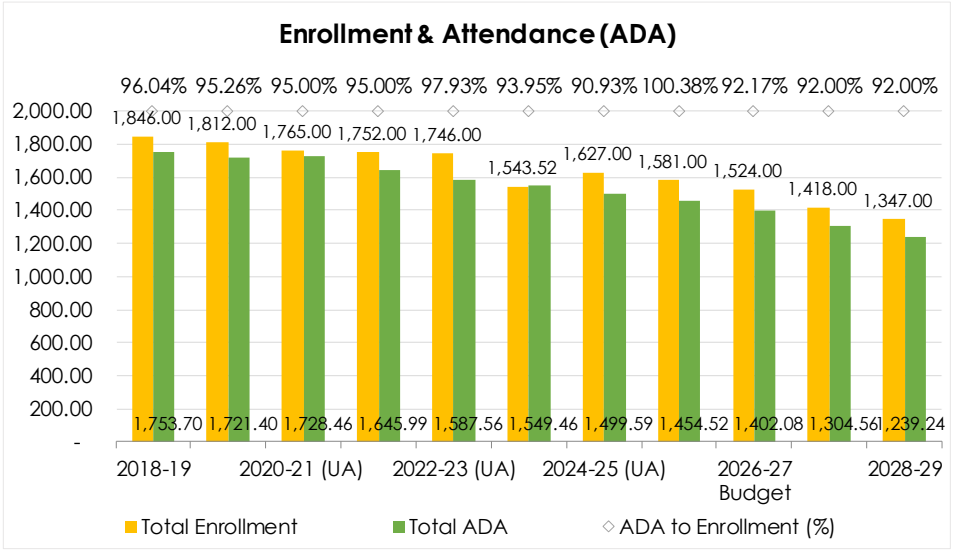
	2022-23 (UA)	2023-24 (UA)	2024-25 (UA)	2025-26 (Est)	2026-27 Budget	2027-28	2028-29
REVENUES & OTHER FINANCING SOURCES							
LCFF	$ 24,408,602	$ 25,216,755	$ 25,272,066	$ 25,333,062	$25,716,545	$25,378,874	$25,055,720
Federal	$ 3,900,107	$ 4,181,434	$ 3,392,705	$ 1,677,546	$ 1,892,530	1,750,678	1,750,678
State	$ 8,812,308	$ 5,601,586	$ 4,918,152	$ 5,474,130	$ 6,968,986	5,494,164	5,663,934
Local	$ 865,660	$ 1,021,968	$ 1,512,687	$ 1,679,967	$ 796,968	796,968	799,558
Other Financing	$ -				-	-	-
Transfers in					-	-	-
Other Sources					-	-	-
Contributions					-	-	-
Revenues	$ 37,986,678	$ 36,021,743	$ 35,095,610	$ 34,164,705	$35,375,029	$33,420,684	$33,269,890
EXPENDITURES & OTHER FINANCING USES							
Certificated Salaries	$ 12,309,543	$ 12,620,693	$ 12,455,247	$ 13,044,527	$12,301,140	$11,620,028	$11,747,849
Classified Salaries	$ 4,362,329	$ 4,548,418	$ 4,803,080	$ 4,965,416	$ 4,391,988	4,538,529	4,583,914
Employee Benefits	$ 6,941,169	$ 7,423,169	$ 7,223,828	$ 7,848,718	$ 7,507,064	7,200,888	7,238,253
Books & Supplies	$ 2,301,944	$ 1,948,136	$ 1,820,620	$ 2,158,059	$ 2,077,295	2,006,957	2,006,957
Svcs & Op Exp.	$ 4,056,125	$ 4,894,571	$ 5,963,712	$ 6,533,093	$ 7,610,432	7,124,102	7,124,102
Capital Outlay	$ 741,327	$ 1,625,727	$ 5,080,443	$ 556,390	$ 375,000	50,000	50,000
Other Outgo (Exclude TF of Ind Cost)	$ 1,220,504	$ 1,225,000	$ 1,219,599	$ 1,438,923	$ 1,324,441	1,324,441	1,324,441
Other Outgo (Include TF of Ind Cost)	$ (4,507)	$ (4,058)		$ (52,620)	$ (52,000)	(52,000)	(52,000)
Other Financing Expenses	$ -				$ -		
Transfers Out	$ 299,784	$ 3,084,378	$ 35,000	$ 38,980	$ 117,991	117,991	117,991
Other Uses	$ -				-	-	-
Other Adjustments					-	-	-
Expenditures	$ 32,228,218	$ 37,366,034	$ 38,601,529	$ 36,531,485	$35,653,351	$33,930,936	$34,141,507
Net Increase (Decrease)	$ 5,758,460	$ (1,344,291)	$ (3,505,919)	$ (2,366,780)	$ (278,322)	$ (510,252)	$ (871,617)
FUND BALANCE							
Beginning Balance	$ 14,180,595	$ 19,399,889	$ 18,073,481	$ 14,567,562	$11,966,495	$11,688,173	$11,177,921
Audit Adjustment	$ (487,332)	$ 17,883		$ (234,287)		-	-
Restatement	11,132				-	-	-
Adjusted Beginning Balance	$ 13,704,395	$ 19,417,772	$ 18,073,481	$ 14,333,275	$11,966,495	$11,688,173	$11,177,921
Ending Fund Balance	$ 19,462,855	$ 18,073,481	$ 14,567,562	$ 11,966,495	$11,688,173	$11,177,921	$10,306,304
Unrestricted Ending Fund Balance	$ 12,958,741	$ 9,284,232	$ 5,621,113	$ 5,311,099	$ 5,355,948	$ 4,845,696	$ 4,306,537
Restricted Ending Fund Balance	$ 6,504,114	$ 8,789,249	$ 8,946,449	$ 6,655,396	$ 6,332,225	$ 6,332,225	$ 5,999,767
Total Available Reserves-%	***40.21%***	***24.85%***	***14.56%***	***14.54%***	***15.02%***	***14.28%***	***12.61%***
District Enrollment	1,746	1,544	1,627	1,581	1,524	1,418	1,347
District ADA	1,587.56	1,549.46	1,499.59	1,454.52	1,402.08	1,304.56	1,239.24
COE Enrollment	1	26	33	31	32	32	32
COE ADA	0.70	26.06	33.20	33.57	33.57	33.57	33.57

Gustine Unified School District

Historical Trends & Projections

2026-27 Budget Summary

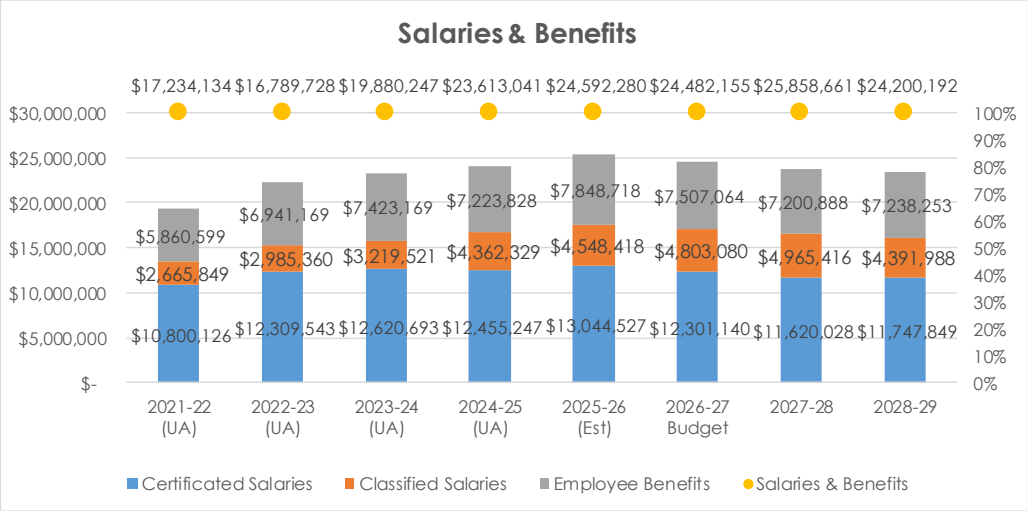


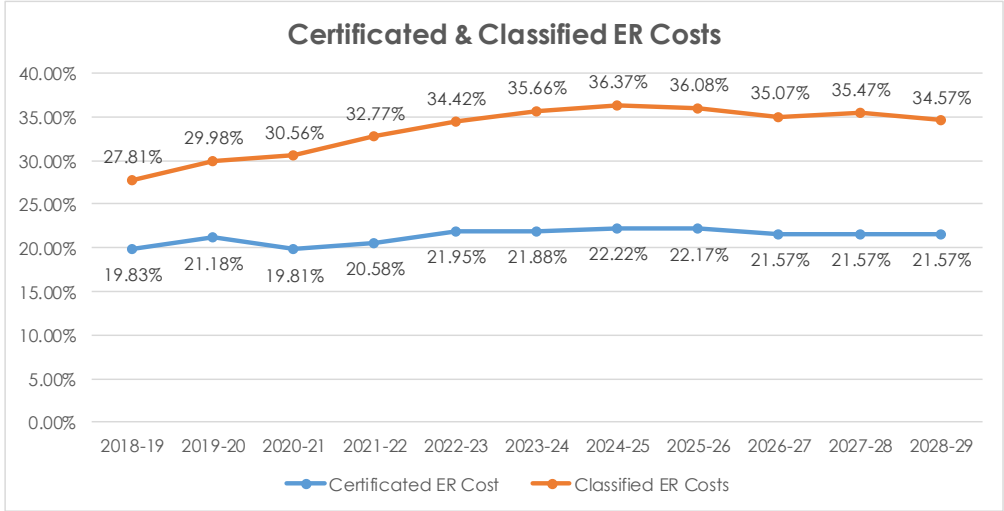


Gustine Unified School District

Salaries & Benefits

2026-27 Budget Summary





Gustine Unified School District

All Funds

2026-27 Budget Summary & Distribution

	Beginning Balance	Revenue	Expenses	Other Financing Sources (TF in/out)	Net Increase (Decrease)	Fund Balance
General Fund (01)	$ 11,966,495	$ 35,375,029	$ 34,972,962	$ -	$ 402,067	$ 12,368,562
ASB	$ 211,867	$ -		$ -	$ -	$ 211,867
Adult Ed (11)	$ 41,007	$ 139,195	$ 257,186	$ 117,991	$ -	$ 41,007
Cafeteria (13)	$ 1,302,204	$ 1,420,721	$ 1,392,210	$ -	$ 28,511	$ 1,330,715
Capital Facilties (25)	$ 447,245	$ 31,919	$ 20,000	$ -	$ 11,919	$ 459,164
Sp Res Cap Outlay (40)	$ 355,402	$ 11,000		$ -	$ 11,000	$ 366,402
Bond Interest Fund (49)	$ 306,745	$ 613,067	$ 618,211	$ -	$ (5,144)	$ 301,601
Total	**$ 14,630,964**	**$ 37,590,931**	**$ 37,260,569**	**$ 117,991**	**$ 448,353**	**$ 15,079,317**

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	25,333,062.00	0.00	25,333,062.00	25,716,545.00	0.00	25,716,545.00	1.5%
2) Federal Revenue		8100-8299	0.00	1,677,545.63	1,677,545.63	0.00	1,892,530.00	1,892,530.00	12.8%
3) Other State Revenue		8300-8599	939,814.27	4,534,315.49	5,474,129.76	728,599.00	6,240,387.00	6,968,986.00	27.3%
4) Other Local Revenue		8600-8799	766,695.76	913,271.49	1,679,967.25	713,152.00	83,816.00	796,968.00	-52.6%
5) TOTAL, REVENUES			27,039,572.03	7,125,132.61	34,164,704.64	27,158,296.00	8,216,733.00	35,375,029.00	3.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	10,388,573.87	2,655,953.02	13,044,526.89	9,652,230.00	2,648,910.00	12,301,140.00	-5.7%
2) Classified Salaries		2000-2999	2,703,926.61	2,261,489.39	4,965,416.00	2,831,380.00	1,560,608.00	4,391,988.00	-11.5%
3) Employee Benefits		3000-3999	4,833,499.50	3,015,218.69	7,848,718.19	4,799,724.00	2,707,340.00	7,507,064.00	-4.4%
4) Books and Supplies		4000-4999	1,149,734.23	1,008,324.29	2,158,058.52	1,169,823.00	907,472.00	2,077,295.00	-3.7%
5) Services and Other Operating Expenditures		5000-5999	4,070,353.88	2,462,739.10	6,533,092.98	4,291,745.00	3,318,687.00	7,610,432.00	16.5%
6) Capital Outlay		6000-6999	71,051.00	485,338.90	556,389.90	325,000.00	50,000.00	375,000.00	-32.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,070,878.75	368,043.75	1,438,922.50	1,013,835.00	310,606.00	1,324,441.00	-8.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(402,710.55)	350,090.55	(52,620.00)	(318,467.00)	266,467.00	(52,000.00)	-1.2%
9) TOTAL, EXPENDITURES			23,885,307.29	12,607,197.69	36,492,504.98	23,765,270.00	11,770,090.00	35,535,360.00	-2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,154,264.74	(5,482,065.08)	(2,327,800.34)	3,393,026.00	(3,553,357.00)	(160,331.00)	-93.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	38,979.78	0.00	38,979.78	117,991.00	0.00	117,991.00	202.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(3,437,057.56)	3,437,057.56	0.00	(3,196,014.00)	3,196,014.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,476,037.34)	3,437,057.56	(38,979.78)	(3,314,005.00)	3,196,014.00	(117,991.00)	202.7%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(321,772.60)	(2,045,007.52)	(2,366,780.12)	79,021.00	(357,343.00)	(278,322.00)	-88.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,621,113.07	8,946,448.61	14,567,561.68	5,299,340.47	6,667,154.50	11,966,494.97	-17.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			5,621,113.07	8,946,448.61	14,567,561.68	5,299,340.47	6,667,154.50	11,966,494.97	-17.9%
d) Other Restatements		9795	0.00	(234,286.59)	(234,286.59)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,621,113.07	8,712,162.02	14,333,275.09	5,299,340.47	6,667,154.50	11,966,494.97	-16.5%
2) Ending Balance, June 30 (E + F1e)			5,299,340.47	6,667,154.50	11,966,494.97	5,378,361.47	6,309,811.50	11,688,172.97	-2.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	6,667,154.50	6,667,154.50	0.00	6,309,811.50	6,309,811.50	-5.4%
c) Committed									
Stabilization Arrangements		9750	2,900,347.47	0.00	2,900,347.47	2,955,404.47	0.00	2,955,404.47	1.9%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	1,298,048.00	0.00	1,298,048.00	1,348,356.00	0.00	1,348,356.00	3.9%
24-25 Admin/Teacher ratio penalty	0000	9780			*0.00*	*361,920.00*		*361,920.00*	
25-26 Admin/Teacher ratio penalty	0000	9780			*0.00*	*361,920.00*		*361,920.00*	
24-25 Transportation Funding Loss	0000	9780			*0.00*	*551,379.00*		*551,379.00*	
	0000	9780			*0.00*				
Lottery	1100	9780			*0.00*	*73,137.00*		*73,137.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,095,945.00	0.00	1,095,945.00	1,069,601.00	0.00	1,069,601.00	-2.4%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	7,470,423.95	5,696,053.60	13,166,477.55				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	5,000.00	0.00	5,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	217,191.85	0.00	217,191.85				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			7,692,615.80	5,696,053.60	13,388,669.40				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	762,388.41	63,947.97	826,336.38				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			762,388.41	63,947.97	826,336.38				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			6,930,227.39	5,632,105.63	12,562,333.02				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	15,955,347.00	0.00	15,955,347.00	16,204,582.00	0.00	16,204,582.00	1.6%
Education Protection Account State Aid - Current Year		8012	4,148,933.00	0.00	4,148,933.00	4,238,239.00	0.00	4,238,239.00	2.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	13,674.00	0.00	13,674.00	13,674.00	0.00	13,674.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	2,942.00	0.00	2,942.00	New
County & District Taxes									
Secured Roll Taxes		8041	4,582,856.00	0.00	4,582,856.00	4,578,381.00	0.00	4,578,381.00	-0.1%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Unsecured Roll Taxes		8042	536,727.00	0.00	536,727.00	536,727.00	0.00	536,727.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	12,000.00	0.00	12,000.00	New
Supplemental Taxes		8044	50,000.00	0.00	50,000.00	70,000.00	0.00	70,000.00	40.0%
Education Revenue Augmentation Fund (ERAF)		8045	50,000.00	0.00	50,000.00	50,000.00	0.00	50,000.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	10,000.00	0.00	10,000.00	New
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			25,337,537.00	0.00	25,337,537.00	25,716,545.00	0.00	25,716,545.00	1.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(4,475.00)	0.00	(4,475.00)	0.00	0.00	0.00	-100.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			25,333,062.00	0.00	25,333,062.00	25,716,545.00	0.00	25,716,545.00	1.5%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	309,917.43	309,917.43	0.00	290,184.00	290,184.00	-6.4%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		959,650.50	959,650.50		952,400.00	952,400.00	-0.8%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		127,129.61	127,129.61		93,066.00	93,066.00	-26.8%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Immigrant Student Program	4201	8290		9,549.74	9,549.74		6,169.00	6,169.00	-35.4%
Title III, English Learner Program	4203	8290		69,656.53	69,656.53		70,233.00	70,233.00	0.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		174,623.81	174,623.81		130,896.00	130,896.00	-25.0%
Career and Technical Education	3500-3599	8290		27,018.01	27,018.01		29,582.00	29,582.00	9.5%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	320,000.00	320,000.00	New
TOTAL, FEDERAL REVENUE			0.00	1,677,545.63	1,677,545.63	0.00	1,892,530.00	1,892,530.00	12.8%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		654,558.00	654,558.00		948,145.00	948,145.00	44.9%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	77,943.21	0.00	77,943.21	77,943.21	0.00	77,943.21	0.0%
Lottery - Unrestricted and Instructional Materials		8560	285,896.44	122,740.88	408,637.32	283,890.00	122,741.00	406,631.00	-0.5%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		654,923.00	654,923.00		1,752,808.00	1,752,808.00	167.6%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		160,099.00	160,099.00	New
Arts and Music in Schools (Prop 28)	6770	8590		314,603.00	314,603.00		314,603.00	314,603.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	575,974.62	2,787,490.61	3,363,465.23	366,765.79	2,941,991.00	3,308,756.79	-1.6%
TOTAL, OTHER STATE REVENUE			939,814.27	4,534,315.49	5,474,129.76	728,599.00	6,240,387.00	6,968,986.00	27.3%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	15,000.00	0.00	15,000.00	43,152.00	0.00	43,152.00	187.7%
Interest		8660	536,270.00	0.00	536,270.00	525,000.00	0.00	525,000.00	-2.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	215,425.76	913,271.49	1,128,697.25	145,000.00	83,816.00	228,816.00	-79.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			766,695.76	913,271.49	1,679,967.25	713,152.00	83,816.00	796,968.00	-52.6%
TOTAL, REVENUES			27,039,572.03	7,125,132.61	34,164,704.64	27,158,296.00	8,216,733.00	35,375,029.00	3.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	7,859,637.45	2,090,045.89	9,949,683.34	7,464,826.00	1,988,271.00	9,453,097.00	-5.0%
Certificated Pupil Support Salaries		1200	712,758.06	306,162.19	1,018,920.25	675,273.00	370,097.00	1,045,370.00	2.6%
Certificated Supervisors' and Administrators' Salaries		1300	1,815,848.36	258,144.00	2,073,992.36	1,512,131.00	290,542.00	1,802,673.00	-13.1%
Other Certificated Salaries		1900	330.00	1,600.94	1,930.94	0.00	0.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			10,388,573.87	2,655,953.02	13,044,526.89	9,652,230.00	2,648,910.00	12,301,140.00	-5.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	600,014.46	1,505,695.33	2,105,709.79	627,022.00	1,027,455.00	1,654,477.00	-21.4%
Classified Support Salaries		2200	834,007.32	411,393.81	1,245,401.13	764,052.00	317,681.00	1,081,733.00	-13.1%
Classified Supervisors' and Administrators' Salaries		2300	104,030.65	115,666.02	219,696.67	335,261.00	105,962.00	441,223.00	100.8%
Clerical, Technical and Office Salaries		2400	911,710.19	78,009.89	989,720.08	897,581.00	32,148.00	929,729.00	-6.1%
Other Classified Salaries		2900	254,163.99	150,724.34	404,888.33	207,464.00	77,362.00	284,826.00	-29.7%
TOTAL, CLASSIFIED SALARIES			2,703,926.61	2,261,489.39	4,965,416.00	2,831,380.00	1,560,608.00	4,391,988.00	-11.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,972,356.61	1,660,470.91	3,632,827.52	1,846,415.00	1,698,536.00	3,544,951.00	-2.4%
PERS		3201-3202	643,643.42	550,334.41	1,193,977.83	714,162.00	369,072.00	1,083,234.00	-9.3%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OASDI/Medicare/Alternative		3301-3302	363,921.77	210,137.45	574,059.22	446,569.00	158,456.00	605,025.00	5.4%
Health and Welfare Benefits		3401-3402	1,507,160.36	529,846.80	2,037,007.16	1,530,570.00	438,186.00	1,968,756.00	-3.4%
Unemployment Insurance		3501-3502	7,032.69	2,634.84	9,667.53	6,255.00	2,133.00	8,388.00	-13.2%
Workers' Compensation		3601-3602	158,864.93	61,794.28	220,659.21	120,753.00	40,957.00	161,710.00	-26.7%
OPEB, Allocated		3701-3702	180,519.72	0.00	180,519.72	135,000.00	0.00	135,000.00	-25.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			4,833,499.50	3,015,218.69	7,848,718.19	4,799,724.00	2,707,340.00	7,507,064.00	-4.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	35,301.60	163,046.26	198,347.86	0.00	122,741.00	122,741.00	-38.1%
Books and Other Reference Materials		4200	21,412.00	0.00	21,412.00	47,500.00	4,250.00	51,750.00	141.7%
Materials and Supplies		4300	747,105.21	698,289.80	1,445,395.01	933,823.00	569,915.00	1,503,738.00	4.0%
Noncapitalized Equipment		4400	345,915.42	132,988.23	478,903.65	188,500.00	210,566.00	399,066.00	-16.7%
Food		4700	0.00	14,000.00	14,000.00	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			1,149,734.23	1,008,324.29	2,158,058.52	1,169,823.00	907,472.00	2,077,295.00	-3.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	1,554,284.00	1,554,284.00	New
Travel and Conferences		5200	89,855.50	260,549.38	350,404.88	31,975.00	348,791.00	380,766.00	8.7%
Dues and Memberships		5300	41,242.05	3,267.09	44,509.14	36,120.00	2,835.00	38,955.00	-12.5%
Insurance		5400 - 5499	15,000.00	0.00	15,000.00	520,000.00	0.00	520,000.00	3,366.7%
Operations and Housekeeping Services		5500	886,829.28	38,194.79	925,024.07	901,241.00	38,195.00	939,436.00	1.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	309,915.90	732,886.43	1,042,802.33	322,200.00	468,000.00	790,200.00	-24.2%
Transfers of Direct Costs		5710	(64,336.00)	64,336.00	0.00	(64,336.00)	64,336.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	2,550,181.54	1,362,255.49	3,912,437.03	2,414,165.00	840,746.00	3,254,911.00	-16.8%
Communications		5900	241,665.61	1,249.92	242,915.53	130,380.00	1,500.00	131,880.00	-45.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,070,353.88	2,462,739.10	6,533,092.98	4,291,745.00	3,318,687.00	7,610,432.00	16.5%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	325,000.00	0.00	325,000.00	New
Buildings and Improvements of Buildings		6200	0.00	42,814.00	42,814.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment		6400	71,051.00	442,524.90	513,575.90	0.00	50,000.00	50,000.00	-90.3%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			71,051.00	485,338.90	556,389.90	325,000.00	50,000.00	375,000.00	-32.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	551,306.00	368,043.75	919,349.75	534,592.00	310,606.00	845,198.00	-8.1%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	155,243.00	0.00	155,243.00	155,243.00	0.00	155,243.00	0.0%
Other Debt Service - Principal		7439	364,329.75	0.00	364,329.75	324,000.00	0.00	324,000.00	-11.1%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,070,878.75	368,043.75	1,438,922.50	1,013,835.00	310,606.00	1,324,441.00	-8.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(350,090.55)	350,090.55	0.00	(266,467.00)	266,467.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(52,620.00)	0.00	(52,620.00)	(52,000.00)	0.00	(52,000.00)	-1.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(402,710.55)	350,090.55	(52,620.00)	(318,467.00)	266,467.00	(52,000.00)	-1.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, EXPENDITURES			23,885,307.29	12,607,197.69	36,492,504.98	23,765,270.00	11,770,090.00	35,535,360.00	-2.6%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	38,979.78	0.00	38,979.78	117,991.00	0.00	117,991.00	202.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			38,979.78	0.00	38,979.78	117,991.00	0.00	117,991.00	202.7%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(3,437,057.56)	3,437,057.56	0.00	(3,196,014.00)	3,196,014.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(3,437,057.56)	3,437,057.56	0.00	(3,196,014.00)	3,196,014.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(3,476,037.34)	3,437,057.56	(38,979.78)	(3,314,005.00)	3,196,014.00	(117,991.00)	202.7%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	25,333,062.00	0.00	25,333,062.00	25,716,545.00	0.00	25,716,545.00	1.5%
2) Federal Revenue		8100-8299	0.00	1,677,545.63	1,677,545.63	0.00	1,892,530.00	1,892,530.00	12.8%
3) Other State Revenue		8300-8599	939,814.27	4,534,315.49	5,474,129.76	728,599.00	6,240,387.00	6,968,986.00	27.3%
4) Other Local Revenue		8600-8799	766,695.76	913,271.49	1,679,967.25	713,152.00	83,816.00	796,968.00	-52.6%
5) TOTAL, REVENUES			27,039,572.03	7,125,132.61	34,164,704.64	27,158,296.00	8,216,733.00	35,375,029.00	3.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		13,069,087.32	8,061,440.27	21,130,527.59	12,561,429.00	7,874,126.00	20,435,555.00	-3.3%
2) Instruction - Related Services	2000-2999		2,944,065.93	440,004.96	3,384,070.89	2,486,380.00	707,855.00	3,194,235.00	-5.6%
3) Pupil Services	3000-3999		1,797,145.27	1,157,107.78	2,954,253.05	1,867,808.00	1,246,606.00	3,114,414.00	5.4%
4) Ancillary Services	4000-4999		267,836.03	48,228.33	316,064.36	279,444.00	42,572.00	322,016.00	1.9%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,779,501.86	464,586.60	2,244,088.46	2,188,575.00	427,615.00	2,616,190.00	16.6%
8) Plant Services	8000-8999		2,956,792.13	2,067,786.00	5,024,578.13	3,367,799.00	1,160,710.00	4,528,509.00	-9.9%
9) Other Outgo	9000-9999	Except 7600-7699	1,070,878.75	368,043.75	1,438,922.50	1,013,835.00	310,606.00	1,324,441.00	-8.0%
10) TOTAL, EXPENDITURES			23,885,307.29	12,607,197.69	36,492,504.98	23,765,270.00	11,770,090.00	35,535,360.00	-2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,154,264.74	(5,482,065.08)	(2,327,800.34)	3,393,026.00	(3,553,357.00)	(160,331.00)	-93.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	38,979.78	0.00	38,979.78	117,991.00	0.00	117,991.00	202.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(3,437,057.56)	3,437,057.56	0.00	(3,196,014.00)	3,196,014.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,476,037.34)	3,437,057.56	(38,979.78)	(3,314,005.00)	3,196,014.00	(117,991.00)	202.7%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(321,772.60)	(2,045,007.52)	(2,366,780.12)	79,021.00	(357,343.00)	(278,322.00)	-88.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,621,113.07	8,946,448.61	14,567,561.68	5,299,340.47	6,667,154.50	11,966,494.97	-17.9%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,621,113.07	8,946,448.61	14,567,561.68	5,299,340.47	6,667,154.50	11,966,494.97	-17.9%
d) Other Restatements		9795	0.00	(234,286.59)	(234,286.59)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,621,113.07	8,712,162.02	14,333,275.09	5,299,340.47	6,667,154.50	11,966,494.97	-16.5%
2) Ending Balance, June 30 (E + F1e)			5,299,340.47	6,667,154.50	11,966,494.97	5,378,361.47	6,309,811.50	11,688,172.97	-2.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	6,667,154.50	6,667,154.50	0.00	6,309,811.50	6,309,811.50	-5.4%
c) Committed									
Stabilization Arrangements		9750	2,900,347.47	0.00	2,900,347.47	2,955,404.47	0.00	2,955,404.47	1.9%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	1,298,048.00	0.00	1,298,048.00	1,348,356.00	0.00	1,348,356.00	3.9%
24-25 Admin/Teacher ratio penalty	0000	9780			*0.00*	*361,920.00*		*361,920.00*	
25-26 Admin/Teacher ratio penalty	0000	9780			*0.00*	*361,920.00*		*361,920.00*	
24-25 Transportation Funding Loss	0000	9780			*0.00*	*551,379.00*		*551,379.00*	
	0000	9780			*0.00*				
Lottery	1100	9780			*0.00*	*73,137.00*		*73,137.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,095,945.00	0.00	1,095,945.00	1,069,601.00	0.00	1,069,601.00	-2.4%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	2,323,285.30	2,229,044.30
6019	Student Support and Professional Development Discretionary Block Grant	263,301.00	1,249,947.00
6211	Literacy Coaches and Reading Specialists Grant Program	308,189.00	168,582.00
6300	Lottery: Instructional Materials	534,077.92	534,077.92
6383	Golden State Pathways Program	376,294.00	148,190.00
6387	Career Technical Education Incentive Grant Program	1.00	1.00
6546	Mental Health-Related Services	326,444.99	326,444.99
6547	Special Education Early Intervention Preschool Grant	43,552.85	43,552.85
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	6,625.00	6,625.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	292,151.21	311,862.21
7311	Classified School Employee Professional Development Block Grant	13,057.02	13,057.02
7339	Dual Enrollment Opportunities	78,441.91	78,441.91
7399	LCFF Equity Multiplier	120,585.85	120,585.85
7415	Classified School Employee Summer Assistance Program	13,210.65	78,983.65
7435	Learning Recovery Emergency Block Grant	1,066,322.26	32,441.26
7810	Other Restricted State	53,988.00	53,988.00
9010	Other Restricted Local	847,626.54	913,986.54
Total, Restricted Balance		6,667,154.50	6,309,811.50

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	211,866.95	211,866.95	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			211,866.95	211,866.95	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			211,866.95	211,866.95	0.0%
2) Ending Balance, June 30 (E + F1e)			211,866.95	211,866.95	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	211,866.95	211,866.95	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	211,866.95		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			211,866.95		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			211,866.95		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	211,866.95	211,866.95	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			211,866.95	211,866.95	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			211,866.95	211,866.95	0.0%
2) Ending Balance, June 30 (E + F1e)			211,866.95	211,866.95	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	211,866.95	211,866.95	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	211,866.95	211,866.95
Total, Restricted Balance		211,866.95	211,866.95

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,003,661.25	1,070,777.78	6.7%
3) Other State Revenue		8300-8599	189,794.01	288,723.00	52.1%
4) Other Local Revenue		8600-8799	53,084.04	61,220.00	15.3%
5) TOTAL, REVENUES			1,246,539.30	1,420,720.78	14.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	460,415.28	311,595.00	-32.3%
3) Employee Benefits		3000-3999	207,735.48	155,339.00	-25.2%
4) Books and Supplies		4000-4999	575,303.94	591,478.98	2.8%
5) Services and Other Operating Expenditures		5000-5999	229,544.01	281,796.93	22.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	52,620.00	52,000.00	-1.2%
9) TOTAL, EXPENDITURES			1,525,618.71	1,392,209.91	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(279,079.41)	28,510.87	-110.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	139,372.57	0.00	-100.0%
b) Transfers Out		7600-7629	139,372.57	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(279,079.41)	28,510.87	-110.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,365,327.72	1,302,204.31	-4.6%
b) Audit Adjustments		9793	215,956.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,581,283.72	1,302,204.31	-17.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,581,283.72	1,302,204.31	-17.6%
2) Ending Balance, June 30 (E + F1e)			1,302,204.31	1,330,715.18	2.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	200.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,302,004.31	1,330,715.18	2.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,394,666.20		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	200.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.44		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,394,866.64		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1.60		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1.60		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			1,394,865.04		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,003,661.25	1,070,777.78	6.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,003,661.25	1,070,777.78	6.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	189,794.01	288,723.00	52.1%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			189,794.01	288,723.00	52.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	50,000.00	56,220.00	12.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	3,084.04	5,000.00	62.1%
TOTAL, OTHER LOCAL REVENUE			53,084.04	61,220.00	15.3%
TOTAL, REVENUES			1,246,539.30	1,420,720.78	14.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	459,415.28	311,595.00	-32.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,000.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			460,415.28	311,595.00	-32.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	95,394.53	69,329.00	-27.3%
OASDI/Medicare/Alternative		3301-3302	34,180.09	22,830.00	-33.2%
Health and Welfare Benefits		3401-3402	72,661.61	60,000.00	-17.4%
Unemployment Insurance		3501-3502	223.66	157.00	-29.8%
Workers' Compensation		3601-3602	5,275.59	3,023.00	-42.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			207,735.48	155,339.00	-25.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	71,907.34	56,107.34	-22.0%
Noncapitalized Equipment		4400	70,124.70	70,124.70	0.0%
Food		4700	433,271.90	465,246.94	7.4%
TOTAL, BOOKS AND SUPPLIES			575,303.94	591,478.98	2.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	60,915.00	215,282.00	253.4%
Travel and Conferences		5200	18,500.00	5,000.00	-73.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	18,343.25	10,000.00	-45.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	131,785.76	51,514.93	-60.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			229,544.01	281,796.93	22.8%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	52,620.00	52,000.00	-1.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			52,620.00	52,000.00	-1.2%
TOTAL, EXPENDITURES			1,525,618.71	1,392,209.91	-8.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	139,372.57	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			139,372.57	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	139,372.57	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			139,372.57	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,003,661.25	1,070,777.78	6.7%
3) Other State Revenue		8300-8599	189,794.01	288,723.00	52.1%
4) Other Local Revenue		8600-8799	53,084.04	61,220.00	15.3%
5) TOTAL, REVENUES			1,246,539.30	1,420,720.78	14.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,472,998.71	1,340,209.91	-9.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		52,620.00	52,000.00	-1.2%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,525,618.71	1,392,209.91	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(279,079.41)	28,510.87	-110.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	139,372.57	0.00	-100.0%
b) Transfers Out		7600-7629	139,372.57	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(279,079.41)	28,510.87	-110.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,365,327.72	1,302,204.31	-4.6%
b) Audit Adjustments		9793	215,956.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,581,283.72	1,302,204.31	-17.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,581,283.72	1,302,204.31	-17.6%
2) Ending Balance, June 30 (E + F1e)			1,302,204.31	1,330,715.18	2.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	200.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,302,004.31	1,330,715.18	2.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	838,874.55	789,271.16
5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	51,141.75	51,141.75
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	383,802.72	462,116.98
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	25,122.29	25,122.29
5810	Other Restricted Federal	3,063.00	3,063.00
Total, Restricted Balance		1,302,004.31	1,330,715.18

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	34,919.12	31,919.12	-8.6%
5) TOTAL, REVENUES			34,919.12	31,919.12	-8.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,000.00	20,000.00	42.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			14,000.00	20,000.00	42.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			20,919.12	11,919.12	-43.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20,919.12	11,919.12	-43.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	426,325.97	447,245.09	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			426,325.97	447,245.09	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			426,325.97	447,245.09	4.9%
2) Ending Balance, June 30 (E + F1e)			447,245.09	459,164.21	2.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	181,516.71	213,435.83	17.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	265,728.38	245,728.38	-7.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	458,665.67		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			458,665.67		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			458,665.67		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	16,068.67	13,068.67	-18.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	18,850.45	18,850.45	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			34,919.12	31,919.12	-8.6%
TOTAL, REVENUES			34,919.12	31,919.12	-8.6%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	14,000.00	20,000.00	42.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,000.00	20,000.00	42.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			14,000.00	20,000.00	42.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	34,919.12	31,919.12	-8.6%
5) TOTAL, REVENUES			34,919.12	31,919.12	-8.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		14,000.00	20,000.00	42.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			14,000.00	20,000.00	42.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			20,919.12	11,919.12	-43.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20,919.12	11,919.12	-43.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	426,325.97	447,245.09	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			426,325.97	447,245.09	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			426,325.97	447,245.09	4.9%
2) Ending Balance, June 30 (E + F1e)			447,245.09	459,164.21	2.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	181,516.71	213,435.83	17.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	265,728.38	245,728.38	-7.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	181,516.71	213,435.83
Total, Restricted Balance		181,516.71	213,435.83

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,900.08	11,000.00	-14.7%
5) TOTAL, REVENUES			12,900.08	11,000.00	-14.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			12,900.08	11,000.00	-14.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			12,900.08	11,000.00	-14.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	342,501.68	355,401.76	3.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			342,501.68	355,401.76	3.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			342,501.68	355,401.76	3.8%
2) Ending Balance, June 30 (E + F1e)			355,401.76	366,401.76	3.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	63,092.06	74,092.06	17.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	292,309.70	292,309.70	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	362,711.10		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			362,711.10		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			362,711.10		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	12,900.08	11,000.00	-14.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,900.08	11,000.00	-14.7%
TOTAL, REVENUES			12,900.08	11,000.00	-14.7%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,900.08	11,000.00	-14.7%
5) TOTAL, REVENUES			12,900.08	11,000.00	-14.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			12,900.08	11,000.00	-14.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			12,900.08	11,000.00	-14.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	342,501.68	355,401.76	3.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			342,501.68	355,401.76	3.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			342,501.68	355,401.76	3.8%
2) Ending Balance, June 30 (E + F1e)			355,401.76	366,401.76	3.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	63,092.06	74,092.06	17.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	292,309.70	292,309.70	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	63,092.06	74,092.06
Total, Restricted Balance		63,092.06	74,092.06

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	590,979.24	613,067.00	3.7%
5) TOTAL, REVENUES			590,979.24	613,067.00	3.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	656,211.13	618,211.00	-5.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			656,211.13	618,211.00	-5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(65,231.89)	(5,144.00)	-92.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(65,231.89)	(5,144.00)	-92.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	371,976.61	306,744.72	-17.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			371,976.61	306,744.72	-17.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			371,976.61	306,744.72	-17.5%
2) Ending Balance, June 30 (E + F1e)			306,744.72	301,600.72	-1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	306,744.72	301,600.72	-1.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	363,907.24		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			363,907.24		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			363,907.24		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	554,478.12	560,478.00	1.1%
Unsecured Roll		8612	21,373.78	36,374.00	70.2%
Prior Years' Taxes		8613	435.92	500.00	14.7%
Supplemental Taxes		8614	9,714.81	9,715.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	4,976.61	6,000.00	20.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			590,979.24	613,067.00	3.7%
TOTAL, REVENUES			590,979.24	613,067.00	3.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	115,136.00	73,136.00	-36.5%
Bond Interest and Other Service Charges		7434	541,075.13	545,075.00	0.7%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			656,211.13	618,211.00	-5.8%
TOTAL, EXPENDITURES			656,211.13	618,211.00	-5.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	590,979.24	613,067.00	3.7%
5) TOTAL, REVENUES			590,979.24	613,067.00	3.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	656,211.13	618,211.00	-5.8%
10) TOTAL, EXPENDITURES			656,211.13	618,211.00	-5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(65,231.89)	(5,144.00)	-92.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(65,231.89)	(5,144.00)	-92.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	371,976.61	306,744.72	-17.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			371,976.61	306,744.72	-17.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			371,976.61	306,744.72	-17.5%
2) Ending Balance, June 30 (E + F1e)			306,744.72	301,600.72	-1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	306,744.72	301,600.72	-1.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,492.00	1,455.00	1,545.54	1,402.00	1,402.00	1,501.00
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,492.00	1,455.00	1,545.54	1,402.00	1,402.00	1,501.00
5. District Funded County Program ADA						
a. County Community Schools	33.57	33.57	33.57	33.57	33.57	33.57
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	33.57	33.57	33.57	33.57	33.57	33.57
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,525.57	1,488.57	1,579.11	1,435.57	1,435.57	1,534.57
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

District Name:

2026-27 CASH FLOW WORKSHEET

Gustine Unified School District

CURRENT FISCAL YEAR (Year 1)

		Object No.	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	ACCRUALS	OTHER NON-CASH	Projected Total for the Fiscal Year	Current Year Budget	*Balancing Column*
				First Interim: Budgeted Amounts From July through October			Second Interim: Budgeted Amounts From November through January												
A.	**BEGINNING CASH**		11,966,495	10,908,584	10,059,345	10,222,227	10,385,110	10,547,993	10,710,876	10,873,759	11,036,642	11,199,524	11,362,407	11,525,290					
			For First Interim (through October 31) or Second Interim (through January 31) Year 1. Enter actual data from your Cashflow Summary Report (Column E - H for First Interim and Columns E - K for Second) or other reports for revenues and expenditures, as well as balance sheet account net change.				*If prior year allocation formulas are used to project amounts for the current year, they will need to be changed as actual data becomes available*											
B.	**REVENUES**		5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%					
	Total LCFF Sources	8010-8099	$ 1,285,827	$ 1,285,827	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ -	$ -	$ 25,716,545	$ 25,716,545	$ -
	Principal Apportionment & EPA	8010-8019	$ 1,285,827	$ 1,285,827	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489	$ 2,314,489			$ 25,716,545	$ 25,716,545	$ -
	Property Taxes	8020-8079					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -		$ -
	Miscellaneous Funds	8080-8099					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -		$ -
	Federal Revenue	8100-8299		$ 172,048	$ 172,048	$ 172,048	$ 172,048	$ 172,048	$ 172,048	$ 172,048	$ 172,048	$ 172,048	$ 172,048	$ 172,048			$ 1,892,530	$ 1,892,530	$ -
	Other State Revenue	8300-8599		$ 633,544	$ 633,544	$ 633,544	$ 633,544	$ 633,544	$ 633,544	$ 633,544	$ 633,544	$ 633,544	$ 633,544	$ 633,544			$ 6,968,986	$ 6,968,986	$ -
	Other Local Revenue	8600-8799	$ 5,899	$ 86,951	$ 70,412	$ 70,412	$ 70,412	$ 70,412	$ 70,412	$ 70,412	$ 70,412	$ 70,412	$ 70,412	$ 70,412			$ 796,968	$ 796,968	$ -
	Interfund Transfers In	8910-8929					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -		$ -
	All Other Financeing Sources	8930-8979					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -		$ -
	TOTAL REVENUES		$ 1,291,726	$ 2,178,371	$ 3,190,493	$ 3,190,493	$ 3,190,493	$ 3,190,493	$ 3,190,493	$ 3,190,493	$ 3,190,493	$ 3,190,493	$ 3,190,493	$ 3,190,493	$ -	$ -	$ 35,375,029	$ 35,375,029	$ -
C.	**EXPENDITURES**																		
	Certificated Salaries	1000-1999	895,688	$ 1,036,859	$ 1,036,859	$ 1,036,859	$ 1,036,859	$ 1,036,859	$ 1,036,859	$ 1,036,859	$ 1,036,859	$ 1,036,859	$ 1,036,859	$ 1,036,859			12,301,140	12,301,140	-
	Classified Salaries	2000-2999	215,996	$ 379,636	$ 379,636	$ 379,636	$ 379,636	$ 379,636	$ 379,636	$ 379,636	$ 379,636	$ 379,636	$ 379,636	$ 379,636			4,391,988	4,391,988	-
	Employee Benefits	3000-3999	580,255	$ 629,710	$ 629,710	$ 629,710	$ 629,710	$ 629,710	$ 629,710	$ 629,710	$ 629,710	$ 629,710	$ 629,710	$ 629,710			7,507,064	7,507,064	-
	Books and Supplies	4000-4999	125,474	$ 177,438	$ 177,438	$ 177,438	$ 177,438	$ 177,438	$ 177,438	$ 177,438	$ 177,438	$ 177,438	$ 177,438	$ 177,438			2,077,295	2,077,295	-
	Services	5000-5999	458,964	$ 650,133	$ 650,133	$ 650,133	$ 650,133	$ 650,133	$ 650,133	$ 650,133	$ 650,133	$ 650,133	$ 650,133	$ 650,133			7,610,432	7,610,432	-
	Capital Outlay	6000-6599	12,655	$ 32,940	$ 32,940	$ 32,940	$ 32,940	$ 32,940	$ 32,940	$ 32,940	$ 32,940	$ 32,940	$ 32,940	$ 32,940			375,000	375,000	-
	Other Outgo	7000-7499	54,899	$ 115,413	$ 115,413	$ 115,413	$ 115,413	$ 115,413	$ 115,413	$ 115,413	$ 115,413	$ 115,413	$ 115,413	$ 115,413			1,324,441	1,324,441	-
	Interfund Transfers Out	7600-7629	(3,859)	$ (4,376)	$ (4,376)	$ (4,376)	$ (4,376)	$ (4,376)	$ (4,376)	$ (4,376)	$ (4,376)	$ (4,376)	$ (4,376)	$ (4,376)			(52,000)	(52,000)	-
	All Other Financing Uses	7630-7699	9,565	$ 9,857	$ 9,857	$ 9,857	$ 9,857	$ 9,857	$ 9,857	$ 9,857	$ 9,857	$ 9,857	$ 9,857	$ 9,857			117,991	117,991	-
	TOTAL EXPENDITURES		2,349,637	3,027,610	3,027,610	3,027,610	3,027,610	3,027,610	3,027,610	3,027,610	3,027,610	3,027,610	3,027,610	3,027,610	-	-	35,653,351	35,653,351	-
			(1,057,911)	(849,240)	162,883	162,883													
D-1	**CHANGES IN CURRENT ASSETS: INCREASE/(DECREASE)**																Net Change for the Year: Objects 9xxx		
	Cash not in County Treasury	9111-9199					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	Accounts Receivable	9200-9299					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	Due from Other Funds	9310-9319					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	Stores	9320-9329					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	Prepaid Expenditures	9330					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	Other Current Assests	9340					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	TOTAL CHANGES IN ASSETS		-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
D-2	**CHANGES IN LIABILITIES:**																		
	Accounts Payable/ Payroll/Due to Govt	9500-9599					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	Due to Other Funds	9610-9619					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	Current Loans	9640					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	Unearned Revenues	9650					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		
	Deferred Inflows of Resources	9,690					$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			-		-
	TOTAL CHANGE IN LIABILITIES		-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
D-3	**AUDIT ADJUSTMENT**	97xx															-		-
	NET INCREASE (DECREASE) IN CASH from		-	-	-	-	-	-	-	-	-	-	-	-	-		-	(278,322)	
E.	**NET CHANGE IN CASH:**		(1,057,911)	(849,240)	162,883	162,883	162,883	162,883	162,883	162,883	162,883	162,883	162,883	162,883			(278,322)	(556,644)	
F.	**ENDING CASH (A +E)**		10,908,584	10,059,345	10,222,227	10,385,110	10,547,993	10,710,876	10,873,759	11,036,642	11,199,524	11,362,407	11,525,290	11,688,173		-			
G.	**ENDING CASH, PLUS ACCRUALS**																11,688,173		

Enter End Fund Balance from FD (

11,688,173 Check if Balanced

District Name:

Gustine Unified School District

2027-28 CASH FLOW WORKSHEET

SUBSEQUENT FISCAL YEAR (Year 2)

		Object No.	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	ACCRUALS	OTHER NON-CASH	Projected Total for the Fiscal Year	Current Year Budget	*Balancing Column*
			First Interim: Budgeted Amounts From July through October				Second Interim: Budgeted Amounts From November through January												
A.	**BEGINNING CASH**		11,688,173	10,520,941	9,353,710	9,551,114	9,748,519	9,945,923	10,143,327	10,340,732	10,538,136	10,735,541	10,932,945	11,130,350					
			For First Interim (through October 31) or Second Interim (through January 31) Year 2. Enter budgeted totals from your MYP in Column T and make adjustments in Columns E through P as necessary.							*If prior year allocation formulas are used to project amounts for the current year, they will need to be changed as actual data becomes available*									
B.	**REVENUES**		5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%					
	Total LCFF Sources	8010-8099	$ 1,286,315	$ 1,286,315	$ 2,315,366	$ 2,315,366	$ 2,315,366	$ 2,315,366	$ 2,315,366	$ 2,315,366	$ 2,315,366	$ 2,315,366	$ 2,315,366	$ 2,315,366	$ -	$ -	**$ 25,726,291**	$ 25,726,291	$ -
	Principal Apportionment & EPA	8010-8019	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
	Property Taxes	8020-8079	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
	Miscellaneous Funds	8080-8099	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
	Federal Revenue	8100-8299	$ 87,534	$ 87,534	$ 157,561	$ 157,561	$ 157,561	$ 157,561	$ 157,561	$ 157,561	$ 157,561	$ 157,561	$ 157,561	$ 157,561	$ -	$ -	$ 1,750,678	$ 1,750,678	$ -
	Other State Revenue	8300-8599	$ 292,098	$ 292,098	$ 525,777	$ 525,777	$ 525,777	$ 525,777	$ 525,777	$ 525,777	$ 525,777	$ 525,777	$ 525,777	$ 525,777	**$ -**	**$ -**	$ 5,841,966	$ 5,841,966	$ -
	Other Local Revenue	8600-8792	$ 39,848	$ 39,848	$ 71,727	$ 71,727	$ 71,727	$ 71,727	$ 71,727	$ 71,727	$ 71,727	$ 71,727	$ 71,727	$ 71,727	$ -	$ -	$ 796,968	$ 796,968	$ -
	Interfund Transfer In	8900-8999	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
	TOTAL REVENUES		**$ 1,705,795**	**$ 1,705,795**	**$ 3,070,431**	**$ 3,070,431**	**$ 3,070,431**	**$ 3,070,431**	**$ 3,070,431**	**$ 3,070,431**	**$ 3,070,431**	**$ 3,070,431**	**$ 3,070,431**	**$ 3,070,431**	**$ -**	**$ -**	$ 34,115,903	**$ 34,115,903**	$ -
C.	**EXPENDITURES**																		
	Certificated Salaries	1000-1999	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ 976,557	$ -	$ -	11,718,684	$ 11,718,684	-
	Classified Salaries	2000-2999	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ 379,869	$ -	$ -	4,558,423	$ 4,558,423	-
	Employee Benefits	3000-3999	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ 604,005	$ -	$ -	7,248,056	$ 7,248,056	-
	Books and Supplies	4000-4999	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ 173,108	$ -	$ -	2,077,295	$ 2,077,295	-
	Services	5000-5999	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ 606,953	$ -	**$ -**	7,283,432	$ 7,283,432	-
	Capital Outlay	6000-6599	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ -	$ -	200,000	$ 200,000	-
	Other Outgo	7000-7499	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ 110,370	$ -	$ -	1,324,441	$ 1,324,441	-
	Interfund Transfers Out	7600-7629	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ (4,333)	$ -	$ -	(52,000)	$ (52,000)	-
	All Other Financing Uses	7630-7699	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ 9,833	$ -	$ -	117,991	$ 117,991	-
	TOTAL EXPENDITURES		**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**2,873,027**	**$ -**	**$ -**	**34,476,322**	**34,476,322**	-
			(1,167,232)	(1,167,232)	197,404	197,404													
																	Net Change for the Year: Objects 9xxx		
D-1	**CHANGES IN CURRENT ASSETS: INCREASE/(DECREASE)**																		
	Cash not in County Treasury	9111-9199	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	Accounts Receivable	9200-9299	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	Due from Other Funds	9310-9319	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	Stores	9320-9329	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	Prepaid Expenditures	9330	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	Other Current Assets	9340	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	TOTAL CHANGES IN ASSETS		-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
D-2	**CHANGES IN LIABILITIES: (INCREASE)/DECREASE**																		
	Accounts Payable/ Payroll/Due to Govt	9500-9599	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	Due to Other Funds	9610-9619	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	Current Loans	9640	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	Deferred Revenue/ Unearned Revenues	9650-9659	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-		-
	TOTAL CHANGE IN LIABILITIES		-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
D-3	**AUDIT ADJUSTMENT**	97xx															-		-
	NET INCREASE (DECREASE) IN CASH from changes in asssets, liabilities and audit adj		-	-	-	-	-	-	-	-	-	-	-	-	-		-		
E.	**NET CHANGE IN CASH: INCREASE/(DECREASE)**		(1,167,232)	(1,167,232)	197,404	197,404	197,404	197,404	197,404	197,404	197,404	197,404	197,404	197,404	-		(360,419)		
F.	**ENDING CASH (A +E)**		10,520,941	9,353,710	9,551,114	9,748,519	9,945,923	10,143,327	10,340,732	10,538,136	10,735,541	10,932,945	11,130,350	11,327,754		-			
G.	**ENDING CASH, PLUS ACCRUALS**																11,327,754		

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	25,716,545.00	0.04%	25,726,291.00	-1.27%	25,398,480.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	728,599.00	3.30%	752,643.00	3.09%	775,899.00
4. Other Local Revenues	8600-8799	713,152.00	0.00%	713,152.00	0.00%	713,152.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	
c. Contributions	8980-8999	(3,196,014.00)	0.00%	(3,196,014.00)	0.00%	(3,196,014.00)
6. Total (Sum lines A1 thru A5c)		23,962,282.00	0.14%	23,996,072.00	-1.27%	23,691,517.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				9,652,230.00		9,768,057.00
b. Step & Column Adjustment				115,827.00		110,342.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	9,652,230.00	1.20%	9,768,057.00	1.13%	9,878,399.00
2. Classified Salaries						
a. Base Salaries				2,831,380.00		2,938,676.00
b. Step & Column Adjustment				33,977.00		58,774.00
c. Cost-of-Living Adjustment				73,319.00		0.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,831,380.00	3.79%	2,938,676.00	2.00%	2,997,450.00
3. Employee Benefits	3000-3999	4,799,724.00	1.22%	4,858,477.00	0.77%	4,895,827.00
4. Books and Supplies	4000-4999	1,169,823.00	0.00%	1,169,823.00	0.00%	1,169,823.00
5. Services and Other Operating Expenditures	5000-5999	4,291,745.00	0.00%	4,291,745.00	0.00%	4,291,745.00
6. Capital Outlay	6000-6999	325,000.00	-53.85%	150,000.00	0.00%	150,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,013,835.00	0.00%	1,013,835.00	0.00%	1,013,835.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(318,467.00)	0.00%	(318,467.00)	0.00%	(318,467.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	117,991.00	0.00%	117,991.00	0.00%	117,991.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		23,883,261.00	0.45%	23,990,137.00	0.86%	24,196,603.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		79,021.00		5,935.00		(505,086.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,299,340.47		5,378,361.47		5,384,296.47
2. Ending Fund Balance (Sum lines C and D1)		5,378,361.47		5,384,296.47		4,879,210.47
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	2,955,404.47		2,996,651.00		2,483,057.00
2. Other Commitments	9760	0.00				
d. Assigned	9780	1,348,356.00		1,348,355.47		1,348,356.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,069,601.00		1,034,290.00		1,042,797.47
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,378,361.47		5,384,296.47		4,879,210.47
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	2,955,404.47		2,996,651.00		2,483,057.00
b. Reserve for Economic Uncertainties	9789	1,069,601.00		1,034,290.00		1,042,797.47
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		4,025,005.47		4,030,941.00		3,525,854.47

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Revenues are projected based on the May revise projected COLA. Restricted revenues were reduced by the loss of one-time funds. Increases to Salaries and Benefits are based on Step & column of 1.2%. Classifed salary and Benefits were also increase bu 80% of the COLA in FY 2027/28 as part of a negotiated agreement. Supplies and services remain unchanged.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	1,892,530.00	-7.50%	1,750,678.00	0.00%	1,750,678.00
3. Other State Revenues	8300-8599	6,240,387.00	-18.45%	5,089,323.00	3.09%	5,246,584.00
4. Other Local Revenues	8600-8799	83,816.00	0.00%	83,816.00	3.09%	86,406.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	3,196,014.00	0.00%	3,196,014.00	0.00%	3,196,014.00
6. Total (Sum lines A1 thru A5c)		11,412,747.00	-11.33%	10,119,831.00	1.58%	10,279,682.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,648,910.00		1,950,627.00
b. Step & Column Adjustment				31,787.00		30,282.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(730,070.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,648,910.00	-26.36%	1,950,627.00	1.55%	1,980,909.00
2. Classified Salaries						
a. Base Salaries				1,560,608.00		1,619,747.00
b. Step & Column Adjustment				18,727.00		32,395.00
c. Cost-of-Living Adjustment				40,412.00		0.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,560,608.00	3.79%	1,619,747.00	2.00%	1,652,142.00
3. Employee Benefits	3000-3999	2,707,340.00	-11.74%	2,389,579.00	0.61%	2,404,058.00
4. Books and Supplies	4000-4999	907,472.00	0.00%	907,472.00	0.00%	907,472.00
5. Services and Other Operating Expenditures	5000-5999	3,318,687.00	-9.85%	2,991,687.00	0.00%	2,991,687.00
6. Capital Outlay	6000-6999	50,000.00	0.00%	50,000.00	0.00%	50,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	310,606.00	0.00%	310,606.00	0.00%	310,606.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	266,467.00	0.00%	266,467.00	0.00%	266,467.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		11,770,090.00	-10.91%	10,486,185.00	0.74%	10,563,341.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(357,343.00)		(366,354.00)		(283,659.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,667,154.50		6,309,811.50		5,943,457.50
2. Ending Fund Balance (Sum lines C and D1)		6,309,811.50		5,943,457.50		5,659,798.50
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	6,309,811.50		5,943,457.50		5,659,798.50
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,309,811.50		5,943,457.50		5,659,798.50
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Adjustment to Certificated Salaries is due to expiration of the Block grant and temporary teaching assignments that will end June 2027.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	25,716,545.00	0.04%	25,726,291.00	-1.27%	25,398,480.00
2. Federal Revenues	8100-8299	1,892,530.00	-7.50%	1,750,678.00	0.00%	1,750,678.00
3. Other State Revenues	8300-8599	6,968,986.00	-16.17%	5,841,966.00	3.09%	6,022,483.00
4. Other Local Revenues	8600-8799	796,968.00	0.00%	796,968.00	0.32%	799,558.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		35,375,029.00	-3.56%	34,115,903.00	-0.42%	33,971,199.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				12,301,140.00		11,718,684.00
b. Step & Column Adjustment				147,614.00		140,624.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(730,070.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	12,301,140.00	-4.73%	11,718,684.00	1.20%	11,859,308.00
2. Classified Salaries						
a. Base Salaries				4,391,988.00		4,558,423.00
b. Step & Column Adjustment				52,704.00		91,169.00
c. Cost-of-Living Adjustment				113,731.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,391,988.00	3.79%	4,558,423.00	2.00%	4,649,592.00
3. Employee Benefits	3000-3999	7,507,064.00	-3.45%	7,248,056.00	0.72%	7,299,885.00
4. Books and Supplies	4000-4999	2,077,295.00	0.00%	2,077,295.00	0.00%	2,077,295.00
5. Services and Other Operating Expenditures	5000-5999	7,610,432.00	-4.30%	7,283,432.00	0.00%	7,283,432.00
6. Capital Outlay	6000-6999	375,000.00	-46.67%	200,000.00	0.00%	200,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,324,441.00	0.00%	1,324,441.00	0.00%	1,324,441.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(52,000.00)	0.00%	(52,000.00)	0.00%	(52,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	117,991.00	0.00%	117,991.00	0.00%	117,991.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		35,653,351.00	-3.30%	34,476,322.00	0.82%	34,759,944.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(278,322.00)		(360,419.00)		(788,745.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		11,966,494.97		11,688,172.97		11,327,753.97
2. Ending Fund Balance (Sum lines C and D1)		11,688,172.97		11,327,753.97		10,539,008.97
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740	6,309,811.50		5,943,457.50		5,659,798.50
c. Committed						
1. Stabilization Arrangements	9750	2,955,404.47		2,996,651.00		2,483,057.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	1,348,356.00		1,348,355.47		1,348,356.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,069,601.00		1,034,290.00		1,042,797.47
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		11,688,172.97		11,327,753.97		10,539,008.97
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	2,955,404.47		2,996,651.00		2,483,057.00
b. Reserve for Economic Uncertainties	9789	1,069,601.00		1,034,290.00		1,042,797.47
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		4,025,005.47		4,030,941.00		3,525,854.47
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		11.29%		11.69%		10.14%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
Merced County Office of Education						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		1,402.00		1,304.56		1,239.24
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		35,653,351.00		34,476,322.00		34,759,944.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		35,653,351.00		34,476,322.00		34,759,944.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,069,600.53		1,034,289.66		1,042,798.32
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,069,600.53		1,034,289.66		1,042,798.32
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	1,402
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	1,690	1,676		
Charter School				
Total ADA	**1,690**	**1,676**	**0.9%**	**Met**
Second Prior Year (2024-25)				
District Regular	1,610	1,594		
Charter School				
Total ADA	**1,610**	**1,594**	**1.0%**	**Met**
First Prior Year (2025-26)				
District Regular	1,553	1,546		
Charter School		0		
Total ADA	**1,553**	**1,546**	**0.5%**	**Met**
Budget Year (2026-27)				
District Regular	1,501			
Charter School	0			
Total ADA	**1,501**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 1,402

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	1,690	1,679		
Charter School				
Total Enrollment	**1,690**	**1,679**	**0.7%**	**Met**
Second Prior Year (2024-25)				
District Regular	1,640	1,627		
Charter School				
Total Enrollment	**1,640**	**1,627**	**0.8%**	**Met**
First Prior Year (2025-26)				
District Regular	1,590	1,584		
Charter School				
Total Enrollment	**1,590**	**1,584**	**0.4%**	**Met**
Budget Year (2026-27)				
District Regular	1,524			
Charter School				
Total Enrollment	**1,524**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2023-24)			
District Regular	1,549	1,679	
Charter School		0	
Total ADA/Enrollment	**1,549**	**1,679**	**92.3%**
Second Prior Year (2024-25)			
District Regular	1,454	1,627	
Charter School	0		
Total ADA/Enrollment	**1,454**	**1,627**	**89.4%**
First Prior Year (2025-26)			
District Regular	1,492	1,584	
Charter School			
Total ADA/Enrollment	**1,492**	**1,584**	**94.2%**
		Historical Average Ratio:	91.9%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**92.4%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	1,402	1,524		
Charter School	0			
Total ADA/Enrollment	**1,402**	**1,524**	**92.0%**	**Met**
1st Subsequent Year (2027-28)				
District Regular				
Charter School				
Total ADA/Enrollment	**0**	**0**	**0.0%**	**Met**
2nd Subsequent Year (2028-29)				
District Regular				
Charter School				
Total ADA/Enrollment	**0**	**0**	**0.0%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	1,579.11	1,534.57	1,485.64	1,420.62
b.	Prior Year ADA (Funded)		1,579.11	1,534.57	1,485.64
c.	Difference (Step 1a minus Step 1b)		(44.54)	(48.93)	(65.02)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(2.82%)	(3.19%)	(4.38%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		25,384,634.00	25,716,545.00	25,726,291.00
b1.	COLA percentage		2.30%	4.31%	3.30%
b2.	COLA amount (proxy for purposes of this criterion)		583,846.58	1,108,383.09	848,967.60
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	4.31%	3.30%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(.52%)	1.12%	(1.08%)
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-1.52% to 0.48%**	**0.12% to 2.12%**	**-2.08% to -0.08%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	5,233,257.00	5,273,724.00	5,273,724.00	5,273,724.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	25,337,537.00	25,716,545.00	25,726,291.00	25,398,480.00
District's Projected Change in LCFF Revenue:		1.50%	.04%	(1.27%)
LCFF Revenue Standard		**-1.52% to 0.48%**	**0.12% to 2.12%**	**-2.08% to -0.08%**
Status:		Not Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

Declining enrollment is negatively effecting on going revenue.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	17,256,925.26	24,097,315.99	71.6%
Second Prior Year (2024-25)	18,886,251.87	27,784,511.12	68.0%
First Prior Year (2025-26)	17,925,999.98	23,885,307.29	75.1%
		Historical Average Ratio:	71.5%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**68.5% to 74.5%**	**68.5% to 74.5%**	**68.5% to 74.5%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form MYP, Lines B1-B3)	Total Expenditures (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	17,283,334.00	23,765,270.00	72.7%	Met
1st Subsequent Year (2027-28)	17,565,210.00	23,872,146.00	73.6%	Met
2nd Subsequent Year (2028-29)	17,771,676.00	24,078,612.00	73.8%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(.52%)	1.12%	(1.08%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-10.52% to 9.48%**	**-8.88% to 11.12%**	**-11.08% to 8.92%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.52% to 4.48%	-3.88% to 6.12%	-6.08% to 3.92%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	1,677,545.63		
Budget Year (2026-27)	1,892,530.00	12.82%	Yes
1st Subsequent Year (2027-28)	1,750,678.00	(7.50%)	Yes
2nd Subsequent Year (2028-29)	1,750,678.00	0.00%	No

Explanation: (required if Yes) Reduction in revenue.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	5,474,129.76		
Budget Year (2026-27)	6,968,986.00	27.31%	Yes
1st Subsequent Year (2027-28)	5,841,966.00	(16.17%)	Yes
2nd Subsequent Year (2028-29)	6,022,483.00	3.09%	No

Explanation: (required if Yes) 1x revenue (RS 6019) in budget year and removed in out year.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	1,679,967.25		
Budget Year (2026-27)	796,968.00	(52.56%)	Yes
1st Subsequent Year (2027-28)	796,968.00	0.00%	No
2nd Subsequent Year (2028-29)	799,558.00	.32%	No

Explanation: (required if Yes) 1x revenue was received in First prior year and removed in out years.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2025-26)	2,158,058.52		
Budget Year (2026-27)	2,077,295.00	(3.74%)	No
1st Subsequent Year (2027-28)	2,077,295.00	0.00%	No
2nd Subsequent Year (2028-29)	2,077,295.00	0.00%	No

Explanation:
(required if Yes)

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2025-26)	6,533,092.98		
Budget Year (2026-27)	7,610,432.00	16.49%	Yes
1st Subsequent Year (2027-28)	7,283,432.00	(4.30%)	Yes
2nd Subsequent Year (2028-29)	7,283,432.00	0.00%	No

Explanation:
(required if Yes)

Increased based on actuals and use of 1x revenue.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2025-26)	8,831,642.64		
Budget Year (2026-27)	9,658,484.00	9.36%	Met
1st Subsequent Year (2027-28)	8,389,612.00	(13.14%)	Not Met
2nd Subsequent Year (2028-29)	8,572,719.00	2.18%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2025-26)	8,691,151.50		
Budget Year (2026-27)	9,687,727.00	11.47%	Not Met
1st Subsequent Year (2027-28)	9,360,727.00	(3.38%)	Met
2nd Subsequent Year (2028-29)	9,360,727.00	0.00%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)	Reduction in revenue.
Explanation: Other State Revenue (linked from 6B if NOT met)	1x revenue (RS 6019) in budget year and removed in out year.
Explanation: Other Local Revenue (linked from 6B if NOT met)	1x revenue was received in First prior year and removed in out years.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	Increased based on actuals and use of 1x revenue.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — Yes

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	34,491,591.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	34,491,591.00	1,034,747.73	1,060,104.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	2,900,347.47
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	1,156,996.00	1,095,945.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	9,279,231.55	24,478.09	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(4,940.00)	(11,759.00)
	e. Available Reserves (Lines 1a through 1d)	9,279,231.55	1,176,534.09	3,984,533.47
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	37,366,033.59	38,601,529.30	36,531,484.76
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	37,366,033.59	38,601,529.30	36,531,484.76
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	24.8%	3.0%	10.9%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**8.3%**	**1.0%**	**3.6%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	(3,609,687.68)	27,181,693.82	13.3%	Not Met
Second Prior Year (2024-25)	(3,663,118.48)	27,819,511.12	13.2%	Not Met
First Prior Year (2025-26)	(321,772.60)	23,924,287.07	1.3%	Met
Budget Year (2026-27) (Information only)	79,021.00	23,883,261.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:
(required if NOT met)

Due to guidance from the previous CBO the district was spending down the fund balance.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	1,436
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2023-24)	13,461,815.69	12,893,919.23	4.2%	Not Met
Second Prior Year (2024-25)	12,378,092.05	9,284,231.55	25.0%	Not Met
First Prior Year (2025-26)	7,281,959.05	5,621,113.07	22.8%	Not Met
Budget Year (2026-27) (Information only)	5,299,340.47			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted general fund beginning balance was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting the beginning unrestricted fund balance, and what changes, if any, will be made to improve the accuracy of projecting the unrestricted beginning fund balance.

Explanation: (required if NOT met)	Expenditures were updated to match actuals.

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2026-27)	11,676,414.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $90,000 (greater of)	0 to 300
4% or $90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	1,402	1,305	1,239
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s): Merced County Office of Education

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	35,653,351.00	34,476,322.00	34,759,944.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	35,653,351.00	34,476,322.00	34,759,944.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,069,600.53	1,034,289.66	1,042,798.32
6.	Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**1,069,600.53**	**1,034,289.66**	**1,042,798.32**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	2,955,404.47	2,996,651.00	2,483,057.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,069,601.00	1,034,290.00	1,042,797.47
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(11,759.00)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	4,013,246.47	4,030,941.00	3,525,854.47
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	11.26%	11.69%	10.14%
	District's Reserve Standard (Section 10B, Line 7):	**1,069,600.53**	**1,034,289.66**	**1,042,798.32**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? **Yes**

1b. If Yes, identify the liabilities and how they may impact the budget:

The district had multiple audit findings that we are currently in review with CDE.

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? **No**

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? **No**

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? **No**

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2025-26)	(3,437,057.56)			
Budget Year (2026-27)	(3,196,014.00)	(241,043.56)	(7.0%)	Met
1st Subsequent Year (2027-28)	(3,196,014.00)	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	(3,196,014.00)	0.00	0.0%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2025-26)	38,979.78			
Budget Year (2026-27)	117,991.00	79,011.22	202.7%	Not Met
1st Subsequent Year (2027-28)	117,991.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	117,991.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Based on Actuals.

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — No

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases				
Certificates of Participation	11	Unrestricted	7438/7439	3,876,757
General Obligation Bonds	23	Fund 51	7433/7434	11,384,236
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				15,260,993

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases				
Certificates of Participation	476,780	480,573	476,918	481,895
General Obligation Bonds	639,905	639,905	639,905	639,905
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	1,116,685	1,120,478	1,116,823	1,121,800
Has total annual payment increased over prior year (2025-26)?		**Yes**	**Yes**	**Yes**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

General Fund and Bond revenue.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

N/A

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1	Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)	Yes
2.	For the district's OPEB:	
	a. Are they lifetime benefits?	No
	b. Do benefits continue past age 65?	No
	c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:	
3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Pay-as-you-go

		Self-Insurance Fund	Governmental Fund
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund	0	0

4.	OPEB Liabilities	
	a. Total OPEB liability	3,807,778.00
	b. OPEB plan(s) fiduciary net position (if applicable)	228,353.00
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	3,579,425.00
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2025

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
5.	OPEB Contributions			
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	1,350,000.00	140,000.00	140,000.00
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	135,000.00	140,000.00	145,000.00
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	135,000.00	140,000.00	140,000.00
	d. Number of retirees receiving OPEB benefits	8.00	8.00	8.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	91.00	91.00	89.00	89.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	106,269		
		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	81.00	79.00	77.00	77.00

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Feb 11, 2026

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification: Feb 11, 2026

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: Jul 01, 2025 End Date: Jul 01, 2027

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?			
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	19.00	19.00	19.00	19.00

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential **Health and Welfare (H&W) Benefits**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential **Step and Column Adjustments**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential **Other Benefits (mileage, bonuses, etc.)**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 24, 2026

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments: (optional)	New CBO effective 05/01/2026.

End of School District Budget Criteria and Standards Review

2026-27

Adopted Budget
Balances in Excess of Minimum Reserve Requirements

District: Gustine Unified School District

CDS Code: 73619

Contact: Jody Edwards **Phone Number:** (209) 854-3784

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves
Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances

FD#	Fund Name	2026-27	Objects 9780/9789/9790
01	General Fund/County School Service Fund	$ 5,378,361.00	*Form 01*
17	Special Reserve Fund for other than Capital Outlay Projects	$ 1.54	*Form 17*
	Total Assigned and Unassigned Ending Fund Balances	$ 5,378,362.54	
	District Standard Reserve Level Percentage	3%	*Form 01CS Line 10B-4*
	Less District Minimum Reserve for Economic Uncertainties	$ 1,069,601.00	*Form 01CS Line 10B-7*
	Remaining Balance to Substantiate Need	$ 4,308,761.54	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund Name	2026-27	Description
01	GENERAL FUND	$ 5,000.00	REVOLVING CASH
01	GENERAL FUND	$ 361,920.00	24-25 Admin/Teacher Ratio Penalty
01	GENERAL FUND	$ 361,920.00	25-26 Admin/Teacher Ration Penalty
01	GENERAL FUND	$ 551,379.00	24-25 Transporation Funding Loss
01	GENERAL FUND	$ 2,955,404.00	Stabilization Agreement
01	GENERAL FUND	$ 73,137.00	Lottery Funds
17	Special Reserve Fund	$ 1.54	Special Reserve Fund
	Total of Substantiated Needs	$ 4,308,761.54	

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

SACS Web System - SACS V15
5/28/2026 7:45:49 AM 24-73619-0000000

Budget, July 1
Budget 2026-27
Technical Review Checks
Phase - All
Display - All Technical Checks

Gustine Unified **Merced County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, and 3318. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

CB-BALANCE-ABOVE-MIN - (**Warning**) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CB-BUDGET-CERTIFY - (**Fatal**) - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CS-EXPLANATIONS - (**Fatal**) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (**Fatal**) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

BUDGET-CERT-PROVIDE - (**Fatal**) - Budget Certification (Form CB) must be provided. **Passed**

CASHFLOW-PROVIDE - (**Warning**) **-** A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) Explanation: An Excel worksheet will be provided.	**Exception**
CHK-DEPENDENCY - (**Fatal**) **-** If data has changed that affect other forms, the affected forms must be opened and saved.	**Passed**
CHK-UNBALANCED-A - (**Warning**) **-** Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	**Passed**
CHK-UNBALANCED-B - (**Fatal**) **-** Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	**Passed**
CS-PROVIDE - (**Fatal**) **-** The Criteria and Standards Review (Form 01CS) has been provided.	**Passed**
FORM01-PROVIDE - (**Fatal**) **-** Form 01 (Form 01I) must be opened and saved.	**Passed**
MYP-PROVIDE - (**Warning**) **-** A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	**Passed**
VERSION-CHECK - (**Warning**) **-** All versions are current.	**Passed**
WK-COMP-CERT-PROVIDE - (**Fatal**) **-** Workers' Compensation Certification (Form CC) must be provided.	**Passed**

SACS Web System - SACS V15
6/1/2026 3:56:20 PM 24-73619-0000000

Budget, July 1
Estimated Actuals 2025-26
Technical Review Checks
Phase - All
Display - All Technical Checks

Gustine Unified **Merced County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - The following codes for RESOURCE are not valid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	VALUE
01-3210-0-0000-0000-9791	3210	$108,704.43
Explanation: Will clear at UA.		
01-3210-0-0000-0000-9795	3210	($108,704.43)
Explanation: Will clear at UA.		
01-7422-0-0000-0000-8980	7422	$56,512.81
Explanation: Will clear at UA.		
01-7422-0-0000-0000-9795	7422	($56,512.81)
Explanation: Will clear at UA.		

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - The following combinations for FUND and RESOURCE are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	FUND	RESOURCE	VALUE
01-3210-0-0000-0000-9791	01	3210	$108,704.43
Explanation: Will clear at UA.			
01-3210-0-0000-0000-9795	01	3210	($108,704.43)
Explanation: Will clear at UA.			
01-7422-0-0000-0000-8980	01	7422	$56,512.81
Explanation: Will clear at UA			
01-7422-0-0000-0000-9795	01	7422	($56,512.81)
Explanation: Will clear at UA			

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-7422-0-0000-0000-8980	7422	8980	$56,512.81
Explanation: Will clear at UA.			

CHK-RESOURCExOBJECTB - (**Informational**) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid: **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-3210-0-0000-0000-9791	3210	9791	$108,704.43
01-3210-0-0000-0000-9795	3210	9795	($108,704.43)
01-7422-0-0000-0000-9795	7422	9795	($56,512.81)

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

PY-EFB=CY-BFB - (**Fatal**) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (**Fatal**) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, and 3318. **Passed**

GENERAL LEDGER CHECKS

AR-AP-POSITIVE - (**Warning**) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

DUE-FROM=DUE-TO - (**Fatal**) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

NET-INV-CAP-ASSETS - (**Warning**) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (**Fatal**) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (**Informational**) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: **Exception**

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.PENSION.LIAB.9663	$21,041,769.00	$21,041,769.00
DEBT.GOV.OPEB.9664	$3,579,425.00	$3,579,425.00

DEBT-POSITIVE - (**Fatal**) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) **-** Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

FORM01-PROVIDE - (**Fatal**) **-** Form 01 (Form 01I) must be opened and saved. **Passed**

VERSION-CHECK - (**Warning**) **-** All versions are current. **Passed**

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 1500 Meredith Ave, Gustine, CA
Date: June 5, 2026

Public Hearing:

Place: 1500 Meredith Ave, Gustine, CA
Date: June 10, 2026
Time:

Adoption Date: June 24, 2026
Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Kevin Bloom Title: Clerk

Contact person for additional information on the budget reports:

Name: Jody Edwards
Title: Chief Business Officer

Telephone:
E-mail: JEdwards@gustineusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.		X
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		X
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1)	X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	**06/24/2026**	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

○ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: $ _____
- Less: Amount of total liabilities reserved in budget: $ _____
- Estimated accrued but unfunded liabilities: $ 0.00

○ This school district is self-insured for workers' compensation claims through the JPA identified below:

_____

◉ This school district is not self-insured for workers' compensation claims.

Signature (Original signature required)

	06/24/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Kevin Bloom	Clerk
Printed Name	Title

For additional information on this certification, please contact:

Jody Edwards	CBO
Name	Title
JEdwards@gustineusd.org	
Email	Telephone

D

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Gustine High School - CIF League Representatives

AGENDA SECTION: Action

PRESENTED BY: Adam Cano - GHS Principal

RECOMMENDATIONS:
It is recommended that the Board of Trustees approve the designation of league representatives.

SUMMARY:
Attached is a form to record your district and/or school representatives to leagues for next year, 2026/2027. It is a form sent to you every year to obtain the names of league representatives for every league in the state and ensure that school districts or school governing boards designate the league representatives. It is a legal requirement that league representatives be so designated.

The education code gives the authority for high school athletics to high school governing boards. After joining the CIF, the code also requires that the boards designate their representatives to CIF leagues. (Ed. Code 33353 (a) (1))

After action by the governing board, you are asked to send the names of league representatives to your CIF Section office. The presumption behind this code section is that the representatives of boards are the only people voting on league and section-level issues that impact athletics.

Gustine High's Southern League representatives for the 2026/2027 school year will be Adam Cano, Principal; Bryan Ballenger, Superintendent; and Alan Ward, Athletic Director.

BUDGET CATEGORY: None

FISCAL IMPACT: None

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO

DATE: LEAGUES March 11, 2026

Enclosed is a form upon which to record your district and/or school representatives to leagues for the **2026-2027 school year**. It is a form sent annually to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by the school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We request that, following action by your governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that only the designated representatives of the boards will vote on issues at the league and section level that impact athletics.
If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 26, 2026, directly to your CIF Section Office.

2026-2027 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 26, 2026.**

Gustine Unified School District/Governing Board at its May 13, 2026 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2026-2027 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Guistine High School
NAME OF REPRESENTATIVE Adam Cano POSITION Principal
ADDRESS 501 North Ave CITY Gustine ZIP 95322
PHONE 209-854-6414 FAX E-MAIL acano@gustineusd.org

****

NAME OF SCHOOL Gustine High School
NAME OF REPRESENTATIVE Bryan Ballenger POSITION Superindentent
ADDRESS 1500 Meredith Ave CITY Gustine ZIP 95322
PHONE 209-854-3784 FAX E-MAIL bballenger@gustineusd.org

****

NAME OF SCHOOL Gustine High School
NAME OF REPRESENTATIVE Alan Ward POSITION Athletic Director
ADDRESS 501 North Ave CITY Gustine ZIP 95322
PHONE 209-854-6414 FAX E-MAIL award@gustineusd.org

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Bryan Ballenger Signature

Address 1500 Meredith Ave City Gustine Zip 95322

Phone 209-854-6414 Fax 209-854-9164

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE

E

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Resolution NO. 2025-26-31 Order of Election for Governing Board Members

AGENDA SECTION: Action

PRESENTED BY: **Dr. Bryan Ballenger, Superintendent**

RECOMMENDATIONS:

1. It is recommended that the Board of Trustees waive the reading of Resolution NO. 2025-26-31 Order of Election for Governing Board Members.

2. It is recommended that the Board of Trustees approve the Resolution NO. 2025-26-31 Order of Election for Governing Board Members.

SUMMARY:
Governing Board elections will be held on Tuesday, November 3, 2026. Following Board approval, the attached Resolution and Specifications of the Election Order will be sent to the Merced County Clerk Registrar before the July 1, 2026 deadline.

FISCAL IMPACT: $3,000

BUDGET CATEGORY: General Fund

RESOLUTION NO. 2025-26-31

A RESOLUTION OF THE GOVERNING BOARD FOR GUSTINE UNIFIED SCHOOL DISTRICT CALLING FOR AN ELECTION, REQUESTING CONSOLIDATION OF ITS SCHOOL BOARD ELECTION WITH THE GENERAL ELECTION, FILING A NOTICE OF ELECTION WITH THE REGISTRAR OF VOTERS, SUBMITTING AN INCUMBENT LIST WITH TERMS OF OFFICE, REQUIRING THAT CANDIDATE STATEMENTS BE PAID BY THE CANDIDATE, CERTIFYING THE DISTRICT'S BOUNDARY MAP, DETERMINING THE WINNER BY LOT METHOD AS THE TIE-BREAKING METHOD, AUTHORIZING MERCED COUNTY REGISTRAR OF VOTERS TO CONDUCT THE ELECTION AND CANVASS THE RETURNS, AND EXPRESSING INTENT TO REIMBURSE MERCED COUNTY FOR THE ACTUAL COSTS OF THE ELECTION.

WHEREAS, on **June 10, 2026**, the **GUSTINE UNIFIED SCHOOL DISTRICT** adopted Resolution No. **2025-26-31**, entitled "A RESOLUTION OF THE **GUSTINE UNIFIED SCHOOL DISTRICT**, CALIFORNIA, CALLING A **SCHOOL BOARD ELECTION** TO BE HELD ON **NOVEMBER 3, 2026**, FOR THE PURPOSE OF **ELECTING THREE (3) BOARD MEMBERS TO THE GOVERNING BOARD OF SAID DISTRICT";** and

WHEREAS, a Notice of Election must be filed with the Merced County Registrar of Voters specifying which offices are to be filled at this election; and

WHEREAS, the **Gustine Unified School District** has certified the district's boundaries on **November 5, 2024** and

WHEREAS, Merced County intends to conduct a consolidated election on **Tuesday, November 3, 2026**; and

WHEREAS, the consolidation of elections may serve to reduce election expenses to taxpayers and may increase voter turnout; and

WHEREAS, a Candidate's statement, if desired, is to be paid by the Candidate; and

WHEREAS, the Merced County Elections Department must be Authorized to conduct the election and to canvass all returns; and

WHEREAS, Merced County should be reimbursed for the actual costs of the election; and

WHEREAS, a pre-determined tie-breaking method should now be designated to prevent any possible dispute as to the final outcome of the election;

NOW, THEREFORE, BE IT RESOLVED, that the **Gustine Unified School District** does

hereby, (1.) Call for an Election to be held to elect **three (3) governing board members** (2.) Request that this election be consolidated with the General Election scheduled for **November 3, 2026;** (3.) File its Notice of Election with the Registrar of Voters specifying the elective offices to be filled; (4.) Submit a list of current incumbents and their terms of office; (5.) Require that a Candidate Statement, if desired, is to be paid for by the Candidate; (6.) Certify the current district boundary map; (7.) The Board shall determine the winner by lot as its tie-breaking method for this election with procedures previously established as per BB9220 adopted September 11, 2024; (8.) Authorize Merced County Registrar of Voters to conduct the election and canvass the returns; and (9.) Intend to reimburse Merced County for the actual costs of this election.

PASSED AND ADOPTED by the **Gustine Unified School District** at a **regular** meeting held on the 10th day of June 2026, by the following called vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

RECUSED: _____

APPROVED:
Gary Silva, Board President

_____

ATTEST:
Kevin Bloom, Clerk of the Board

_____

F

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Facilities Lease Agreement between GUSD and MCOE

AGENDA SECTION: Action

PRESENTED BY: Jody Edwards, Chief Business Officer

RECOMMENDATION:
It is recommended that the Board of Trustees approve the Facilities Classroom Lease Agreement between the Gustine Unified School District and the Merced County Office of Education for the continued operation of the Head Start program for the term of July 1, 2026 through June 30, 2036, and authorize the Superintendent or designee to execute the agreement.

SUMMARY:
The proposed agreement renews the lease between the Gustine Unified School District and the Merced County Office of Education for the use of four classrooms to operate the Head Start program. The lease term is July 1, 2026 through June 30, 2036, with annual lease revenue of $28,152 plus annual State COLA adjustments.

FISCAL IMPACT: +$7,038 per classroom annually

BUDGET CATEGORY: N/A

Facilities Classroom Lease

BETWEEN

MERCED COUNTY OFFICE OF EDUCATION

And

GUSTINE UNIFIED SCHOOL DISTRICT

This ground lease is made effective July 1, 2026 between the Gustine Unified School District (hereinafter referred to as "Lessor"), whose address is 1501 Meredith Avenue, Gustine, CA 95322, and the Merced County Office of Education Head Start program (hereinafter referred to as "Lessee"), whose address is 632 W. 13th Street, Merced, CA 95341, who agree as set forth herein.

1. LEASE OF PREMISES

Lessor leases to Lessee, and Lessee leases from Lessor, the real property described as follows:

Modular classrooms site located at 1500 Meredith Avenue, Gustine, CA 95322 (Gustine Unified School District) , Room P2 and P3

Romero Elementary School, 13500 Luis Avenue, Gustine, CA 95322, Room G2 and G3

2. TERM AND TERMINATION

The term of this lease shall be for ten (10) years, commencing on July 1, 2026 and ending on June 30, 2036, and shall supersede previous agreement. It may be terminated by either party by giving a minimum of 180 days written notice.

3. RENTAL

The lessee shall pay $7,038 per classroom annually ($28,152 for four classrooms), payment to be made twice a year, December and June. The lessor shall provide custodial services and any other maintenance needs. Lessee shall provide equipment that may be needed for the instructional program. The cost of lease will be increased by the State COLA every July.

4. USE OF PREMISES

Lessee shall use the premises for educational purposes only. Head Start for children 2 to 5 years of age and for no other use without Lessor's consent, with the exception of maintenance and construction activities necessary to support the educational mission. Lessee's use of the premises as provided in this Lease shall be in accordance with all laws concerning the premises and the Lessee's use of the premises.

5. HOLD HARMLESS

Lessee agrees to defend, indemnify and hold harmless Lessor from any and all claims, damages, liabilities, losses, and expenses, including attorney's fees, arising out of or in any way resulting from acts or omissions of Lessee, its agents, employees, subcontractors, servants or invitees, in conjunction with the use of the premises or conduct of Lessee's operations, including but not limited to claims for bodily injury (including death), claims for damage to property of Lessee or others, including loss of use thereof, whether such injuries to persons or damage to property are due, or claimed to be due, to any active or passive negligence of Lessor, its or their agents, employees, subcontractors or other persons.

6. LIABILITY INSURANCE

Lessee shall secure and maintain in force such insurance as will protect it from claims under the State Workers' Compensation Acts, and from claims for damages resulting from bodily injury (including death) and for the loss or damage to property of Lessee and others, including loss of use thereof, which may arise in conjunction with the use of the premises or operations of Lessee. Such insurance shall contain provisions stating that: (a) It is primary insurance over any carried by Lessor, including any self-insurance of Lessor; (b) Lessor is included as an additional named insured; (c) It covers the indemnity provisions contained in the preceding paragraph; (d) It will not be cancelled, or coverage reduced, until thirty (30) days after notice of such cancellation or coverage reduction is delivered to Lessor; and (e) Lessor, although named as an additional insured, shall nevertheless be entitled to recovery under such insurance policy for any loss occasioned to it, its servants, agents, or employees by reason of any act or omission of Lessee, its servants, agents, or employees, invitees or contractors.

Such liability insurance must be written with limits of One Million Dollars ($1,000,000) single limit for bodily injury liability, and Five Hundred Thousand Dollars ($500,000) per occurrence for property damage liability, and shall be written by companies approved by Lessor. Certificates evidencing the above obligations shall be delivered to Lessor by Lessee. Failure of Lessor to demand said certificates prior to any loss or claim shall not be deemed as a waiver by Lessor of the provisions of this paragraph.

7. ASSIGNMENT

Lessee shall not assign or encumber its interest in this Lease or in the premises, or allow any other person or entity (except Lessee's authorized representatives) to occupy or use all or any part of the premises. Any assignment, encumbrance, or sublease without Lessor's consent shall be voidable, and, at Lessor's election, shall constitute a default. No consent to any assignment, encumbrance, or sublease shall constitute a further waiver of the provisions of this paragraph.

8. SURRENDER OF PREMISES

On the last day of the term, or sooner termination of this Lease, Lessee will peacefully and quietly leave and surrender to Lessor the premises in as good order, condition and repair as when accepted. Lessee shall be responsible for any damages that Lessor may sustain from Lessee's failure to vacate the premises in accordance with this section.

9. NOTICE

Any notice, demand, request, consent, approval, or communication that either party desires or is requested to give to the other party or to any other person shall be in writing, and either served personally or sent by certified or registered mail, return receipt requested, and shall be addressed to the other party at the address set forth in the introductory paragraph of this Lease. Either party may change its address by notifying the other party of the change of address.

Gustine Unified School District
1500 Meredith Ave.
Gustine, CA 95622

Merced County Office of Education
632 W 13th Street
Merced, CA 95341

10. MISCELLANEOUS

Time is of the essence of each provision of this lease. Whenever consent or approval of either party is required, that party shall not unreasonably withhold such consent or approval.

Agreed to this 10th day of June, 2026.

LESSOR

By: _____
Bryan Ballenger, Superintendent

LESSEE

By: _____
Steve Tietjen, Ed.D., Superintendent

G

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: GUSD Booster Clubs Approval

AGENDA SECTION: Action

PRESENTED BY: Dr. Bryan Ballenger, Superintendent

RECOMMENDATIONS:
It is recommended that the Board of Trustees approve to allow Gustine FFA Ag Boosters, Gustine High School Athletic Boosters, and Quarterback Club fundraise for the 26-27 school year.

SUMMARY:
All booster clubs will only be allowed to be active if they are board approved.

FISCAL IMPACT: None

BUDGET CATEGORY: None

Gustine Unified School District
Booster Auxiliary Organization Application

Application Date: May 18, 2026

Booster Auxiliary Organization Official Name: Gustine FFA Ag Boosters

Check one: ☐ Initial Application ☑ Renewal (must be done yearly)

The parents of Gustine Unified School District hereby request approval for the formation of the Gustine FFA Ag Boosters Booster Auxiliary Organization.
Name of Organization

Please give a brief description of the organization's purpose and attach Bylaws: To promote and support the Gustine FFA chapter.

List specific annual objectives: Help FFA members lower costs across FFA activities, including conventions and fairs.

Please provide a copy of the proper insurance coverage (must be done yearly).

Booster Auxiliary Organization Official Mailing Address:

PO Box/Street: P.O. Box 555

City/State/Zip Code: Gustine, CA 95322

Phone Number: 209-604-0306.

Booster Auxiliary Organization Officers:

Position Held	Name	Email Address
President	Sandra Campbell	
Vice President	Ashley Beltran	
Secretary	Melissa Ventura	
Treasurer	Alice Barcellos	

Is the organization a 501(c)(3) tax-exempt? ☑ Yes ☐ No Organization Tax ID # 82-4038104

Banking Institution: Tri-Counties Address: 319 5th Street. Gustine, CA 95322
(Recommend more than one signature required of signing checks)

Does the booster auxiliary organization conduct annual financial audits/reviews? ☐ Yes ☑ No

- **The organization agrees to grant the district the right to audit the group's financial records at any time, either by district personnel or a certified public accountant.**

- **Attach the previous year's financial statement showing income and expenditures from fundraisers**

Attach a copy of your proposed budget for the upcoming school year.

Upcoming School Year Planned Meetings (or attach schedule):

Date	Time	Location
Aug- 2026	6:30pm	Rm 24
Sept- 2026	6:30pm	Rm 24
Oct - 2026	6:30pm	Rm 24
Nov - 2026	6:30pm	Rm 24
Dec. 2026	6:30pm	Rm 24
Jan - May 2027	6:30pm	Rm 24

Upcoming School Year Planned Fundraisers (or attach schedule):

Activity	Date	Location
Ag Booster Dinner Dance	Jan/ Feb 2027	AI Goman
FFA Tractor Pull Food Booth	July 3rd 2026	GHS

We, the members of this booster auxiliary organization, have read and understand the rules for forming and conducting this organization, including the district's board policy and administrative regulations, and agree to abide by them. We will submit a contact list and two copies of the proposed constitution and bylaws to the principal/school administrator or designee, who will review the application for approval, as well as any other information required by the district.

Judhenry Salse — *Signature of Organization President*

5/18/26. — *Date*

School: Gustine High School

Approving School Administrator: _____ — *Signature*

5/20/26 — *Date*

****

District Board Recognition and Approval:

Superintendent: _____ — *Signature*

_____ — *Date*

Board President: _____ — *Signature*

_____ — *Date*

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)

GUSTINE FFA AG BOOSTERS

2 Business name/disregarded entity name, if different from above.

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) _____

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☑ Other (see instructions) NON-PROFIT

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____

(Applies to accounts maintained outside the United States.)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions ☐

5 Address (number, street, and apt. or suite no.). See instructions.

PO BOX 555

Requester's name and address (optional)

6 City, state, and ZIP code

GUSTINE, CA 95322

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

8	2	–	4	0	3	8	1	0	4

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person [signature] Date 06.01.2025

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 15 2018

GUSTINE FFA AG BOOSTERS
PO BOX 555
GUSTINE, CA 95322-0000

Employer Identification Number:
82-4038104
DLN:
26053429001048
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 01, 2017
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

GUSTINE FFA AG BOOSTERS

Sincerely,

Stephen A. Martin

Director, Exempt Organizations
Rulings and Agreements

Gustine FFA AG Boosters By-Laws

Article I: Objectives

Section 1: The Gustine FFA Ag Boosters is a non-profit organization whose sole purpose is to promote and support the Gustine FFA Chapter.

1.1 This will be accomplished within the legal framework set forth by the board of trustees of the Gustine Unified School District.

Article II: Membership

Section 1: Membership is open to anyone with an interest in the Gustine FFA program.

Section 2: Parents with students enrolled in Vocational Ag are automatically members.

Article III: Finances

Section 1: There will be no dues asked of any member of this organization.

Section 2: All funds earned through this organization will be through donations or fundraising events, in accordance with G.U.S.D.

Section 3: Expenditures of organization funds will be for the benefit of the Gustine FFA. As requested by the Ag teacher and with the consent of the voting members present.

3.1 The Ag teacher will be responsible for preparing list of expenditures for the upcoming year to be approved by the members if funding is available.

Article IV: Administration

Section 1: This organization will be governed by a Board of elected Officers from the general membership, and current Ag teachers.

1.2 A quorum shall consist of 3 board of directors and a parent from each grade level.

Section 2: Any member other than a high school student is eligible to be elected to the board of directors.

Section 3: Term in Office

3.1 members of the Board of Elected Officers will serve for one fiscal year or until their successors are elected.

3.2 The term of each Board of Elected Officers will begin at the first meeting of the fiscal year.

3.3 The Fiscal year will begin the first day of July and conclude on the last day of June.

Section 4: No member of the Board of Elected officers or regular members will receive any form of renumeration, but may be compensated for legitimate expenses by submitting receipts for the approval by the membership present.

Section 5: The Office of the Board of Elected Officers will include a President, Vice President, Secretary, Treasurer, Ag Teacher, and may include other officers as necessary, i.e.... A parent from each grade level.

Section 6: Vacancies on the Board of Elected Officers

6.1 Should an office become vacant, a special election will be held to fill the vacancy.

6.2 If three meetings are missed it will automatically result in a vacancy.

Article V: Duties of the Officers

Section 1: The President shall preside at all regular meetings.

1.1 The President has the authority to appoint chairpersons to each standing committee, requiring the approval of a simple majority of the members present at a regular scheduled meeting.

Section 2: The Vice President shall assist the President and in the absence of the President, preside over the membership.

Section 3: The Treasurer will maintain all records in ink and or on Quickbooks, that will remain in the Treasurers possession and may be accessed by the President or other members of the Board of Elected officers, will receive funds, disperse funds in accordance with the organization's requirements. The officer will present an annual report at the final meeting of the fiscal year and will make financial reports at each meeting.

3.1 Two signatures will be required on all checks; any two of the elected officers may sign.

Section 4: The Secretary will maintain a record of all meetings, conduct and sign all correspondence, notify officers of elections and appointments to committees, and maintain a current register of members, addresses and telephone numbers.

Section 5: The Ag teacher will be the organization's liaison with the school administration.

Section 6: It is the responsibility of all members of the Board of Directors to conduct the organization in a businesslike manner and in accordance with the requirements placed upon parent organizations in the G.U.S.D.

Section 7: A member of the Ag advisory Committee shall be a stand-in member of this governing board.

Article VI: Committees

Section 1: The Board members and Ag teacher will carry out organization responsibilities during the summer months.

1.1 The members will develop a list of possible fundraising activities and a tentative schedule to be coordinated with school and community activities.

1.2 All proposed fundraising activities will be presented to the membership in advance with an estimate of anticipated financial gain. The general membership will determine by simple majority which events will be attempted, and permission will then be obtained from school authorities prior to any fundraising activity.

Article VII: Meetings

Section 1: Meetings will be held monthly on a date to be determined by the membership present at first announced meeting of the school year.

Section 2: Officers will be nominated and elected at the regularly scheduled May meeting.

Section 3: Emergency Meetings

3.1 Emergency meetings may be called by the Ag teacher.

3.2 The Ag teachers or President of Ag Boosters may be required to call an emergency meeting by three of the board members. A maximum limit of $500.00 may be used in an emergency situation if an event comes up before the next member scheduled meeting.

Article VIII: Amendments and Additions

Section 1: Amendments and/or additions to the Ag Booster by –laws must be approved by two-thirds (2/3) of the voting membership present at a meeting.

1.1 Members will be notified in writing or via email prior to the meeting at which a proposed change in the by-laws is to be voted on.

1.2 Amended on September 16, 2025 and adopted on October 7, 2025.

Policy No. GLP 1280930 10 00

Renewal Of GLP 1280930 09 00

POLICY COMMON DECLARATIONS

NAMED INSURED AND ADDRESS:	**Gustine Ffa Ag Booster Club** **P.O. Box 555** **Gustine, CA 95322**

IN RETURN FOR PAYMENT OF THE AGENT'S PREMIUM, AND SUBJECT TO ALL TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY .

AGENT'S NAME AND ADDRESS:
Rico, Pfitzer, Pires & Associates Insurance Agency
PO Box 129
Gustine, CA 95322

Insurance is afforded by the Company named below, a Capital Stock Corporation:
Great American Assurance Company

POLICY PERIOD: From 05/01/2026 To 05/01/2027
12:01 A.M. Standard Time at the address of the Named Insured

This policy consists of the following Coverage Parts for which a premium is indicated. This premium may be subject to adjustment.

		Premium
Commercial Property	$	
Commercial General Liability	$	1,740.00
Commercial Crime and Fidelity	$	
Commercial Inland Marine	$	
Commercial Equipment Breakdown	$	
Commercial Auto	$	
Commercial Umbrella	$	
Commercial Business Owners Policy	$	
Commercial Cyber Coverage	$	
	$	
TOTAL	$	1,740.00

FORMS AND ENDORSEMENTS applicable to all Coverage Parts and made part of this Policy at time of issue are listed on the attached Forms and Endorsements Schedule
IL 88 01 (11/85).

POLICY ALTERNATE MAILING ADDRESS:

GUSTINE FFA AG BOOSTERS

Projected Budget

2026-2027 - Purposed 1st draft

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	TOTAL
Starting Ag Booster Checking Bal. 05.17.2	175,641.01												**$ 175,641.01**
INCOME													
Ag Booster Dinner-Dance							$ 70,000.00						**$ 70,000.00**
FFA Tractor Pull	$ 5,000.00												**$ 5,000.00**
Misc													**$ -**
TOTAL INCOME	**$ 5,000.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 70,000.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 75,000.00**
EXPENSES													
Ag Booster Dinner-Dance							$ 20,000.00						**$ 20,000.00**
Banking, Accounting and State Fees					$ 500.00								**$ 500.00**
Corn Maze Trip					$ 500.00								**$ 500.00**
Dept. Financial Aid Fund				$ 1,000.00									**$ 1,000.00**
Dinner Opening/Closing Ceremonies			$ 600.00										**$ 600.00**
Dinner-Dance / Metal & Wood							$ 300.00						**$ 300.00**
Donation - Merced County Fair/Spring Fair						$ 40.00				$ -			**$ 40.00**
Donation - Project Competition						$ 100.00							**$ 100.00**
FFA National Convention		$ 15,000.00		$ 15,000.00									**$ 30,000.00**
FFA State Convention & Meals									$ 2,000.00				**$ 2,000.00**
FFA Tractor Pull	$ 4,000.00												**$ 4,000.00**
FFA T-Shirt				$ 1,750.00									**$ 1,750.00**
FFA Year End Banquet											$ 2,500.00		**$ 2,500.00**
FFA Week Lunch								$ 500.00					**$ 500.00**
FFA Welcome Back Meeting Food		$ 400.00											**$ 400.00**
Field Day Meals							$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00		**$ 1,500.00**
Insurance											$ 1,800.00		**$ 1,800.00**
Livestock Bedding Los Banos & Merced Fairs										$ 1,500.00			**$ 1,500.00**
P.O. Box Rental / Postage		$ 300.00											**$ 300.00**
Scholarship - Active Member										$ 1,800.00			**$ 1,800.00**
Scholarship - Ag Boosters										$ 15,000.00			**$ 15,000.00**
Scholarship - FFA Jacket				$ 1,000.00									**$ 1,000.00**
Stockshow									$ 200.00				**$ 200.00**
Fair Project Add on											$ 6,600.00		**$ 6,600.00**
Spring Fair Lunches											$ 8,000.00		**$ 8,000.00**
World Ag Expo Trip								$ 1,200.00					**$ 1,200.00**
TOTAL EXPENSES	**$ 4,000.00**	**$ 15,700.00**	**$ 600.00**	**$ 18,750.00**	**$ 1,000.00**	**$ 140.00**	**$ 20,600.00**	**$ 2,000.00**	**$ 2,500.00**	**$ 18,600.00**	**$ 19,200.00**	**$ -**	**$ 103,090.00**
Starting Balance	**$ 175,641.01**	**$ 176,641.01**	**$ 160,941.01**	**$ 160,341.01**	**$ 141,591.01**	**$ 140,591.01**	**$ 140,451.01**	**$ 189,851.01**	**$ 187,851.01**	**$ 185,351.01**	**$ 166,751.01**	**$ 147,551.01**	**$ 175,641.01**
Total Income	**$ 5,000.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 70,000.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 75,000.00**
Total Expenses	**$ 4,000.00**	**$ 15,700.00**	**$ 600.00**	**$ 18,750.00**	**$ 1,000.00**	**$ 140.00**	**$ 20,600.00**	**$ 2,000.00**	**$ 2,500.00**	**$ 18,600.00**	**$ 19,200.00**	**$ -**	**$ 103,090.00**
Ending Balance	**$ 176,641.01**	**$ 160,941.01**	**$ 160,341.01**	**$ 141,591.01**	**$ 140,591.01**	**$ 140,451.01**	**$ 189,851.01**	**$ 187,851.01**	**$ 185,351.01**	**$ 166,751.01**	**$ 147,551.01**	**$ 147,551.01**	**$ 147,551.01**

Gustine Unified School District
Booster Auxiliary Organization Application

Application Date: May 18, 2026

Booster Auxiliary Organization Official Name: Gustine High School Athletic Boosters

Check one: ☐ Initial Application ☑ Renewal (must be done yearly)

The parents of Gustine Unified School District hereby request approval for the formation of the Gustine High School Athletic Boosters Booster Auxiliary Organization.
Name of Organization

Please give a brief description of the organization's purpose and attach Bylaws: Prende Scholarships and funds for all sports teams upon request.

List specific annual objectives: Fundraise for scholarships and funds for sports teams.

Please provide a copy of the proper insurance coverage (must be done yearly).

Booster Auxiliary Organization Official Mailing Address:

PO Box/Street: P.O. Box 548

City/State/Zip Code: Gustine, CA 95322

Phone Number: 209-604-0306.

Booster Auxiliary Organization Officers:

Position Held	Name	Email Address
President	Melissa Ventura	
Vice President	Valerie Gonzalez	
Secretary	Alice Barcellos	
Treasurer	Sandy Campbell	

Is the organization a 501(c)(3) tax-exempt? ☑ Yes ☐ No Organization Tax ID # 84-2940831

Banking Institution: Tri-County Bank Address: P.O. Box 909 · Chico, CA 95927
(Recommend more than one signature required of signing checks)

Does the booster auxiliary organization conduct annual financial audits/reviews? ☐ Yes ☑ No

- **The organization agrees to grant the district the right to audit the group's financial records at any time, either by district personnel or a certified public accountant.**

- Attach the previous year's financial statement showing income and expenditures from fundraisers

Attach a copy of your proposed budget for the upcoming school year.

Upcoming School Year Planned Meetings (or attach schedule):

Date	Time	Location
Quarterly - Every 3rd Month.	6:00pm	GHS. Student Center

Upcoming School Year Planned Fundraisers (or attach schedule):

Activity	Date	Location
Food Booth	Home Football games	GHS - Football Field.
50150 Raffle	Home Football games.	GHS. Football Field.

We, the members of this booster auxiliary organization, have read and understand the rules for forming and conducting this organization, including the district's board policy and administrative regulations, and agree to abide by them. We will submit a contact list and two copies of the proposed constitution and bylaws to the principal/school administrator or designee, who will review the application for approval, as well as any other information required by the district.

_____ 5-17-26
Signature of Organization President *Date*

School: Gustine High School

Approving School Administrator: _____ 5/20/26
Signature *Date*

****

District Board Recognition and Approval:

Superintendent: _____ _____
Signature *Date*

Board President: _____ _____
Signature *Date*

Gustine High School Athletic Booster Club-Bylaws

A Non-Profit Organization

ARTICLE 1-NAME

The organization shall be known as the Gustine High School Athletic Booster Club

ARTICLE II-PURPOSE

A. To provide financial support based on need for school athletics.
B. To encourage and help to maintain existing athletic programs.
C. To provide athletic scholarships to graduating Seniors

ARTICLE III- ATTENDANCE

A. Attendance will be open to parents, legal guardians and coaches of students participating in Gustine High School athletic programs.
B. Attendance is open to any other interested adult.
C. Attendance of meetings by coaches and administration is welcomed and encouraged.

ARTICLE IV-MEETINGS

A. Meetings shall be held quarterly at 6:30pm or as otherwise designated.
B. The Booster Club Secretary shall publicize special meetings call by the club President.
C. Officers and attendees present at the meetings of Gustine High School Athletic Booster Club shall be entitled to vote on club matters. An attendee is defined as someone who has been present at a minimum of two previous meetings in the prior twelve-month period. We feel that informed voters are the best decision makers.

ARTICLE V-OFFICERS

A. Officers: The officers will be elected by the membership and shall include a President, Vice President, Secretary and Treasurer. Only parents, legal guardians, active community members are eligible to be officers.
B. Vacancies: If an officer cannot perform or choose not to perform their duties for their entire term, the remaining officers may appoint a replacement. The person(s) appointed shall hold office until the end of the term.
C. Duties of Officers:
   President-The President shall perform the following duties:
   i. Preside at all booster club meetings.
   ii. Call special meetings as needed.
   iii. Prepare the agenda for meetings.
   iv. Perform other duties that pertain to the office.

Vice President: -The Vice President, in the absence of the President, shall perform the duties of that office and shall discharge other duties as may be required.

Secretary-The secretary shall perform the following duties:

i. Keep attendance records.
ii. Handle correspondence as necessary
iii. Publish meeting notices.
iv. Take minutes at meetings.
v. Complete and submit forms as required by the District Office

Treasurer-The Treasurer shall perform the following duties:

i. Collect and record funds.
ii. Issue receipts and checks as necessary payments as voted on.
iii. Give a report of accounts at each club meeting.
iv. Maintain yearly insurance as required by the district.
v. Handle appropriate licensing, as required.

D. Term: The term will be for one year, from June 1st to May 31st
E. Election: Officers shall be nominated at the April meeting and elections held at the May Meeting. New officers shall assume their duties at the following meeting in June.

ARTICLE VI- FUNDS

A. All fundraising for the following term must be approved as per district requirements.
B. Expenditures
   a. All requests must include the following:
      i. A completed requisition for detailing the specifics of the request. This must be complete and submitted by May 1st of each calendar year. The board will enforce the deadline so that our yearly budget can be maintained and balanced.
      ii. A minimum of 2 estimates of cost
      iii. Further discussion and voting will be done at the meeting the month following the presentation of the request.

ARTICLE VIII- AMENDMENTS

A. Power to Amend: The motion to amend the club's bylaws may be brough by an officer of the board.
B. Vote: Voting on a motion to amend the bylaws will be held at the next regularly scheduled meeting after the amendment was brought before the club. A majority vote of the attendees present prevails.

Est: 8/1/23

MEMBER CERTIFICATE OF INSURANCE

07/11/2025

Thank you for purchasing your insurance from AIM. This is your Member Certificate and should be kept with your permanent records.

Named Insured Member (mailing address):

Gustine Reds Athletic Boosters
Sandra Campbell or Current Officer
501 North Ave.
Gustine,CA 95322

Named Insured & Mailing Address

Education Support Purchasing Group
c/o AIM
P.O. Box 742946
Dallas, TX 75374-2946

Producer Name

AIM Association Insurance Management, Inc.
P.O. Box 742946
Dallas,TX 75374-2946

Named Insured Member (physical address):

501 North Ave.
Gustine, CA 95322

Insured #: CA167940

Coverage	Policy #	Effective Dates	Deductible	Limits of Insurance	
General Liability Concert Specialty Insurance Company	GL2025AIM34571	08/27/25 - 08/27/26	$0	Per Occurrence	$2,000,000
		08/27/25 - 08/27/26		Damage to Rented Premises	$50,000
		08/27/25 - 08/27/26		Extended Medical	$25,000
		08/27/25 - 08/27/26		Personal & Advertising Injury	$2,000,000
		08/27/25 - 08/27/26		Abuse & Molestation	$500,000
				General Aggregate	$2,000,000
				Products - Comp/Ops	$2,000,000
Fidelity Bond (Crime) Concert Specialty Insurance Company	CR2025AIM25727	08/27/25 - 08/27/26	$250	Per Occurrence / Aggregate	$25,000
Property (Business Personal) Concert Specialty Insurance Company	IM2025AIM05213	08/27/25 - 08/27/26	$250	Per Occurrence / Aggregate	$10,000
Directors and Officers Concert Specialty Insurance Company	DO2025AIM29176	08/27/25 - 08/27/26	$0	Per Occurrence / Aggregate	$1,000,000

Retroactive Date:08/27/2020

Print Date: 7/11/2025

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 30 2019

GUSTINE HIGH SCHOOL ATHLETIC
BOOSTERS
PO BOX 548
GUSTINE, CA 95322-0000

Employer Identification Number:
84-2940831
DLN:
26053696001089
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
October 21, 2019
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

GUSTINE HIGH SCHOOL ATHLETIC

Sincerely,

Stephen A. Merrill

Director, Exempt Organizations
Rulings and Agreements

Letter 947

GUSTINE ATHLETIC BOOSTERS PROJECTED BUDGET YEAR 26/27

Starting checking balance 5/2025	$9,649.81
INCOME:	
Football games	$4,000.00
EXPENSES:	
Football games food supplies	$1,000.00
Scholarships	$2,500.00
Insurance	$696.00
Po box Fees	$192.00
Sports Donation Request	$2,500.00
Banquets	$100.00
Total Expenses	$6,661.81
Starting Balance	$9,649.81
Ending Balance	$1,482.66

Gustine Unified School District
Booster Auxiliary Organization Application

Application Date: 05/14/2026

Booster Auxiliary Organization Official Name: Gustine Quarterback Club

Check one: ☐Initial Application ☐Renewal (must be done yearly)

The parents of Gustine Unified School District hereby request approval for the formation of the Gustine Quarterback Club Booster Auxiliary Organization.

Name of Organization

Please give a brief description of the organization's purpose and attach Bylaws: The purpose of this corporation is to expand, enhance and preserve opportunities for the youth in football activities

List specific annual objectives: Raise funds to help provide meals, equipment, uniforms, etc for the high school football team

Please provide a copy of the proper insurance coverage (must be done yearly).

Booster Auxiliary Organization Official Mailing Address:

PO Box/Street: P.O. Box 355

City/State/Zip Code: Gustine CA 95322

Phone Number: (209) 675-2202

Booster Auxiliary Organization Officers:

Position Held	Name	Email Address
President	Adie Ethendge	
Vice President	Vacant	
Treasurer	Melanie Correa	
Secretary	Krista Duarte	
Media	Krista Duarte (Temp)	
Liason (Parent)	Vacant	

Is the organization a 501(c)(3) tax-exempt? ☑Yes ☐No Organization Tax ID # 92-3410228

Banking Institution: Tri Counties Bank Address: 319 5th St. Gustine CA 9532

(Recommend more than one signature required of signing checks)

Does the booster auxiliary organization conduct annual financial audits/reviews? ☑Yes ☐No

- **The organization agrees to grant the district the right to audit the group's financial records at any time, either by district personnel or a certified public accountant.**

- **Attach the previous year's financial statement showing income and expenditures from fundraisers**

Attach a copy of your proposed budget for the upcoming school year.

Upcoming School Year Planned Meetings (or attach schedule):

Date	Time	Location
meetings are held on	the third monday	of the month @ Perrys

Upcoming School Year Planned Fundraisers (or attach schedule):

Activity	Date	Location
Home game Taco trucks	throughout the reg/extended season	
Tony scrimmage	Vendors and gate fee	@ the football field
Takeout dinners	throughout the school year	on + off campus
Off campus fundrusers (car wash, etc)	as needed	
Spirtwear	on + off campus	as needed

We, the members of this booster auxiliary organization, have read and understand the rules for forming and conducting this organization, including the district's board policy and administrative regulations, and agree to abide by them. We will submit a contact list and two copies of the proposed constitution and bylaws to the principal/school administrator or designee, who will review the application for approval, as well as any other information required by the district.

Adelaide M. Echeverry — *Signature of Organization President*

6-1-26 — *Date*

School: _____

Approving School Administrator: _____ *Signature* _____ *Date*

****

District Board Recognition and Approval:

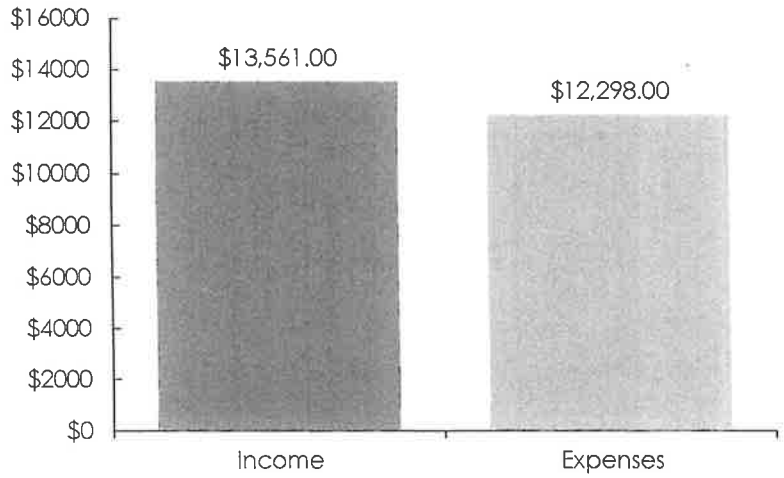
Superintendent: _____ *Signature* _____ *Date*

Board President: _____ *Signature* _____ *Date*

QUARTERBACK CLUB ANNUAL BUDGET 26-27

PERCENTAGE OF INCOME SPENT	
	91%

SUMMARY	
Total projected income	$13,561.00
Total projected expenses	$12,298.00
BALANCE	**$1,263.00**



DRAFT

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 8/4/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER

DOXA Programs, LLC DBA R.V. Nuccio & Associates Insurance Brokers
10148 Riverside Drive
Toluca Lake, CA 91602

CONTACT NAME: Joseph Guerrero
PHONE (A/C, No, Ext): (800) 364-2433 FAX (A/C, No): (818) 980-1595
E-MAIL ADDRESS: support@rvnuccio.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Fireman's Fund Insurance Company	21873
INSURER B : Axis Insurance Company	37273
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

Gustine Quarterback Club
PO Box 355
Gustine , CA 95322

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY	✔		UST021067240	8/10/2025	8/10/2026	EACH OCCURRENCE	$ 2,000,000
	✔ COMMERCIAL GENERAL LIABILITY			NANPO0070496			DAMAGE TO RENTED PREMISES	$ 100,000
	CLAIMS-MADE ✔ OCCUR						MEDICAL EXPENSE	$ 5,000
							PERSONAL & ADV INJURY	$ 2,000,000
							GENERAL AGGREGATE	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$ 2,000,000
	✔ POLICY PRO-JECT LOC							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT	$
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						WC STATU-TORY LIMITS / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH)	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Sexual Misconduct Liability			NANPO0070496	8/10/2025	8/10/2026		$1,000,000/$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Additional Insured: Gustine High School
Gustine Unified School District / Sexual Misconduct Liability included. Event Description: Football Season Start Date: 08/10/2025 End Date: 08/10/2026

CERTIFICATE HOLDER

Gustine High School
I North Avenue
Gustine , CA 95322

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Joseph Guerrero

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POLICY NUMBER: UST021067240
EFFECTIVE DATES: 8/10/2025 to 8/10/2026
CERTIFICATE NUMBER: NANPO0070496

COMMERCIAL GENERAL LIABILITY
CG 20 26 07 04

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)
Gustine High School 501 North Avenue Gustine , CA 95322
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

A. In the performance of your ongoing operations; or

B. In connection with your premises owned by or rented to you.

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Form **990-PF**

Department of the Treasury
Internal Revenue Service

Return of Private Foundation

or Section 4947(a)(1) Trust Treated as Private Foundation

Do not enter social security numbers on this form as it may be made public.
Go to *www.irs.gov/Form990PF* for instructions and the latest information.

OMB No. 1545-0047

2025

Open to Public Inspection

For calendar year 2025 or tax year beginning 01/01 **, 2025, and ending** 12/31 **, 20** 25

Name of foundation	A Employer identification number
GUSTINE QUARTERBACK CLUB	92-3410228
Number and street (or P.O. box number if mail is not delivered to street address) / Room/suite	B Telephone number (see instructions)
PO BOX 355	(209) 380-1727
City or town / State or province / Country / ZIP or foreign postal code	C If exemption application is pending, check here ☐
GUSTINE / CA / USA / 95322-0355	

G Check all that apply: ☑ Initial return ☐ Initial return of a former public charity ☐ Final return ☐ Amended return ☐ Address change ☐ Name change

H Check type of organization: ☐ Section 501(c)(3) exempt private foundation
☑ Section 4947(a)(1) nonexempt charitable trust ☐ Other taxable private foundation

I Fair market value of all assets at end of year (from Part II, col. (c), line 16) $ 4,722

J Accounting method: ☑ Cash ☐ Accrual ☐ Other (specify) _____ (Part I, column (d), must be on cash basis.)

D 1. Foreign organizations, check here ☐
2. Foreign organizations meeting the 85% test, check here and attach computation ☐

E If private foundation status was terminated under section 507(b)(1)(A), check here ☐

F If the foundation is in a 60-month termination under section 507(b)(1)(B), check here ☐

Part I **Analysis of Revenue and Expenses** (The total of amounts in columns (b), (c), and (d) may not necessarily equal the amounts in column (a) (See instructions.).)

			(a) Revenue and expenses per books	(b) Net investment income	(c) Adjusted net income	(d) Disbursements for charitable purposes (cash basis only)
Revenue	1	Contributions, gifts, grants, etc., received (attach schedule)	17,737			
	2	Check ☑ if the foundation is not required to attach Sch. B				
	3	Interest on savings and temporary cash investments	0	0	0	
	4	Dividends and interest from securities	0	0	0	
	5a	Gross rents	0	0	0	
	b	Net rental income or (loss) 0				
	6a	Net gain or (loss) from sale of assets not on line 10	0			
	b	Gross sales price for all assets on line 6a 0				
	7	Capital gain net income (from Part IV, line 2)				
	8	Net short-term capital gain				
	9	Income modifications			0	
	10a	Gross sales less returns and allowances 0				
	b	Less: Cost of goods sold 0				
	c	Gross profit or (loss) (attach schedule)	0		0	
	11	Other income (attach schedule)	0	0	0	
	12	**Total.** Add lines 1 through 11	17,737	0	0	
Operating and Administrative Expenses	13	Compensation of officers, directors, trustees, etc.	0	0	0	0
	14	Other employee salaries and wages	0	0	0	0
	15	Pension plans, employee benefits	0	0	0	0
	16a	Legal fees (attach schedule)	0	0	0	0
	b	Accounting fees (attach schedule)	0	0	0	0
	c	Other professional fees (attach schedule)	0	0	0	0
	17	Interest	0	0	0	0
	18	Taxes (attach schedule) (see instructions)	0	0	0	0
	19	Depreciation (attach schedule) and depletion	0	0	0	
	20	Occupancy	0	0	0	0
	21	Travel, conferences, and meetings	0	0	0	0
	22	Printing and publications	0	0	0	0
	23	Other expenses (attach schedule)	16,213	16,213	16,213	16,213
	24	**Total operating and administrative expenses.** Add lines 13 through 23	16,213	16,213	16,213	16,213
	25	Contributions, gifts, grants paid	150			150
	26	**Total expenses and disbursements.** Add lines 24 and 25	16,363	16,213	16,213	16,363
	27	Subtract line 26 from line 12:				
	a	**Excess of revenue over expenses and disbursements**	1,374			
	b	**Net investment income** (if negative, enter -0-)		0		
	c	**Adjusted net income** (if negative, enter -0-)			0	

Part II Balance Sheets Attached schedules and amounts in the description column should be for end-of-year amounts only. (See instructions.)

			Beginning of year	End of year	
			(a) Book value	(b) Book value	(c) Fair market value
Assets	1	Cash—non-interest-bearing	3,348	4,722	4,722
	2	Savings and temporary cash investments	0	0	0
	3	Accounts receivable 0			
		Less: allowance for doubtful accounts 0	0	0	0
	4	Pledges receivable 0			
		Less: allowance for doubtful accounts 0	0	0	0
	5	Grants receivable	0	0	0
	6	Receivables due from officers, directors, trustees, and other disqualified persons (attach schedule) (see instructions)	0	0	0
	7	Other notes and loans receivable (attach schedule) 0			
		Less: allowance for doubtful accounts 0	0	0	0
	8	Inventories for sale or use	0	0	0
	9	Prepaid expenses and deferred charges	0	0	0
	10a	Investments—U.S. and state government obligations (attach schedule)	0	0	0
	b	Investments—corporate stock (attach schedule)	0	0	0
	c	Investments—corporate bonds (attach schedule) 0	0	0	0
	11	Investments—land, buildings, and equipment: basis			
		Less: accumulated depreciation (attach schedule) 0	0	0	0
	12	Investments—mortgage loans	0	0	0
	13	Investments—other (attach schedule)	0	0	0
	14	Land, buildings, and equipment: basis 0			
		Less: accumulated depreciation (attach schedule) 0	0	0	0
	15	Other assets (describe)	0	0	0
	16	**Total assets** (to be completed by all filers—see the instructions. Also, see page 1, item I)	3,348	4,722	4,722
Liabilities	17	Accounts payable and accrued expenses	0	0	
	18	Grants payable	0	0	
	19	Deferred revenue	0	0	
	20	Loans from officers, directors, trustees, and other disqualified persons	0	0	
	21	Mortgages and other notes payable (attach schedule)	0	0	
	22	Other liabilities (describe)	0	0	
	23	**Total liabilities** (add lines 17 through 22)	0	0	
Net Assets or Fund Balances		**Foundations that follow FASB ASC 958, check here and complete lines 24, 25, 29, and 30** ☐			
	24	Net assets without donor restrictions			
	25	Net assets with donor restrictions			
		Foundations that do not follow FASB ASC 958, check here and complete lines 26 through 30 ☐			
	26	Capital stock, trust principal, or current funds			
	27	Paid-in or capital surplus, or land, bldg., and equipment fund			
	28	Retained earnings, accumulated income, endowment, or other funds			
	29	**Total net assets or fund balances** (see instructions)			
	30	**Total liabilities and net assets/fund balances** (see instructions)	0	0	

Part III Analysis of Changes in Net Assets or Fund Balances

1	Total net assets or fund balances at beginning of year—Part II, line 29, column (a) (must agree with end-of-year figure reported on prior year's return)	1	0
2	Enter amount from Part I, line 27a	2	1,374
3	Other increases not included on line 2 (itemize)	3	0
4	Add lines 1, 2, and 3	4	1,374
5	Decreases not included on line 2 (itemize)	5	
6	Total net assets or fund balances at end of year (line 4 minus line 5)—Part II, line 29, column (b)	6	1,374

Part IV Capital Gains and Losses for Tax on Investment Income

	(a) List and describe the kind(s) of property sold (for example, real estate, 2-story brick warehouse; or common stock, 200 shs. MLC Co.)	(b) How acquired P—Purchase D—Donation	(c) Date acquired (mo., day, yr.)	(d) Date sold (mo., day, yr.)
1a				
b				
c				
d				
e				

	(e) Gross sales price	(f) Depreciation allowed (or allowable)	(g) Cost or other basis plus expense of sale	(h) Gain or (loss) ((e) plus (f) minus (g))
a				
b				
c				
d				
e				

Complete only for assets showing gain in column (h) and owned by the foundation on 12/31/69.

	(i) FMV as of 12/31/69	(j) Adjusted basis as of 12/31/69	(k) Excess of col. (i) over col. (j), if any	(l) Gains (col. (h) gain minus col. (k), but not less than -0-) or Losses (from col. (h))
a				
b				
c				
d				
e				

2	Capital gain net income or (net capital loss) { If gain, also enter on Part I, line 7. If (loss), enter -0- on Part I, line 7. }	2	
3	Net short-term capital gain or (loss) as defined in sections 1222(5) and (6): If gain, also enter in Part I, line 8, column (c). See instructions. If (loss), enter -0- on Part I, line 8	3	0

Part V Excise Tax Based on Investment Income (Section 4940(a), 4940(b), or 4948—see instructions)

1a	Exempt operating foundations described in section 4940(d)(2), check here ☐ and enter "N/A" on line 1. Date of ruling or determination letter: _____ **(attach copy of letter if necessary—see instructions)**	1	0
b	All other domestic foundations enter 1.39% (0.0139) of line 27b. Exempt foreign organizations, enter 4% (0.04) of Part I, line 12, column (b)		
2	Tax under section 511 (domestic section 4947(a)(1) trusts and taxable foundations only; others, enter -0-)	2	0
3	Add lines 1 and 2	3	0
4	Subtitle A (income) tax (domestic section 4947(a)(1) trusts and taxable foundations only; others, enter -0-)	4	0
5	**Tax based on investment income.** Subtract line 4 from line 3. If zero or less, enter -0-	5	0
6	Credits/Payments:		
a	2025 estimated tax payments and 2024 overpayment credited to 2025 — 6a: 0		
b	Exempt foreign organizations—tax withheld at source — 6b: 0		
c	Tax paid with application for extension of time to file (Form 8868) — 6c: 0		
d	Backup withholding erroneously withheld — 6d: 0		
7	Total credits and payments. Add lines 6a through 6d	7	0
8	Enter any **penalty** for underpayment of estimated tax. Check here ☐ if Form 2220 is attached	8	0
9	**Tax due.** If the total of lines 5 and 8 is more than line 7, enter **amount owed**	9	0
10	**Overpayment.** If line 7 is more than the total of lines 5 and 8, enter the **amount overpaid**	10	0
11	Enter the amount of line 10 to be: **Credited to 2026 estimated tax** 0 **Refunded**	11	0
	For Refunded amount, also complete and attach Form 8050. See instructions.		

Part VI-A Statements Regarding Activities

			Yes	No
1a	During the tax year, did the foundation attempt to influence any national, state, or local legislation or did it participate or intervene in any political campaign?	1a		✔
b	Did it spend more than $100 during the year (either directly or indirectly) for political purposes? See the instructions for the definition	1b		✔
	If the answer is "Yes" to **1a** or **1b**, attach a detailed description of the activities and copies of any materials published or distributed by the foundation in connection with the activities.			
c	Did the foundation file **Form 1120-POL** for this year?	1c		✔
d	Enter the amount (if any) of tax on political expenditures (section 4955) imposed during the year: **(1)** On the foundation. $ 0 **(2)** On foundation managers. $ 0			
e	Enter the reimbursement (if any) paid by the foundation during the year for political expenditure tax imposed on foundation managers. $ 0			
2	Has the foundation engaged in any activities that have not previously been reported to the IRS? If "Yes," attach a detailed description of the activities.	2		✔
3	Has the foundation made any changes, not previously reported to the IRS, in its governing instrument, articles of incorporation, or bylaws, or other similar instruments? If "Yes," attach a conformed copy of the changes	3		✔
4a	Did the foundation have unrelated business gross income of $1,000 or more during the year?	4a		✔
b	If "Yes," has it filed a tax return on **Form 990-T** for this year?	4b		
5	Was there a liquidation, termination, dissolution, or substantial contraction during the year? If "Yes," attach the statement required by *General Instruction T*.	5		✔
6	Are the requirements of section 508(e) (relating to sections 4941 through 4945) satisfied either: • By language in the governing instrument, or • By state legislation that effectively amends the governing instrument so that no mandatory directions that conflict with the state law remain in the governing instrument?	6		✔
7	Did the foundation have at least $5,000 in assets at any time during the year? If "Yes," complete Part II, col. (c), and Part XIV	7	✔	
8a	Enter the states to which the foundation reports or with which it is registered. See instructions. CA,			
b	If the answer is "Yes" to line 7, has the foundation furnished a copy of Form 990-PF to the Attorney General (or designate) of each state as required by *General Instruction G*? If "No," attach explanation	8b	✔	
9	Is the foundation claiming status as a private operating foundation within the meaning of section 4942(j)(3) or 4942(j)(5) for calendar year 2025 or the tax year beginning in 2025? See the instructions for Part XIII. If "Yes," complete Part XIII	9		✔
10	Did any persons become substantial contributors during the tax year? If "Yes," attach a schedule listing their names and addresses	10		✔
11	At any time during the year, did the foundation, directly or indirectly, own a controlled entity within the meaning of section 512(b)(13)? If "Yes," attach schedule. See instructions	11		✔
12	Did the foundation make a distribution to a donor advised fund over which the foundation or a disqualified person had advisory privileges? If "Yes," attach statement. See instructions	12		✔
13	Did the foundation comply with the public inspection requirements for its annual returns and exemption application? Website address	13		✔

14 The books are in care of MELANIE CORREA Telephone no. (209) 380-1727
Located at PO BOX 355 GUSTINE, CA ZIP+4 95322

15 Section 4947(a)(1) nonexempt charitable trusts filing Form 990-PF in lieu of **Form 1041**—check here ☑
and enter the amount of tax-exempt interest received or accrued during the year 15 | 0

			Yes	No
16	At any time during calendar year 2025, did the foundation have an interest in or a signature or other authority over a bank, securities, or other financial account in a foreign country? See the instructions for exceptions and filing requirements for FinCEN Form 114. If "Yes," enter the name of the foreign country	16		✔

Part VI-B Statements Regarding Activities for Which Form 4720 May Be Required

File Form 4720 if any item is checked in the "Yes" column, unless an exception applies.

			Yes	No
1a	During the year, did the foundation (either directly or indirectly):			
	(1) Engage in the sale or exchange, or leasing of property with a disqualified person?	1a(1)		✔
	(2) Borrow money from, lend money to, or otherwise extend credit to (or accept it from) a disqualified person?	1a(2)		✔
	(3) Furnish goods, services, or facilities to (or accept them from) a disqualified person?	1a(3)		✔
	(4) Pay compensation to, or pay or reimburse the expenses of, a disqualified person?	1a(4)		✔
	(5) Transfer any income or assets to a disqualified person (or make any of either available for the benefit or use of a disqualified person)?	1a(5)		✔
	(6) Agree to pay money or property to a government official? (**Exception.** Check "No" if the foundation agreed to make a grant to or to employ the official for a period after termination of government service, if terminating within 90 days.)	1a(6)		✔
b	If any answer is "Yes" to 1a(1)–(6), did **any** of the acts fail to qualify under the exceptions described in Regulations section 53.4941(d)-3 or in a current notice regarding disaster assistance? See instructions	1b		
c	Organizations relying on a current notice regarding disaster assistance, check here ☐			
d	Did the foundation engage in a prior year in any of the acts described in 1a, other than excepted acts, that were not corrected before the first day of the tax year beginning in 2025?	1d		✔
2	Taxes on failure to distribute income (section 4942) (does not apply for years the foundation was a private operating foundation defined in section 4942(j)(3) or 4942(j)(5)):			
a	At the end of tax year 2025, did the foundation have any undistributed income (Part XII, lines 6d and 6e) for tax year(s) beginning before 2025? If "Yes," list the years 20 ____, 20 ____, 20 ____, 20 ____	2a		✔
b	Are there any years listed in 2a for which the foundation is **not** applying the provisions of section 4942(a)(2) (relating to incorrect valuation of assets) to the year's undistributed income? (If applying section 4942(a)(2) to **all** years listed, answer "No" and attach statement—see instructions.)	2b	✔	
c	If the provisions of section 4942(a)(2) are being applied to **any** of the years listed in 2a, list the years here. 20 ____, 20 ____, 20 ____, 20 ____			
3a	Did the foundation hold more than a 2% direct or indirect interest in any business enterprise at any time during the year?	3a		✔
b	If "Yes," did it have excess business holdings in 2025 as a result of (**1**) any purchase by the foundation or disqualified persons after May 26, 1969; (**2**) the lapse of the 5-year period (or longer period approved by the Commissioner under section 4943(c)(7)) to dispose of holdings acquired by gift or bequest; or (**3**) the lapse of the 10-, 15-, or 20-year first phase holding period? (Use Form 4720, Schedule C, to determine if the foundation had excess business holdings in 2025.)	3b		✔
4a	Did the foundation invest during the year any amount in a manner that would jeopardize its charitable purposes?	4a		✔
b	Did the foundation make any investment in a prior year (but after December 31, 1969) that could jeopardize its charitable purpose that had not been removed from jeopardy before the first day of the tax year beginning in 2025?	4b		✔

Part VI-B Statements Regarding Activities for Which Form 4720 May Be Required *(continued)*

			Yes	No
5a	During the year, did the foundation pay or incur any amount to:			
	(1) Carry on propaganda, or otherwise attempt to influence legislation (section 4945(e))?	5a(1)		✔
	(2) Influence the outcome of any specific public election (see section 4955); or to carry on, directly or indirectly, any voter registration drive?	5a(2)		✔
	(3) Provide a grant to an individual for travel, study, or other similar purposes?	5a(3)		✔
	(4) Provide a grant to an organization other than a charitable, etc., organization described in section 4945(d)(4)(A)? See instructions	5a(4)		✔
	(5) Provide for any purpose other than religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals?	5a(5)		✔
b	If any answer is "Yes" to 5a(1)–(5), did **any** of the transactions fail to qualify under the exceptions described in Regulations section 53.4945 or in a current notice regarding disaster assistance? See instructions	5b		✔
c	Organizations relying on a current notice regarding disaster assistance, check here ☐			
d	If the answer is "Yes" to question 5a(4), does the foundation claim exemption from the tax because it maintained expenditure responsibility for the grant?	5d		✔
	If "Yes," attach the statement required by Regulations section 53.4945-5(d).			
6a	Did the foundation, during the year, receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	6a		✔
b	Did the foundation, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	6b		✔
	If "Yes" to 6b, file Form 8870.			
7a	At any time during the tax year, was the foundation a party to a prohibited tax shelter transaction?	7a		✔
b	If "Yes," did the foundation receive any proceeds or have any net income attributable to the transaction?	7b		✔
8	Is the foundation subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year?	8		✔

Part VII Information About Officers, Directors, Trustees, Foundation Managers, Highly Paid Employees, and Contractors

1 List all officers, directors, trustees, and foundation managers and their compensation. See instructions.

(a) Name and address	(b) Title, and average hours per week devoted to position	(c) Compensation (If not paid, enter -0-.)	(d) Contributions to employee benefit plans and deferred compensation	(e) Expense account, other allowances
See Statement				

2 Compensation of five highest-paid employees (other than those included on line 1—see instructions). If none, enter "NONE."

(a) Name and address of each employee paid more than $50,000	(b) Title, and average hours per week devoted to position	(c) Compensation	(d) Contributions to employee benefit plans and deferred compensation	(e) Expense account, other allowances
NONE				

Total number of other employees paid over $50,000 0

Part VII **Information About Officers, Directors, Trustees, Foundation Managers, Highly Paid Employees, and Contractors** *(continued)*

3 Five highest-paid independent contractors for professional services. See instructions. If none, enter "NONE."

(a) Name and address of each person paid more than $50,000	(b) Type of service	(c) Compensation
NONE		
Total number of others receiving over $50,000 for professional services		0

Part VIII-A **Summary of Direct Charitable Activities**

List the foundation's four largest direct charitable activities during the tax year. Include relevant statistical information such as the number of organizations and other beneficiaries served, conferences convened, research papers produced, etc.	Expenses
1 See Statement	1,780
2 See Statement	3,196
3 See Statement	3,234
4 See Statement	2,400

Part VIII-B **Summary of Program-Related Investments** (see instructions)

Describe the two largest program-related investments made by the foundation during the tax year on lines 1 and 2.	Amount
1 See Statement	0
2	
All other program-related investments. See instructions. 3	0
Total. Add lines 1 through 3	0

Part IX Minimum Investment Return (All domestic foundations must complete this part. Foreign foundations, see instructions.)

1	Fair market value of assets not used (or held for use) directly in carrying out charitable, etc., purposes:		
a	Average monthly fair market value of securities	1a	0
b	Average of monthly cash balances	1b	4,722
c	Fair market value of all other assets (see instructions)	1c	0
d	**Total** (add lines 1a, 1b, and 1c)	1d	4,722
e	Reduction claimed for blockage or other factors reported on lines 1a and 1c (attach detailed explanation) — 1e: 0		
2	Acquisition indebtedness applicable to line 1 assets	2	0
3	Subtract line 2 from line 1d	3	4,722
4	Cash deemed held for charitable activities. Enter 1.5% (0.015) of line 3 (for greater amount, see instructions)	4	71
5	**Net value of noncharitable-use assets.** Subtract line 4 from line 3	5	4,651
6	**Minimum investment return.** Enter 5% (0.05) of line 5	6	233

Part X Distributable Amount (see instructions) (Section 4942(j)(3) and (j)(5) private operating foundations and certain foreign organizations, check here ☐ and do not complete this part.)

1	Minimum investment return from Part IX, line 6			1	233
2a	Tax on investment income for 2025 from Part V, line 5	2a	0		
b	Income tax for 2025. (This does not include the tax from Part V.)	2b	0		
c	Add lines 2a and 2b			2c	0
3	Distributable amount before adjustments. Subtract line 2c from line 1			3	233
4	Recoveries of amounts treated as qualifying distributions			4	0
5	Add lines 3 and 4			5	233
6	Deduction from distributable amount (see instructions)			6	0
7	**Distributable amount** as adjusted. Subtract line 6 from line 5. Enter here and on Part XII, line 1			7	233

Part XI Qualifying Distributions (see instructions)

1	Amounts paid (including administrative expenses) to accomplish charitable, etc., purposes:		
a	Expenses, contributions, gifts, etc.—total from Part I, line 26, column (d)	1a	16,363
b	Program-related investments—total from Part VIII-B	1b	0
2	Amounts paid to acquire assets used (or held for use) directly in carrying out charitable, etc., purposes	2	0
3	Amounts set aside for specific charitable projects that satisfy the:		
a	Suitability test (prior IRS approval required)	3a	0
b	Cash distribution test (attach the required schedule)	3b	0
4	**Qualifying distributions.** Add lines 1a through 3b. Enter here and on Part XII, line 4	4	16,363

Part XII Undistributed Income (see instructions)

	(a) Corpus	(b) Years prior to 2024	(c) 2024	(d) 2025
1 Distributable amount for 2025 from Part X, line 7				233
2 Undistributed income, if any, as of the end of 2025:				
a Enter amount for 2024 only			0	
b Total for prior years: 20 23 , 20 22 , 20 21		0		
3 Excess distributions carryover, if any, to 2025:				
a From 2020 0				
b From 2021 0				
c From 2022 0				
d From 2023 0				
e From 2024 0				
f **Total** of lines 3a through 3e	0			
4 Qualifying distributions for 2025 from Part XI, line 4: $ 16,363				
a Applied to 2024, but not more than line 2a			0	
b Applied to undistributed income of prior years (Election required—see instructions)		0		
c Treated as distributions out of corpus (Election required—see instructions)	0			
d Applied to 2025 distributable amount				0
e Remaining amount distributed out of corpus	0			
5 Excess distributions carryover applied to 2025 (If an amount appears in column (d), the same amount must be shown in column (a).)	0			0
6 **Enter the net total of each column as indicated below:**				
a Corpus. Add lines 3f, 4c, and 4e. Subtract line 5	0			
b Prior years' undistributed income. Subtract line 4b from line 2b		0		
c Enter the amount of prior years' undistributed income for which a notice of deficiency has been issued, or on which the section 4942(a) tax has been previously assessed		0		
d Subtract line 6c from line 6b. Taxable amount—see instructions		0		
e Undistributed income for 2024. Subtract line 4a from line 2a. Taxable amount—see instructions			0	
f Undistributed income for 2025. Subtract lines 4d and 5 from line 1. This amount must be distributed in 2026				233
7 Amounts treated as distributions out of corpus to satisfy requirements imposed by section 170(b)(1)(F) or 4942(g)(3) (Election may be required—see instructions)	0			
8 Excess distributions carryover from 2020 not applied on line 5 or line 7 (see instructions)	0			
9 **Excess distributions carryover to 2026.** Subtract lines 7 and 8 from line 6a	0			
10 Analysis of line 9:				
a Excess from 2021 0				
b Excess from 2022 0				
c Excess from 2023 0				
d Excess from 2024 0				
e Excess from 2025 0				

Part XIII Private Operating Foundations (see instructions and Part VI-A, question 9)

1a If the foundation has received a ruling or determination letter that it is a private operating foundation, and the ruling is effective for 2025, enter the date of the ruling . . . . . .

b Check box to indicate whether the foundation is a private operating foundation described in section ☐ 4942(j)(3) or ☐ 4942(j)(5)

	Tax year	Prior 3 years			(e) Total
	(a) 2025	(b) 2024	(c) 2023	(d) 2022	
2a Enter the lesser of the adjusted net income from Part I or the minimum investment return from Part IX for each year listed					
b 85% (0.85) of line 2a					
c Qualifying distributions from Part XI, line 4, for each year listed					
d Amounts included on line 2c not used directly for active conduct of exempt activities . .					
e Qualifying distributions made directly for active conduct of exempt activities. Subtract line 2d from line 2c					
3 Complete 3a, 3b, or 3c for the alternative test relied upon:					
a "Assets" alternative test—enter:					
(1) Value of all assets					
(2) Value of assets qualifying under section 4942(j)(3)(B)(i)					
b "Endowment" alternative test—enter 2/3 of minimum investment return shown on Part IX, line 6, for each year listed .					
c "Support" alternative test—enter:					
(1) Total support other than gross investment income (interest, dividends, rents, payments on securities loans (section 512(a)(5)), or royalties)					
(2) Support from general public and 5 or more exempt organizations as provided in section 4942(j)(3)(B)(iii)					
(3) Largest amount of support from an exempt organization . . .					
(4) Gross investment income . . .					

Part XIV Supplementary Information (Complete this part only if the foundation had $5,000 or more in assets at any time during the year—see instructions.)

1 **Information Regarding Foundation Managers:**

a List any managers of the foundation who have contributed more than 2% of the total contributions received by the foundation before the close of any tax year (but only if they have contributed more than $5,000). (See section 507(d)(2).)

b List any managers of the foundation who own 10% or more of the stock of a corporation (or an equally large portion of the ownership of a partnership or other entity) of which the foundation has a 10% or greater interest.

2 **Information Regarding Contribution, Grant, Gift, Loan, Scholarship, etc., Programs:**

Check here ☑ if the foundation only makes contributions to preselected charitable organizations and does not accept unsolicited requests for funds. If the foundation makes gifts, grants, etc., to individuals or organizations under other conditions, complete items 2a, 2b, 2c, and 2d. See instructions.

a The name, address, and telephone number or email address of the person to whom applications should be addressed:

b The form in which applications should be submitted and information and materials they should include:

c Any submission deadlines:

d Any restrictions or limitations on awards, such as by geographical areas, charitable fields, kinds of institutions, or other factors:

Part XIV Supplementary Information *(continued)*

3 Grants and Contributions Paid During the Year or Approved for Future Payment

Recipient Name and address (home or business)	If recipient is an individual, show any relationship to any foundation manager or substantial contributor	Foundation status of recipient	Purpose of grant or contribution	Amount
a *Paid during the year*				
See Statement				
Total				**3a** **150**
b *Approved for future payment*				
Total				**3b**

Part XV-A Analysis of Income-Producing Activities

Enter gross amounts unless otherwise indicated.

	Unrelated business income		Excluded by section 512, 513, or 514		(e)
	(a) Business code	(b) Amount	(c) Exclusion code	(d) Amount	Related or exempt function income (See instructions.)
1 Program service revenue:					
a					
b					
c					
d					
e					
f					
g Fees and contracts from government agencies		0		0	0
2 Membership dues and assessments		0		0	0
3 Interest on savings and temporary cash investments		0		0	0
4 Dividends and interest from securities		0		0	0
5 Net rental income or (loss) from real estate:					
a Debt-financed property		0		0	0
b Not debt-financed property		0		0	0
6 Net rental income or (loss) from personal property		0		0	0
7 Other investment income		0		0	0
8 Gain or (loss) from sales of assets other than inventory		0		0	0
9 Net income or (loss) from special events		0		0	0
10 Gross profit or (loss) from sales of inventory		0		0	0
11 Other revenue: a					
b					
c					
d					
e					
12 Subtotal. Add columns (b), (d), and (e)		0		0	0
13 **Total.** Add line 12, columns (b), (d), and (e)				13	0

(See worksheet in the line 13 instructions to verify calculations.)

Part XV-B Relationship of Activities to the Accomplishment of Exempt Purposes

Line No.	Explain below how each activity for which income is reported in column (e) of Part XV-A contributed importantly to the accomplishment of the foundation's exempt purposes (other than by providing funds for such purposes). (See instructions.)

Part XVI Information Regarding Transfers to and Transactions and Relationships With Noncharitable Exempt Organizations

		Yes	No
1	Did the organization directly or indirectly engage in any of the following with any other organization described in section 501(c) (other than section 501(c)(3) organizations) or in section 527, relating to political organizations?		
a	Transfers from the reporting foundation to a noncharitable exempt organization of:		
	(1) Cash	1a(1)		✔
	(2) Other assets	1a(2)		✔
b	Other transactions:		
	(1) Sales of assets to a noncharitable exempt organization	1b(1)		✔
	(2) Purchases of assets from a noncharitable exempt organization	1b(2)		✔
	(3) Rental of facilities, equipment, or other assets	1b(3)		✔
	(4) Reimbursement arrangements	1b(4)		✔
	(5) Loans or loan guarantees	1b(5)		✔
	(6) Performance of services or membership or fundraising solicitations	1b(6)		✔
c	Sharing of facilities, equipment, mailing lists, other assets, or paid employees	1c		✔

d If the answer to any of the above is "Yes," complete the following schedule. Column **(b)** should always show the fair market value of the goods, other assets, or services given by the reporting foundation. If the foundation received less than fair market value in any transaction or sharing arrangement, show in column **(d)** the value of the goods, other assets, or services received.

(a) Line no.	(b) Amount involved	(c) Name of noncharitable exempt organization	(d) Description of transfers, transactions, and sharing arrangements

2a Is the foundation directly or indirectly affiliated with, or related to, one or more tax-exempt organizations described in section 501(c) (other than section 501(c)(3)) or in section 527? ☐ Yes ☑ No

b If "Yes," complete the following schedule.

(a) Name of organization	(b) Type of organization	(c) Description of relationship

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

MELANIE CORREA — Signature of officer or trustee
04/10/2026 — Date
TREASURER — Title

May the IRS discuss this return with the preparer shown below? See instructions. ☐Yes ☐No

Paid Preparer Use Only

Preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN

Firm's name — Firm's EIN
Firm's address — Phone no.

Supplemental Information to Form 990-PF

Name of the organization	Employer identification number
GUSTINE QUARTERBACK CLUB	92-3410228

Officers, Directors, Trustees - Part VII Line 1

Person Name / Business Name	Address	Title	Hours	Compensation	Eb Plans	Exp. Acct.
ADELAIDE ETHERIDGE	PO BOX 355 GUSTINE, CA 95322	PRESIDENT	10	$0	$0	$0
MELANIE CORREA	PO BOX 355 GUSTINE, CA 95322	TREASURER	10	$0	$0	$0
KRISTA DUARTE	PO BOX 355 GUSTINE, CA 95322	SECRETARY	10	$0	$0	$0
Total of Officers, Directors, Trustees				$0	$0	$0

Summary of Direct Charitable Activities - Part VIII-A Line 1

Charitable Activity	Expense
TEAM MEALS FOR HIGH SCHOOL FOOTBALL TEAMS OF GUSTINE HIGH SCHOOL	$1,780

Summary of Direct Charitable Activities - Part VIII-A Line 2

Charitable Activity	Expense
SPIRIT PACK ITEMS FOR PLAYERS TO REPRESENT THIER TEAM	$3,196

Summary of Direct Charitable Activities - Part VIII-A Line 3

Charitable Activity	Expense
SPONSORSHIP OF TEAM BONDING ACTIVITY WEEKEND	$3,234

Summary of Direct Charitable Activities - Part VIII-A Line 4

Charitable Activity	Expense
MEDIA EXPENSES TO ENABLE TEAM TO STUDY OPPONENTS	$2,400

Summary of Program-Related Investments - Part VIII-B Line 1

Investment Description	Amount
NONE	$0

Grants and Contributions - Part XIV Line 3a

Name	Address	Recipient Relationship	Recipient FoundationStatus	Grant Or ContributionPurpose	Amt
GUSTO	PO BOX 431 GUSTINE, CA 95322		PF	SCHOLARSHIP FOR GRADUATING FOOTBALL PLAYER	$150
Total Contribution Paid during the year					$150

BYLAWS OF
Gustine Quarterback Club
A California Nonprofit Public Benefit Corporation

ARTICLE 1 - OFFICES

SECTION 1. NAME

The name of the corporation is Gustine Quarterback Club.

SECTION 2. MAILING ADDRESS OF THE CORPORATION

The mailing address for affairs of this corporation is located at PO Box 355, Gustine, California 95322.

SECTION 3. CHANGE OF ADDRESS OF PRINCIPAL OFFICE

The Board of Directors shall have full power and authority to change said principal office from one location to another within the State of California. Any such change shall be noted by the Secretary in these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

SECTION 4. OTHER OFFICES

The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE 2 - PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

This corporation is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The purpose of this corporation is to expand, enhance and preserve opportunities for participation in high school football activities.

In the context of these general purposes, this shall be accomplished through, but shall not be limited to, outreach, education, advocacy and grants.

SECTION 2. DEDICATION OF ASSETS

This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall insure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE 3 – MEMBERS

SECTION 1. MEMBERS

This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of non voting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

ARTICLE 4 – BOARD OF DIRECTORS

SECTION 1. GENERAL POWERS

Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws of this corporation, the activities and affairs of this corporation shall be managed and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

SECTION 2. SPECIFIC POWERS

Without prejudice to the general powers set forth in Article 4, Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to do the following:

A) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation or by these bylaws.
B) Appoint and remove, at the pleasure of the Board, all corporate officers, agents and employees; prescribe power and duties for them as are consistent with the law, the articles of incorporation and these bylaws; fix their compensation; supervise their performance; and require from them security for faithful service.
C) Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California.
D) Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
E) Authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Except for matters pertaining to the ordinary and necessary operation of the business of the corporation and as otherwise provided in Section 5214 of the California Corporations Code, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.
F) Accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

SECTION 3. NUMBER OF DIRECTORS

The Board of Directors shall consist of at least three (3) but no more than twenty (20) directors unless changed by amendment to these bylaws. The exact number of directors shall be fixed, within those limits, by a resolution adopted by the Board of Directors.

SECTION 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS

No more than 49 percent of the persons serving on the Board may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

SECTION 5. NOMINATIONS OF DIRECTORS

The Chair of the Board shall appoint a committee to nominate qualified candidates for election to the Board at least 60 days before the date of any election of directors. The nominating committee shall make its report at least 30 days before the date of the election, or at such other time as the Board may set, and the secretary shall forward to each member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

SECTION 6. ELECTION OF DIRECTORS

Directors shall be elected at the annual meeting of the Board of Directors for a term of two (2) years and shall hold office until the expiration of the term for which elected, and until a successor is elected and qualified. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote.

In order to stagger the terms of the first elected Board of Directors, one-third (1/3) of the directors shall be elected for a term of three (3) years, one-third (1/3) shall be elected for a term of two (2) years, and one-third (1/3) shall be elected for a term of one (1) year.

SECTION 7. COMPENSATION

Directors shall serve without compensation, but may receive such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

SECTION 8. RESIGNATION OF DIRECTORS

Any Director may resign by giving written notice to the Chair of the Board, the Executive Director, the Secretary of the Board, or the Board of Directors. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Except upon notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors in charge of its affairs.

SECTION 9. REMOVAL OF DIRECTORS

Any director may be removed with or without cause by a vote of two-thirds (2/3) of the members of the entire Board of Directors at a special meeting called for that purpose or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Article 5, Section 6. Any director who has missed two consecutive Board meetings without prior notice of planned absence will be automatically removed from the Board without Board resolution unless (a) the director requests a leave of absence for a limited period of time and the leave is approved by the directors at a regular or special meeting (if such leave is granted, the number of Board members will be reduced by one in determining whether a quorum is or is not present), (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the Board by resolution waives the automatic removal procedure of this subsection; or (c) the Board by resolution of the majority of Board members must agree before a director who has missed two meetings may be reinstated.

Any vacancy caused by the removal of a director shall be filled as provided in Article 4, Section 10 of these bylaws.

SECTION 10. VACANCIES

A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, removal, or resignation of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office; (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with Corporations Code Section 5211; or (3) a sole remaining director.

SECTION 11. NO REMOVAL FOR REDUCTION OF NUMBER OF DIRECTORS

Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

SECTION 12. LIMITED LIABILITY OF DIRECTORS

Subject to their fiduciary responsibilities and standards of conduct for directors including, but not limited to, the duty of care, the duty of loyalty, the duty of inquiry and other duties imposed by law, the directors shall not be personally liable for the debts, liabilities or other obligations of the corporation.

ARTICLE 5 – MEETINGS OF THE BOARD OF DIRECTORS

SECTION 1. PLACE OF BOARD MEETINGS

Meetings of the Board shall be held at the principal office of the corporation unless another location is designated in the notice of the meeting.

SECTION 2. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT

Any Board meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(A) Each member participating in the meeting can communicate concurrently with all other members;
(B) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation;
(C) The Board has adopted and implemented a means of verifying both of the following:
    a. A person participating in the meeting is a director or other person entitled to participate in the Board meeting;
    b. All actions of or votes by the Board are taken or cast only by the directors and not by persons who are not directors.

SECTION 3. ANNUAL MEETING

The annual meeting of the Board of Directors shall be held within the first month of the new fiscal year, unless such other date is chosen by consensus of the Board. At the annual meeting, directors shall be elected by the Board of Directors in accordance with Article 4, Section 6.

SECTION 4. REGULAR MEETINGS

The Board of Directors by resolution may establish a schedule of regular meetings of the Board of Directors.

SECTION 5. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chair of the Board, the Executive Director, the Vice Chair, the Secretary, or by any two directors, and such meetings shall be held at the place designated by the person or persons calling the meeting and in the absence of such designation, at the principal office of the corporation.

SECTION 6. NOTICE OF SPECIAL MEETINGS

Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (c) facsimile; (e) electronic mail; or (f) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records.

Notices sent by first-class mail shall be deposited in the United States mails at least four (4) days before the time set for the meeting. Notices given by personal delivery, telephone, or electronic mail shall be delivered, telephoned, or sent, respectively, at least forty-eight (48) hours before the time set for the meeting.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office. The purpose of the special meeting must be specified in the notice.

SECTION 7. QUORUM

A majority of the duly elected directors constitutes a quorum of the Board of Directors for the transaction of business except as hereinafter provided.

Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to:
(a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors from that meeting, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Except as otherwise provided in these bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

SECTION 8. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETING

The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as above described, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such

waivers, consents or approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting need not be given to any director who attends the meeting and who, before or at the beginning of the meeting, does not protest the lack of notice to him or her.

SECTION 9. ADJOURNMENT

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

SECTION 10. ACTION WITHOUT A MEETING

Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the corporation is a party and who is an "interested director" as defined in Corporations Code Section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of disinterested directors of the Board of Directors without a meeting and that the bylaws of this corporation authorize the directors to so act, and such statement shall be prima facie evidence of such authority.

ARTICLE 6 – COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors, designate the Chair of the Board and one (1) or more other officers, and other members as designated by the Board, and no one who is not a director, to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the Board in the management of the business and affairs of the corporation, except with respect to:

(A) Taking any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the directors or approval of a majority of all directors;
(B) The filling of vacancies on the Board or on any committee which has the authority of the Board;
(C) Fixing compensation of the directors for serving on the Board or on any committee;
(D) The amendment or repeal of bylaws or the adoption of new bylaws;
(E) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
(F) The creation of committees of the Board or the appointment of members thereof;
(G) The expenditure of corporate funds to support a nominee for director if there are more people nominated for director than can be elected;
(H) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as special approval is provided for in Corporations Code Section 5233(d)(3).

By a majority vote of its members then in office, the Board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the Board.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the Board. These additional committees shall act in an advisory capacity only to the Board.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee.

Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

ARTICLE 7 – OFFICERS

SECTION 1. OFFICES HELD

The officers of the corporation shall be a Chair, Vice Chair, Secretary, Treasurer, Parent Liaison, Media Liaison, and Member at Large. The corporation may also have, at the discretion of the directors, such other officers as may be appointed by the directors. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

SECTION 2. ELECTION OF OFFICERS

Officers of this corporation, except any appointed under Article 7, Section 4 of these bylaws, shall be chosen at the Annual Board Meeting by the Board and shall serve at the pleasure of the Board.

SECTION 3. TERMS OF OFFICE

Each officer shall hold office until his or her successor shall be elected and qualified, or until he or she resigns or is removed, or is otherwise disqualified to serve, whichever occurs first. Officers may serve more than one term.

SECTION 4. APPOINTMENT OF OTHER OFFICERS

The Board may appoint and authorize the Chair of the Board or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

SECTION 5. REMOVAL OF OFFICERS

The Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

SECTION 6. RESIGNATION OF OFFICERS

Any officer may resign at any time by giving written notice to the Chair of the Board, the Executive Director of the corporation, or the Board of Directors. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

SECTION 7. VACANCIES IN OFFICE

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointments to that office, provided, however, that vacancies need not be filled on an annual basis. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such

time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.

SECTION 8. RESPONSIBILITIES OF CHAIR OF THE BOARD

The Chair of the Board shall preside at all meetings of the Board of Directors and subject to the control of the Board of Directors, shall oversee and control the affairs of the corporation, the activities of the officers and the Executive Director. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation or by these bylaws, he or she shall, in the name of the corporation, execute, or cause to be executed, such deeds, mortgages, bonds, contracts, checks or other instruments which may from time to time by authorized by the Board of Directors.

SECTION 9. RESPONSIBILITIES OF VICE CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice Chair shall perform all the duties of the Chair, and when so acting shall have the powers of, and be subject to all the restrictions on, the Chair. The Vice Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these bylaws, or as may be prescribed by the Board of Directors.

SECTION 10. RESPONSIBILITIES OF SECRETARY

The Secretary shall:

(A) Certify and keep or cause to be kept at the principal office of the corporation the Articles of Incorporation and the original or a copy of these bylaws as amended or otherwise altered to date.
(B) Keep or cause to be kept at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general or special and, if special, how authorized; the notice given and the names of persons present at Board and committee meetings.
(C) Give or cause to be given notice of all meetings of the Board and of committees of the Board that these bylaws require to be given.
(D) Exhibit or cause to be exhibited at all reasonable times to any director of the corporation, or to his or her agent or attorney on request thereof, the bylaws and the minutes of the proceedings of the directors of the corporation.
(E) Perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 11. RESPONSIBILITIES OF TREASURER

The Treasurer shall:

(A) Have charge and custody of, and be responsible for, all funds and securities of the corporation and deposit, or cause to be deposited, all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.
(B) Disburse, or cause to be disbursed by the Executive Director, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements as the

Board may order. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Executive Director, an officer, or by such individuals as are authorized by the Board of Directors.

(C) Oversee receipt of monies due and payable to the corporation from any source whatsoever.

(D) Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

(E) Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request thereof.

(F) Render to the Chair and directors, whenever requested, an account of any or all transactions and of the financial condition of the corporation.

(G) Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

(H) In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 12. RESPONSIBILITIES OF PARENT LIAISON

(A) Bilingual communicator between coaches, parents, and Board.

SECTION 13. RESPONSIBILITIES OF MEDIA LIAISON

(B) Communicate via social media and other methods between coaches, parents, and Board.

ARTICLE 8 – EXECUTIVE DIRECTOR

SECTION 1. RESPONSIBILITIES

The Board of Directors shall hire or appoint an individual to act in the capacity of Executive Director. Subject to the control of the Board, he or she shall have general supervision, direction, and control of the business and programs of the corporation, and general control of the employment, supervision and direction of the corporation's staff. He or she may, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks or other instruments that may, from time to time, be authorized by the Board of Directors or the Executive Committee.

ARTICLE 9 – CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

SECTION 1. CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this corporation, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides that after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction is entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified

favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

SECTION 2. LOANS WITH DIRECTORS AND OFFICERS

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be

incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the corporation.

ARTICLE 10 – INDEMNIFICATION AND INSURANCE SECTION

1. INDEMNIFICATION

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding", as that term is used in that section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. "Expenses", as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board shall authorize indemnification.

To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification under Article 10, Section 1 of these bylaws in defending any proceeding covered by this Section shall be advanced by the corporation before final disposition of the proceeding, on receipt by the corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately found that the person is entitled to be indemnified by the corporation for those expenses.

SECTION 2. INSURANCE

This corporation shall have the right, and shall use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

ARTICLE 11 – CORPORATE RECORDS AND REPORTS

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

(A) Minutes of all meetings of directors and committees of the Board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof.
(B) Adequate and correct books and records of account including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses.
(C) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the directors of the corporation at all reasonable times.

SECTION 2. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

SECTION 3. ANNUAL REPORT

The Board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation, which report shall contain the following information in appropriate detail:

(A) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
(B) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
(C) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes for the fiscal year;
(D) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;
(E) Any information required by Section 4 of this Article;
(F) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

SECTION 4. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS AND INDEMNIFICATIONS

As part of the annual report, this corporation shall furnish to its directors a statement of any transaction of indemnification of a kind described in Section 6322, subdivision (d) or (e) of the California Nonprofit Public Benefit Corporation Code:

(A) Any transaction (i) in which the corporation was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than
$50,000. For this purpose, an "interested person" is either:
    a. Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
    b. Any holder of more than ten (10) percent of the voting power of the corporation.
The statement shall include a brief description of the transaction, the names of the interested persons involved, their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
(B) Any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any officer or director of the corporation under Article 10, Section 1 of these bylaws, unless that indemnification has already been approved by the Board under Corporations Code Section 5238(e)(2).

ARTICLE 12– FISCAL YEAR

SECTION 1. FISCAL YEAR

The fiscal year of the corporation shall begin on the first of July and end on the thirtieth of June of each year.

ARTICLE 13 – AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT OF BYLAWS

Subject to any provision of law applicable to the amendment of bylaws of public benefit nonprofit corporations, these bylaws, or any of them, may be altered, amended, or repealed and new bylaws adopted by a two-thirds (2/3) vote of the entire Board of Directors elected pursuant to these bylaws.

These bylaws may not be amended to include any provision that conflicts with law or with the corporation's Articles of Incorporation.

ARTICLE 14 – AMENDMENT OF ARTICLES OF INCORPORATION

SECTION 1. AMENDMENT OF ARTICLES

Subject to limitations placed by Corporations Code Section 5810(a) and any other provision of law applicable to the amendment of Articles of Incorporation of public benefit nonprofit corporations, the Articles of Incorporation may be altered, amended, or repealed and new Articles adopted by a two-thirds (2/3) vote of the entire Board of Directors elected pursuant to these bylaws.

SECTION 2. LIMITATIONS ON AMENDMENTS

Notwithstanding the above section of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement.

ARTICLE 15 – PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation.

The Board of Directors of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

CERTIFICATE OF THE SECRETARY

I certify that I am the duly elected and acting Secretary of the Reds Football Booster Club, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of this corporation as adopted by the Board of Directors on 07/27/2023; and that these bylaws have not been amended or modified since that date.

Executed on 07/27/2023 in Gustine, California.

Mindy Carlucci
Signature

Mindy Carlucci, Secretary
Typed Name

QUARTERBACK CLUB ANNUAL BUDGET 26-27

PERCENTAGE OF INCOME SPENT

91%

SUMMARY

Total projected income	$13,561.00
Total projected expenses	$12,298.00
BALANCE	**$1,263.00**



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GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Gustine High School Course of Study Outlines

AGENDA SECTION: Action

PRESENTED BY: Adam Cano, Principal

RECOMMENDATIONS:
It is recommended that the Board of Trustees approve the updated course of study outlines for Gustine High School.

SUMMARY:
Gustine High School is submitting updated course-of-study outlines for Board approval. These course outlines help explain what each class is about, what students will learn, what materials will be used, and how students will be assessed.

The updated course outlines include classes in agriculture, floral design, agricultural mechanics, science, social science/history, English, math, career readiness, and Skill Center.

The agriculture and CTE courses give students hands-on learning and real-world skills. These courses include Ag Wood, Ag Mechanics, Farm to Fork, Internships in Agriculture, Ag Leadership, Floral Design, Ag Biology, Ag Chemistry, and Ag Physics. These classes help students build technical and leadership skills and enhance career readiness.

The Social Studies and History courses help students learn about government, economics, United States history, citizenship, and their role in the community. These classes help students understand the world around them and become informed citizens.

The English, Business, and Skill Center courses support student success in school, graduation, college readiness, and career preparation. These courses help students build reading, writing, math, financial, academic, and workplace skills.

Approval of these updated course outlines will help Gustine High School continue to offer current and meaningful courses. These updates support student achievement, graduation requirements, A-G readiness, CTE pathways, and college and career preparation.

FISCAL IMPACT: None

BUDGET CATEGORY: None

GUSTINE UNIFIED SCHOOL DISTRICT
English 1

Date: 2026-2027
Proposed Grade Level(s): 9
Grading: A-F
CTE Sector/Pathway: N/A
A-G: Yes

Course Length: One year
Subject Area: ELA

Prerequisite(s): N/A
Credits: 5 per semester
Instructor: Certificated Dept Instructor

COURSE DESCRIPTION:

This comprehensive, standards-aligned course delves deeply into a theme-based study of literary and informational texts through the *ERWC* curriculum. Each unit involves significant whole-group, small-group, and independent work that serves to develop critical thinking skills, effective collaboration strategies, and the ability to read, write, speak, and listen rhetorically, analytically, and creatively.

This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem-solving and collaboration demanded of 21st century living and learning, with emphasis on meaning-making, effective expression, content knowledge, and language development.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word

choices shape, meaning, or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis,

reflection, and research.

Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
2. COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS: N/A

DETAILED UNITS OF INSTRUCTION:

Of Mice and Men — John Steinbeck	
MODULE OVERVIEW **Grade 9–10 ERWC with Integrated ELD**	
Module Type	Literary Analysis
Length of Instructional Time	3–4 weeks
Module Summary	This module engages students in close reading of John Steinbeck's novella Of Mice and Men through the lens of the American Dream — examining who has access to it, what obstacles exist, and what happens when it fails. Set during the Great Depression, the text invites students to analyze how Steinbeck uses character, setting, and symbol to explore themes of friendship, loneliness, power, and the human need for belonging. Students apply rhetorical and literary analysis strategies drawn from the ERWC framework — reading for argument, analyzing author's purpose, and considering multiple perspectives — before constructing their own written argument about a central thematic or ethical issue raised by the novel.
Questions at Issue	• In what ways is the American Dream accessible to all people — or is access shaped by race, class, gender, and disability? • What responsibilities do we have toward people who are vulnerable or marginalized? • When, if ever, is it morally justifiable to make a difficult decision on behalf of someone else? • How does loneliness affect individuals and communities, and what does it reveal about human nature? • Does Steinbeck present a hopeful or pessimistic view of human society? What evidence supports your reading?

Module Texts	Steinbeck, John. *Of Mice and Men.* Covici Friede, 1937. • Full novella; primary anchor text for all reading and writing tasks. Lange, Dorothea. "Migrant Mother." 1936. Photographs from the Farm Security Administration, Library of Congress, www.loc.gov/pictures/collection/fsa. • Primary source photographs provide visual context for Great Depression conditions. Gregory, James. "The Dust Bowl Migration." The Dust Bowl and Depression-Era Migration, University of Washington, faculty.washington.edu/gregory/migration. • Historical background reading develops student understanding of the economic and social context of the novel. Steinbeck, John. "Banquet Speech." *Nobel Prize Acceptance Speech,* 10 Dec. 1962, www.nobelprize.org/prizes/literature/1962/steinbeck/speech. • Primary source speech used to analyze author's purpose and stated values; connects to rhetorical concepts of ethos and audience. Selected informational texts on disability and race in 1930s America. • Short readings provide context for characters Candy, Crooks, and Curley's wife and support analysis of marginalization.

Culminating Task	As their culminating task, students write a focused argumentative paragraph in which they argue how one character's experiences — George, Lennie, Candy, Crooks, or Curley's wife — reflect Steinbeck's critique of the American Dream. Students must include a clear, arguable claim; at least two pieces of textual evidence with proper citation; commentary explaining how the evidence supports the claim; and acknowledgment of a counterargument. Students then share and discuss their paragraphs in small groups, comparing the interpretive choices made across characters.
Rhetorical Concepts	• Audience • Purpose • Ethos, pathos, and logos • Claim, evidence, and commentary • Tone and diction • Counterargument • Symbolism and author's craft

Good Food/Bad Food

MODULE OVERVIEW

Grade 9 ERWC with Integrated and Designated ELD

Module Type	Issue
Length of Instructional Time	3 ½ weeks
Module Summary	This module invites students into a conversation about how best to address the obesity epidemic, a problem that has been raging since the 1970s and which has serious health consequences for people of all ages. Students read three opinion pieces on the subject, then conduct research on the topic and write a proposal for how to encourage healthier eating at their own school.
Questions at Issue	• What is the best way to encourage healthy eating at school? • What is the best way to address the unhealthiness of the American diet and its consequences? • How do issues of food injustice impact the way we address these questions?
Module Texts	Bittman, Mark. "Bad Food? Tax It, and Subsidize Vegetables." *New York Times*, 23 July 2011, late ed., Sunday Review, p. 1+, pars. 1-11, 26-32. Brody, Jane E. "Attacking the Obesity Epidemic by First Figuring Out Its Cause." *New York Times*, 12 Sept. 2011, p. D7. Waters, Alice and Katrina Heron. "No Lunch Left Behind." *New York Times*, 19 Feb. 2009, p. A31. ▪ These texts, all opinion pieces from the *New York Times*, provide students with a variety of perspectives on the issue of healthy eating. Students read and discuss each of these texts and use them to structure their own proposal for healthy eating. Rankin, Linda. "How Much Exercise Is Needed to Burn Calories?" *YouTube*, uploaded by Best Food Facts, 19 Feb. 2015, www.youtube.com/watch?v=U-B3v0T8Q08. Accessed 29 May 2020. ▪ This short video text is used as an introduction to help students gain perspective of how much exercise is needed to balance calorie intake in preparation to address the question: What will it take to get Americans to change our eating habits?
Culminating Task	Students write a proposal for how to encourage healthier eating at their school. Proposals will be supported by field research and online research and will address a specific audience they feel could help solve the problem.
Rhetorical Concepts	• Audience • Purpose • Genre of the proposal

Conscious Hip Hop: Empowerment, Identity, and Social Change	
MODULE OVERVIEW **Grade 9 ERWC with Integrated and Designated ELD**	
Module Type	Issue
Length of Instructional Time	4-6 weeks
Module Summary	In this module, students engage with the history, motivations, and messages of "conscious hip hop," a sub-genre that has recently witnessed a resurgence in popularity among hip hop's broad listener base. Through this module, students analyze and discuss the ways in which this artistic movement gives a space and voice to communities and individuals and the ways in which people have used this platform.
Questions at Issue	• To what degree does conscious hip hop both reflect and inform our thinking about society? • How do hip hop artists use their platform and rhetorical skills to move ideas forward?

Module Texts	McBride, James. "Hip Hop Planet." *National Geographic*, Apr. 2007, pp.100-119. ▪ This text introduces students to the evolution of hip hop in America and its impact around the world, sharing the writer's own fears about hip hop culture and his realization of its power and importance. Williams, Reggie, and Jake Paine. "Conscious Rap Is Back and Writing New Chapters in Black History." *Ambrosia for Heads*, 21 Feb. 2018, ambrosiaforheads.com/2018/02/conscious-rap-is-back-writing-new-chapters-in-black-history/. ▪ This text profiles some popular hip hop artists and traces the development of the genre. Keys, Alicia. "P.O.W." *Tears for Water: Songbook of Poems and Lyrics*, G.P. Putnam, 2004, pp. 11-14. [This text is provided within Student Activity 12.] ▪ Students explore this mentor text for rap, spoken word, and poetry. Young, Robin. "Rapper Common on Activism and a New Album That's a 'Social, Political Piece of Art.'" *Here and Now*. NPR, 30 Aug. 2016, nhpr.org/post/rapper-common-activism-and-new-album-thats-social-political-piece-art#stream/0. ▪ This podcast interview with hip hop artist Common is used as a mentor text for students as they prepare to create their own podcast addressing the central questions of the module. ▪ Two video texts are included in the module: one features slam poetry and students view it in preparation for potentially using slam poetry as their artistic writing sample for the module. The other video introduces students to Chicago-native rapper Jessica Disu, who uses her art of conscious rap to communicate around social issues; it is used at the beginning of the module to spark student discussion about the module's topic.

Culminating Task	This module has two required tasks: • An individual, pair, or group work of spoken word, rap, graffiti or other visual art, song, or poetry on a true-to-life issue; and • A group podcast on the central questions of the module. Both culminating tasks address the questions: How has or does hip hop impact how we understand and see the world? What voices and conversations are heard in hip hop that are less heard in other spaces?
Rhetorical Concepts	• Ethos • Kairos • Audience • Purpose

Remembering Injustice	
MODULE OVERVIEW **Grade 9 ERWC with Integrated and Designated ELD**	
Module Type	Issue
Length of Instructional Time	4 weeks
Module Summary	This module aims to engage students in thinking about how incidents of injustice are remembered and memorialized. Sparked by the shooting at the Emanuel African Methodist Episcopal Church in downtown Charleston, South Carolina, the discussion intensified about Confederate monuments and displays and their role in memorializing the past. This module is designed to help students think about what is worthy of remembrance.
Questions at Issue	• In what ways should past injustices be remembered and memorialized? • How might a writer anticipate and address concerns an audience might have about historically painful and complex topics?

Module Texts	California Department of Education. "Students Who Are College and Career Ready in Reading, Writing, Speaking and Listening, and Language." *Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* CDE Press, 2013, p. 6, www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf. ▪ This text is included to help guide students in creating their personal goals for the module. Landrieu, Mitch. "Mitch Landrieu's Speech on the Removal of Confederate Monuments in New Orleans." *New York Times*, 23 May 2017, www.nytimes.com/2017/05/23/opinion/mitch-landrieus-speech-transcript.html. Landrieu, Mitchell J. "Truth: Remarks on the Removal of Confederate Monuments in New Orleans." *USMayors.org*, 19 May 2017, www.usmayors.org/wp-content/uploads/2017/05/remarks.monumentremoval.051917.pdf. ▪ Landrieu's speeches are read and viewed to discuss his position on the need to remove Confederate monuments from around New Orleans. Wiesel, Elie. "The Nobel Peace Prize 1986: Elie Wiesel – Acceptance Speech." *NobelPrize.org*, 10 Dec. 1986, www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-acceptance.html. ▪ Holocaust survivor and Nobel Prize winner Elie Wiesel's speech is read for his perspective on remembering difficult events of the past. Green, John. "The Civil War, Part I: Crash Course US History #20." *YouTube*, uploaded by CrashCourse, 28 June 2013, www.youtube.com/watch?v=rY9zHNOjGrs.

	Green John. "Reconstruction and 1876: Crash Course US History #22." *YouTube*, uploaded by CrashCourse, 18 Jul. 2013, www.youtube.com/watch?v=nowsS7pMApI. ▪ These videos help develop students' understanding of the Confederacy. Landrieu, Mitchell J. "Mayor Mitch Landrieu's Address on Removal of Four Confederate Statues." *YouTube*, uploaded by Mitch Landrieu, 19 May 2017, www.youtube.com/watch?v=t0jQTHis3f4.
Culminating Task	As their culminating task, students choose a historical instance of injustice that they feel is important for people today to remember. They then research that event more deeply and write a speech in which they make a case for how they think this injustice should be memorialized and why it needs to be remembered. Students use visuals to support their message and present their speech either in-person or pre-recorded.
Rhetorical Concepts	• Audience • Purpose • Ethos, pathos, and logos

ELA Power Essential Standards		
College and Career Readiness Strands (CCR)	**9-10**	**11-12**
Key Ideas & Details	**CCSS.ELA-LITERACY.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-LITERACY.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CCSS.ELA-LITERACY.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what th text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what th text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Craft & Structure	**CCSS.ELA-LITERACY.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RI.9-10.6	**CCSS.ELA-LITERACY.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Integration of Knowledge & Ideas	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**CCSS.ELA-LITERACY.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric i particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)	**CCSS.ELA-LITERACY.RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**CCSS.ELA-LITERACY.RI.11-12.8** Delineate and evaluate the reasoning i seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
Writing- **Text Type & Purpose**	**CCSS.ELA-LITERACY.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in a analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Speaking & Listening- **Comprehension & Collaboration**	*#ALL YEAR-*	*#ALL YEAR-*
	CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**CCSS.ELA-LITERACY.SL.11-12.2** Integrate multiple sources of informatio presented in diverse formats and medic (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibilit and accuracy of each source and notin any discrepancies among the data.
	CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**CCSS.ELA-LITERACY.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points c emphasis, and tone used.
Presentation of	CCSS.ELA-LITERACY.SL.9-10.4	CCSS.ELA-LITERACY.SL.11-12.4

Knowledge and Ideas:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Language: **Vocabulary Acquisition and Use**	***#ALL YEAR-*** **CCSS.ELA-LITERACY.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	***#ALL YEAR-*** **CCSS.ELA-LITERACY.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing-History/Social Studies **Key Ideas & Details** **Integration of Knowledge & Ideas**	*#ALL YEAR-* **CCSS.ELA-LITERACY.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **CCSS.ELA-LITERACY.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.	*#ALL YEAR-* **CCSS.ELA-LITERACY.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Schoolwide Learner Outcomes ADDRESSED:
Students will:

- Be responsible citizens.
- Work collaboratively and competently.
- Be critical and creative thinkers.
- Be effective communicators.

- Develop personal and professional goals.

The Gustine Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Critical Essential Standards Link:

GHS 9-12 ELA Critical Essential Standards Overview

GUSTINE UNIFIED SCHOOL DISTRICT
English 4

Date: 2026-2027
Proposed Grade Level(s): 12 Grade: A-F
CTE Sector/Pathway: N/A
A-G: Yes

Course Length: One year Subject
Area: ELA
Credits: 5 per semester
Instructor: Certified Dept Instructor
Prerequisite(s): N/A

COURSE DESCRIPTION:

"The Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society.

[Each module employs] a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition. The course includes five to six full-length modules drawn from three categories: 1) drama; 2) full-length books; and 3) contemporary issues."

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop readiness for college, careers, and life after high school.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape, meaning, or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs,

and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and

nuances in word meanings.

3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS: N/A

DETAILED UNITS OF INSTRUCTION:

Module One - ISSUE: What's Next? Thinking About Life After High School:

Module Summary: Designed for the last semester of eleventh grade or the first semester of twelfth grade, this module supports students as they confront choices they have to make about life after high school. It provides students with an opportunity to consider not just what they wish to do after high school, or what options they have available to them, but also how well prepared they are for that next phase of life. The readings in the module serve to promote self-reflection—making the student and their future the main text of this module—and they provide information about various choices students have after high school.

Questions at Issue:

- What options do I have for life after high school?
- How well prepared am I to pursue these options?

Module Texts:

- CDR Salamander. "Sunday Funnies." CDRSalamander.blogspot.com, 5 Feb. 2012, cdrsalamander.blogspot.com/2012/02/sunday-funnies.html.
- This blog post offers students an opportunity to see the genre of a letter of introduction for the military and humorously notes what not to do in this type of writing. Graff, Gerald. "Hidden Intellectualism." They Say/I Say: The Moves That Matter in Academic Writing. 4th ed., Gerald Graff, and Cathy Birkenstein, W.W. Norton, 2018, pp. 248-255. Adapted from Clueless in Academe: How Schooling Obscures the Life of the Mind, Gerald Graff, Yale UP, 2003.
- This excerpt discusses the "hidden" intellectual potential of people who may demonstrate their intellectualism in different ways. Hansen, Rick, and Ginny Crisco. "FAQ Guide for College, Work, or Military." 2018.
- This guide shows students the kind of planning and focus they should employ when planning for college, career, or military pursuits. Hansen, Rick, and Ginny Crisco. "Web Site Resources." 2018. ▪ This is a list of Web site suggestions of useful information for students who are college-bound, career-bound, or military-bound. Lieber, Ron. "5 High Schoolers and Their College Application Essays About Work, Money, and Social Class." Excerpt. New York Times, 11 May 2018, www.nytimes.com/2018/05/11/your-money/college-essay-topic-moneysocial-class.html.
- This is a collection of sample college application essays designed to show students the unique approaches and original stories shared by candidates to stand out from other applicants. Pérez, Angel B. "Want to Get Into College? Learn to Fail." Education Week, 31 Jan. 2012, www.edweek.org/ew/articles/2012/02/01/19perez_ep.h31.html.

- Written by a dean of admissions, this text offers a unique perspective and reassures students that schools aren't actually looking for perfection, they're looking for students who share their imperfections and talk about how those traits or experiences have shaped the person they have become.
- In addition, there are several texts that show sample introduction letters for the military and cover letters for job applications.

Culminating Task: Students generate a portfolio of work for this module that documents their research and findings of potential paths after high school. The portfolio will include at least three pieces of writing that contributed the most to their understanding in this module; a personal FAQ with at least ten entries that represents their research; and a cover letter to a potential employer, a letter of introduction for the military, or a personal application essay for college entrance.

Rhetorical Concepts: • Audience • Purpose • Occasion • Ethos • Genre

Objectives - Integrated ELD:

- Discuss college and career expectations for reading independently
- Discuss the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition
- Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text in order to make an informed response
- Manage information gathered through reading in preparation for writing
- Make writerly decisions grounded in rhetorical contexts and genre
- Write in response to an audience, occasion, and/or intention

Standards Addressed by Module

Module Two - DRAMA: The Tragedy of Macbeth:

Module Summary: The purpose of the module is for students to understand and enjoy Macbeth through careful reading, discussion with classmates, and performance and by using writing as a tool for thinking. The module provides students with rich opportunities to consider the ways in which the responses of characters in Macbeth to one another are shaped by the rhetorical situation: speaker, occasion, purpose, and audience.

Questions at Issue:

- How does analyzing Macbeth both as text and as performance enhance and influence our understanding of the play?

Module Texts:

- Shakespeare, William. The Tragedy of Macbeth. Edited by Barbara A. Mowat and Paul Werstine, Simon & Schuster, 2012.

- This Shakespearean tragedy explores the themes of ambition, fate vs. free will, guilt, and

the corrupting influence of power as it follows the character of Macbeth, a Scottish nobleman who is driven by prophecy and his desire for power to murder King Duncan and seize the throne, leading to paranoia, violence, and his eventual downfall.

Culminating Task: The culminating task is a rhetorical analysis based on one of the soliloquies of Macbeth or Lady Macbeth chosen by the writer. The writer's task is to make an argument that will persuade the director of an upcoming local production of Macbeth that this soliloquy is integral to the play and essential for a successful production. Students will focus their essay on whichever one of the seven soliloquies students feel is the most essential for the audience to understand the character and a key element of the plot.

Rhetorical Concepts: • Rhetorical situation • Speaker • Occasion • Audience • Purpose • Genre

Objectives - Integrated ELD:

- Engage with Shakespeare's rich and complex language and apply strategies to make meaning of it.
- Analyze characters and their rhetorical situations by examining specific passages.
- Describe the rhetorical potentials of a passage and their impact on performance choices.
- Recognize how soliloquies and other subgenres within the play are used for specific rhetorical purposes.
- Write an analytical essay that analyzes a single speech.
- Reflect on their development as readers, writers, and thinkers by analyzing how their ideas evolve over time.

Standards Addressed by Module

Module Three - BOOK: Big Brother and the Authoritarian Surveillance State: George Orwell's 1984

Module Summary: This module explores George Orwell's dark, complex, and controversial novel 1984. With important and relevant themes including totalitarian rule, surveillance technology, mind control, propaganda, the role of the individual vs. the collective, the relation of language to thought, and even the nature of reality and perception, students read this significant novel and engage with its ideas.

Questions at Issue:

- What is it like to live in an authoritarian country that constantly watches every citizen?
- How close is the U.S. to becoming an authoritarian country?

Module Texts:

- Orwell, George. 1984. 1949. Signet Classics, 1977.
- Students read this dystopian science fiction novel about government control and authoritarian surveillance as the cornerstone to this unit.

Culminating Task: Students conduct Internet research to address the core question: Is our

technology taking us closer to or farther away from the world of Big Brother? They then write a short essay identifying an issue raised by 1984 and discussing whether or not they believe society is moving closer to that problem or away from it, supporting their argument with information from the text, their research, and class discussions.

Rhetorical Concepts: • Literary • Ethos, pathos, logos

Objectives - Integrated ELD:

- Read and engage with a significant political novel.
- Apply ideas and concepts from the novel to their own political world.
- Analyze stylistic choices made by the author and their effects on readers.
- Conduct Web searches on significant issues raised in the novel to assess whether the country is moving away from or toward the kind of society described in the novel.
- Write about their findings in a coherent essay.

Standards Addressed by Module

Module Four - ISSUE: Island Civilization

Module Summary: Environmental issues are a burning topic for high school students. They are the ones who will be inheriting the Earth from the current generation. As such, students have a vested interest in shaping the world they will be asked to inhabit. This module asks students to read an essay by Roderick Nash that focuses on "the history and future of wilderness and civilization on planet Earth" (para. 1). Students then have the opportunity to challenge the author's viewpoints, which are often controversial, while also developing, refining, and conveying their own solutions to the challenging issues presented in this reading. This module engages students in the complex cognitive task of entering an ongoing conversation about issues that face all of humanity.

Questions at Issue:

- What effect has human civilization had on planet Earth, and what should we do about it?
- What effects will human civilization likely have on planet Earth in the future, and what can humans do now in anticipation of those effects?
- What will wilderness and civilization look like on planet Earth in the distant future?

Module Texts:

- Nash, Roderick. "Island Civilization: A Vision for Human Occupancy of Earth in the Fourth Millennium." A Presentation to the Simon Fraser Institute for the Humanities, 16 Oct. 2008, applythebrakes.org/leader_rodericknash.htm.

- A leader in the field of environmental history and management and environmental education, Dr. Nash outlines the relationship people have had with the wilderness over the years and offers four potential visions for the future of Earth and its inhabitants based on humans' current behaviors and their impact on the environment.

Culminating Task: There are three possible writing assignments for students: a letter to the author that acknowledges his main points and then supports his view, challenges his ideas, or presents students' own thoughts on the topic; an op-ed essay or letter to the editor that argues for which of Nash's four scenarios is more likely to happen, why it will happen, and what we should do about it; or an op-ed essay or letter to the editor addressing the question: Is it wrong for us to engage in practices that make us rich and happy now, but will cause economic and environmental damage for our descendants?

Rhetorical Concepts: • Rhetorical situation • Audience • Purpose • Ethos, pathos, logos

Objectives - Integrated ELD:

- Offer and justify opinions while negotiating with and persuading others in communicative exchanges.
- Identify main ideas, including the author's main argument/claim within a text.
- Summarize the text in a concise and accurate manner.
- Evaluate the credibility of different types of evidence.
- Revise a letter to the author or an op-ed letter with a focus on developing and supporting a position with effective rhetorical techniques.

Standards Addressed by Module

ELA Power Essential Standards		
College and Career Readiness Strands (CCR)	**9-10**	**11-12**
Key Ideas & Details	**CCSS.ELA-LITERACY.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-LITERACY.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CCSS.ELA-LITERACY.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what th text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what th text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Craft & Structure	**CCSS.ELA-LITERACY.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**CCSS.ELA-LITERACY.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and

		meaning as well as its aesthetic impact.
	CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**CCSS.ELA-LITERACY.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric i particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Integration of Knowledge & Ideas	**CCSS.ELA-LITERACY.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)	**CCSS.ELA-LITERACY.RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**CCSS.ELA-LITERACY.RI.11-12.8** Delineate and evaluate the reasoning i seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
Writing- **Text Type & Purpose**	**CCSS.ELA-LITERACY.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in a analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Speaking & Listening- **Comprehension & Collaboration**	*#ALL YEAR-* **CCSS.ELA-LITERACY.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	*#ALL YEAR-* **CCSS.ELA-LITERACY.SL.11-12.2** Integrate multiple sources of informatio presented in diverse formats and medic (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibilit and accuracy of each source and notin any discrepancies among the data. **CCSS.ELA-LITERACY.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points c emphasis, and tone used.

Presentation of Knowledge and Ideas:	**CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Language: **Vocabulary Acquisition and Use**	***#ALL YEAR-*** **CCSS.ELA-LITERACY.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	***#ALL YEAR-*** **CCSS.ELA-LITERACY.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing-History/Social Studies **Key Ideas & Details** **Integration of Knowledge & Ideas**	*#ALL YEAR-* **CCSS.ELA-LITERACY.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **CCSS.ELA-LITERACY.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.	*#ALL YEAR-* **CCSS.ELA-LITERACY.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Schoolwide Learner Outcomes ADDRESSED:
Students will:

- Be responsible citizens.
- Work collaboratively and competently.
- Be critical and creative thinkers.
- Be effective communicators.

- Develop personal and professional goals.

The Gustine Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Critical Essential Standards:

GHS 9-12 ELA Critical Essential Standards Overview

GUSTINE HIGH SCHOOL
COURSE OUTLINE

SCHOOL YEAR: 2025-2026
COURSE TITLE: Ag Wood III
INSTRUCTOR: Mr. Baffunno
PREP PERIOD: 4th Period
PHONE#: 854-6414
EMAIL: mbaffunno@gustineusd.org
GRADE LEVEL: 11th or 12th
REQUIRED FOR GRADUATION: No
MEETS UC AND CSU REQUIREMENTS: No
PREREQUISITE: Ag Wood I & Ag Wood 2

Course Description:
Ag Wood 3 students will be able to operate all shop equipment safely. Ag Wood 3 is focused on design and implementation of that design to sell to outside buyers. Students will be engaged in more complex/advanced projects that meet industry standards for strength, durability and finish. Students will be given the opportunity to have their projects shown at the local fair.

Required Text:
Wood : Technology and Processes by John L. Feirer
ISBN13: 978-0078655418 6th Edition

Supplementary Materials:
ICEV

Course Objectives:
The objectives of the course is a continuation of Ag Wood II with an emphasis placed on advanced construction principles and application.

Required Materials:

1. Pen & pencil
2. AET Account
3. ICEV Account
4. Fair entry of one project or another assigned project by Mr. Baffunno
5. Coveralls and Safety Glasses
6. Locker in woodshop

Class Schedule:

Overview of Woodworking
Shop Safety
Sanding & Finishing
Joint Construction
Hand & Power Tools
Careers
Type of woods
Planning & Layout
Construction Industry
Fasteners, Adhesives, & Clamping

Grading: Grades will be based upon a 0-7 point standard based grading system. With an A=7, B=6, C=5, D=4, F=3.5. Items considered for your grade: Communication, Leadership/FFA, Teamwork, Safety, Technical Skills, Critical Thinking & Problem Solving, & Career Exploration

Scale

90% and above	A	60 to 69%	D
80% to 89%	B	Below 60%	F
70% to 79%	C		

Late and Makeup work and Extra Credit: You are expected to turn in all assignments. You have 10 days to turn in an assignment from the day it is graded/posted in Aeries. If it is red in Aeries, you still have time to turn it in. Once it is a zero in Aeries, you cannot make up that assignment because it is past 10 days. If you have an excused absence, it is then up to you to find out what you have missed and you will receive one day to make it up per day absent. Extra credit will only be assigned to the whole class by the instructor. Not to select individuals.

Cheating/Plagiarism/Penalty: This is not tolerated at all. It just isn't worth it. If you get caught, you receive 0 credit on that assignment. If you "borrow" a friend's assignment, you can both count on 0 credit. If it continues more than once you will be given a referral to the office and a parent phone call from myself.

Class Rules & Procedures:

1. No food, drinks, or chewing gum disturbingly during regular class time. It may be taken away. Only water.
2. Students are expected to have all their materials and to be in their own seat prepared to work at the beginning of class. If they are not seated in their seating chart, they will be marked tardy.
3. Show respect to all students.
4. FFA eligibility depends on your behavior and ability to follow all school rules and Ag department rules. Any student not complying with said rules will be excused from FFA participation.
5. If you need to leave the room for a bathroom emergency, you must ask permission and sign out. No passes in the first and last 10 minutes of class.
6. No personal grooming during class time.
7. All equipment must be in their place at the end of the period for the class to leave. Everybody cleans up. Work as a team.
8. You are not excused from your desk or class until instructed by the teacher. Stay in your seat.
9. No use of cell phones or other electronic devices such as, ipads, tablets, laptops, etc. during class time. Unless it is instructed by the teacher to use them for educational purposes only. They are to remain in your backpack and not to be taken out. You have been warned. Please follow and refer to school policy on this.

I. **General Safety**
Standards 6.0-6.7
Demonstrate the core competencies in safety and the efficient use of tools, machines, materials, processes and applications. Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Building and Construction Trades sector workplace environment.

II. **Planning**
Standards A1.0, A3.0
A. Demonstrate competence in planning, design, layout, and technical drawing interpretation for practical use in cabinetmaking and millworking. Apply concepts from mathematics, science and communications in the context of project design. Demonstrate knowledge and understanding of project planning and layout.

III. **Layout**
Standards A3.0, A4.0, A7.0
Apply concepts from mathematics, science and communications in the context of project design. Demonstrate knowledge and understanding of project planning and layout.

IV. **Type of Woods**
Standards A5.0
Demonstrate the core competencies in safety and the efficient use of tools, machines, materials, processes and applications. Demonstrate knowledge to the careers in the woodworking industries and the products that they produce.

V. **Hand and Power Tools**
Standards A4.0
Demonstrate the core competencies in safety and the efficient use of tools, machines, materials, processes and applications.

VI. **Fasteners, Adhesives and Clamping**
Standards A5.0
Apply the skills and competencies in determining proper wood joints, fasteners and adhesives used in construction of projects.

VII. **Sanding & Finishing**
Standards A8.0, A9.0
Demonstrate the core competencies in safety and the efficient use of tools, machines, materials, processes and applications. Demonstrate competency in the areas of preparing projects for finishing and then applying stains and varnish to complete the project.

VII. **Leadership**
Standards 2.0 Communications, 9.0 Leadership and Teamwork,
A. Service Learning
1. Develop and execute a community service project that will be of benefit to a specific group, institution, or cause within the community.

B. Student Organization
1. Actively participate in the applicable course student organization.

C. Personal Growth and development through a student organization FFA

1. Review and practice FFA policies from the handbook.
2. List and describe FFA awards available to members
3. Identify FFA contests in which agriculture students may participate.
4. List the requirements for earning the Chapter FFA Degree, State FFA Degree, and American FFA Degree
5. Complete the FFA R2 online

D. Critical Thinking/Problem Solving

1. List five characteristics of a critical thinker.
2. List criteria used to identify when a problem exists.
3. Identify the nature and specifics of a particular problem.
4. Define and describe the scientific method of problem solving.
5. Identify the information needed to solve the problem
6. Identify how to locate specific information related to the problem
7. List possible solutions to a problem
8. Evaluate the consequences of alternative solutions
9. Determine the best solution among the alternatives
10. Define discussion, disagreement, argument, inference, counterexample, and propaganda

IX. Careers

Standards 3.0

Identify opportunities in woodworking and demonstrate basic construction techniques. Demonstrate knowledge to the careers in the woodworking industries and the products that they produce Demonstrate knowledge to the careers in the woodworking industries and the products that they produce Demonstrate employability and social skills relevant to careers.

GUSTINE HIGH SCHOOL
COURSE OUTLINE

COURSE TITLE: ROP Internships in Agriculture
INSTRUCTOR: Mr. Baffunno
PREP PERIOD: (4th period)
PHONE#: 854-6414
EMAIL: mbaffunno@gustineusd.org
GRADE LEVEL: 11th or 12th
REQUIRED FOR GRADUATION: No
MEETS UC AND CSU REQUIREMENTS: No
Dual Enrollment: Yes, with Merced College Work40 class

Course Description:
The Internships in Agriculture course is designed to give students highly individualized instruction in various areas of the agriculture industry relevant to sales, services, and production. Classroom instruction will enable students to: (A) become knowledgeable of the many career opportunities available in agriculture, (B) Become proficient in employability skills, (C) Understand agribusiness marketing functions and government regulations affecting agribusiness management, (D) Become knowledgeable of the variety of records necessary in operating an agriculture business, (E) Develop leadership skills. Job specific training will be utilized through the operation of community classrooms or cooperative community classrooms. This methodology will include individualized training plans which outline specific skill training targeted to match occupational competencies required for the job.

Recommended Prerequisites:
Two years of an agriculture classes

Required Texts:
Job Finder Handbook – Merced ROP

Supplementary Materials:
California FFA AET Recordbook

Course Objectives:
The objectives of the course are for the students to: (1) become familiar with the skills, knowledge and decisions necessary to select and prepare for a job. (2) Become acquainted with what should be considered when selecting a job. (3) Will have acquired on the job training, perfecting skills in a particular job field. (4) Develop basic leadership skills. (5) Receive college credit through the Work40 program with Merced College

Required Materials:
1. Pen & pencil
2. Binder paper (8 ½ x11)
3. One (two inch) three-ring binder
4. Employment Portfolio

Class Schedule:
Employability
Safety
ROP Portfolio
Careers & Development
Sales & Selling
Marketing
Computers
Management Decision Making
Work Ethic

Grading: Grades will be based upon a 0-10 point system, except for tests. With an A=10-9, B=8, C=7, D=6, F=5-0. Items considered for your grade: 15% (tests, quizzes), 30% (homework/classwork/employment portfolio), 50% (time cards), & 5% (FFA/SAE participation).

Scale

90% and above	A
80% to 89%	B
70% to 79%	C
60 to 69%	D
Below 60%	F

***This class is going to be handled like a job. You have 10 absents free per semester. More than 10 excused or unexcused will lower your grade one letter grade. No excuses, unless you are sick really bad or injured. My discretion.

Late and Makeup work: You are expected to turn in all assignments. You have ***10 days*** to turn in an assignment from the day it is graded and posted in Aeries. Once it is a zero in Aeries, you cannot make up that assignment. If you have an excused absence, it is then up to you to find out what you have missed and you will receive one day to make it up per day absent. **Time cards will be due on the day of class only**. **Absolutely no late time cards. If you are absent that class day you must turn it in the day you come back to school. If you don't you will get a 0.**

Extra Credit: Extra credit will only be assigned to the whole class by the instructor. Not to select individuals.

Cheating/Plagiarism/Penalty: This is not tolerated at all. It just isn't worth it. If you get caught, you receive 0 credit on that assignment. If you "borrow" a friend's assignment, you can both count on 0 credit. If it continues more than once you will be given a referral to the office and a parent phone call from myself.

Class Rules & Procedures:

1. No food, drinks, or chewing gum disturbingly during regular class time. It may be taken away. Only water.
2. Students are expected to have all their materials and to be in their own seat prepared to work at the beginning of class. If they are not seated in their seating chart seat, they will be marked tardy.
3. Show respect to all students.
4. FFA eligibility depends on your behavior and ability to follow all school rules and Ag department rules. Any student not complying with said rules will be excused from FFA participation.
5. If you need to leave the room for a bathroom emergency, you must ask permission and take the hall pass. No passes the first and last 10 minutes of class.
6. No personal grooming during class time.
7. All equipment must be in their place at the end of the period for the class to leave.
8. You are not excused from your desk or class until instructed by the teacher. Stay in your seat.
9. No use of cell phones or other electronic devices such as, ipads, tablets, laptops, etc. during class time. Unless it is instructed by the teacher to use them for educational purposes only. They are to remain in your backpack and not to be taken out. You have been warned. Please follow and refer to school policy on this.
10. Everybody cleans ups. Work as a team.

Student Performance Objectives:

Upon completion of this course, students will:

- Identified the primary employment regulations and government agencies pertaining to the agriculture industry and specific area of interest.
- Identified the opportunities available in higher education including entrance requirements, financial aid and trade institutes.
- Explored and identified occupational trends and opportunities available in the agriculture industry.
- Developed the ability to effectively utilize and demonstrate communication and critical thinking skills related to the occupational industry.
- Explored and identified the four types of business structures found in agriculture.
- Investigated the basic economic principles relating to agriculture.
- Used the key factors involved in marketing and developed a marketing plan for a specific agriculture commodity.
- Demonstrated the ability to give a sales presentation using an agriculture product or service.
- Developed the ability to create and maintain an effective record book.

Common to all ROP courses

- Demonstrated awareness of employment opportunities in careers related to the industry
- Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of the Employability Portfolio
- Demonstrated safe work habits and attitudes
- Exhibited leadership skills related to teamwork, communications, human relations and community responsibility
- Opportunity to participate in a student organization such as FFA

Job Titles (using O*Net):

Insurance Sales

Entry Level (with high school diploma)

- Accounting Assistant
- Ag Equipment Operators
- Animal Groomer
- Animal Trainer
- Beekeeper
- Clerk, Courtesy (Grocery)
- Clerk, Produce
- Clerk, Shipping and Receiving
- Clerk, Stock
- Counter Clerk, Farm Equipment Pa rts
- Customer Service Representative-

- Dairy Construction Maintenance Assistant
- Dairy Management Assistant
- Farm Equipment Attendant (Rental)
- Farm/Ranch Assistant- Ag Mechanics
- Farm/Ranch Assistant- Crops
- Farm/Ranch Assistant- Fruits and Nuts
- Farm/Ranch Assistant- General
- Farm/Ranch Assistant- Livestock
- Ferrier

- Floral Assistant
- General Office Clerk- Ag Business
- General Office Clerk-Agriculture Education Dept.
- General Office Clerk- Insurance
- Graders/Sorters Ag Products
- Horticulture Assistant
- Meat Processing Assistant
- Pump- Service Assistant
- Sales Associate- Animal Feed and Pet
- Sales Associate- Farm, Garden and Hardware
- Sales Associate- Floral
- Sales Associate- Horticulture and Nursery Products
- Veterinary Clinic Assistant
- Welding Assistant

Technical Level (with AA/AS degree or certificate)

- Agricultural Inspector
- Farm Equipment Mechanic
- Automotive Repair/Maintenance Assistant
- Milk Testing Lab Tech
- Research Technician
- Food Science Technician
- Product Development Technologist
- Veterinarian Assistant
- Environmental Compliance Inspectors
- Quality Assurance Technician
- Food Safety Inspector
- Product Development Technician
- Food Retail and Wholesale Buyer
- Applied Chemical Technician
- Marketing Assistant
- Food Service Supervisor

Professional Level (with BA/BS degree)

- Food Engineer
- Nutrition Scientist
- Food Chemist
- Food Microbiologist
- Sensory Scientist
- Product Development Scientist
- Food Marketing Director
- Veterinarians
- Zoologist/Biologist
- Environmental Engineers
- Natural Science Managers
- Ag Sciences Teacher

Supplemental Materials (including software used) and Instructor Reference Materials:

A. *Computer Software*
- Microsoft Office Suite

B. *Required Reading and/or Text*
- Job Finders Handbook, Merced County ROP
- Who am I Book, Merced County ROP

C. *Student Reading Selection*

D. *Instructor Reference Materials*
- Merced County ROP Curriculum Handbook
- Merced County Business to Education Resource Guide
- California Department of Education CTE Model Curriculum Standards
- California Common Core State Standards
- Labor Market Information/Websites

Instructional Methods and/or Strategies:
- Direct instruction and discussion
- Teacher developed materials
- Operation of equipment
- Group and/or independent Project-Based Learning assignment(s)
- Cooperative learning
- Portfolio development
- Audiovisual
- Computer applications, software, simulations
- Reading and writing assignments
- Investigations and research
- Business and/or community partnerships
- Student exhibitions and presentations
- Work-based learning opportunities
- Service Learning
- Business, school, and/or community surveys
- Guest speakers
- Business interviews
- Field trips
- Labs

Assessment Methods and/or Tools

Assessment of student performance will include but is not limited to:

- Employability Skills Evaluation
- Employability Portfolio and presentation
- Safety awareness in the classroom and/or community classroom setting
- Individual or group Project-Based Learning assignment
- Timely and complete required assignments
- Tests and quizzes
- Classroom participation, punctuality, and attendance
- Presentations/Exhibitions
- Leadership activities
- Supervised Agricultural Experience (SAE) projec

Unit of Instruction	Key Assignments	Hrs	Model Curriculum Standards Reinforced = R Taught = T		
Unit description prior to listing the competencies of the unit	Key assignments only		California Common Core Standards	Model CTE Curriculum Standards	Standards for Career Ready Practice NETS
I. Orientation **A. Required Paperwork** 1. Complete and explain the purpose of the following ROP paperwork a. Socrates Enrollment b. Registration Permit c. Community Classroom Permit/Training Plan d. Community Classroom Rules e. Work Permit f. Joint Venture Training Agreement/CO-OP **B. Classroom Procedures** 1. Demonstrate a clear understanding of attendance, grading, and timecard policies. **C. Training Site** 1. Demonstrate a clear understanding of ROP placement and site allocation procedures.	Students complete the required site paperwork.	**4**	NA	**Anchor:** 1.0 2.2 2.3 2.4 2.6 **Pathway:** NA	**SCRP:** 1 **NETS:** 3 a
II. Safety and Work Ethics **A. Personal Safety** 1. Demonstrate an understanding of safe online practices and identify strategies to maintain personal safety **B. Accident Prevention and Emergency Procedures** 1. Describe accident prevention techniques and provide methods to prevent accidents in the workplace 2. Recognize policies, procedures and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities 3. List factors that contribute to farm accidents. 4. Describe management's responsibility related to	Students pass a job safety test with at least 90% accuracy.	**6**	**RSTS:** 9.10 11-12.4 **SLS:** 11-12.1d	**Anchor:** 3.0-3.9 5.0-5.4 6.2 6.3 6.4 6.5 6.6 6.7 **Pathway:** B1.0-1.3	**SCRP:** 6 **NETS:** **2 a-d**

farm safety. 5. Insurance regulations at job sites: describe variations and parameters pertaining to particular job sites. **C. Labor Laws** 1. Identify and explain the labor laws governing the workplace **D. Sexual Harassment** 1. Identify instances of sexual harassment 2. Evaluate and develop appropriate solutions to sexual harassment situations 3. Develop strategies for prevention of sexual harassment **E. Work Ethic and Employee Etiquette** 1. Identify, describe and demonstrate positive work ethic as it relates to job retention 2. Understand the importance of maintaining confidentiality, integrity and honesty 3. Evaluate ethical decisions regarding copyright and plagiarism 4. Demonstrate proper workplace etiquette in the information age					
III. Career Options Exploration **A. Agriculture Careers** 1. Self Assessment a. Evaluate personal values, qualities and skills that align with career occupations 2. Career Research a. Research the scope of career opportunities; identify the requirements for education, training and licensure b. Understand the past, present and future trends that affect career choices (labor market) 3. Career Action Plan a. Develop a career plan that is designed to reflect career interests, pathways and postsecondary options **B. Trends and Career Opportunities** 1. Explore and research current trends and careers in	Students will complete a self- assessment of interests, values and complete a career research project. Students will complete a career plan based on career assessment and planning activities.	**12**	**LS:** 11-12.1 11-12.2 **RRLST:** 11-12.2 **SLS:** 11-12.2 **WS:** 11-12.4 11-12.9	**Anchor:** 2.4 3.1 3.2 3.3 3.4 3.5 3.9 4.1 11.2 **Pathway:** NA	**SCRP:** 2 3 11 **NETS:** 1a-d 3a-d 4 b-c 5a-d 6b

agriculture using the Eureka Career Information System. 2. Identify twelve potential agriculture or agriculture-related careers. 3. Identify four potential local labor market area agriculture or agriculture-related careers. 4. Describe economic and technological trends which may affect the work environment. 5. Identify ways in which employees may have to adapt to changing work environments. 6. Explain the importance of work to the individual and society.					

IV. Employability **A. Employability Skills Portfolio** 1. Develop a portfolio that features the skills and experience necessary to obtain employment **B. Job Search and the Interview Process** 1. Identify and utilize resources in the job search process 2. Understand the importance of researching potential employers 3. Demonstrate proper communication and appearance in the interview process **C. Personal and Professional Image** 1. Recognize the importance of maintaining a professional image through appearance, attitude and communication	Students will complete an Employability Skills Portfolio including: • Table of Contents • Job Application • Cover Letter • Resume/References • Letter of Recommendation • Employability Skills Evaluation • Career Action Plan • Work Sample	**16**	**SLS:** 11-12.2 **LS:** 11-12.1 11-12.2 11-12.6 **WS:** 11-12.4 **WHSST:** 11-12.9	**Anchor:** 2.2 2.3 2.5 3.0 3.1 3.2 3.9 4.1 7.7 11.0 11.5 **Pathway:** NA	**SCRP:** 1 2 3 5 **NETS:** 1 a-d 3 a-d 5 a-d 6b

V. Communication **A. Effective Communication Skills** 1. Demonstrate the ability to lead a discussion group. 2. Identify and demonstrate communication skills using telephones, letters, memos, and through verbal conversations. 3. Identify and demonstrate the necessary skills to effectively and efficiently work as part of a member on a committee. **B. Public Speaking/Presentations** 1. List and describe the importance of public speaking skills. 2. Demonstrate public speaking abilities by selecting, researching, developing, and delivering a seven minute sales presentation on an agriculture product.	Students present a presentation with electronic media on a given topic.	**6**	**LS:** 9-10 11-12.6	**Anchor:** 2.0 2.1 2.2 2.3 2.4 2.5 2.6 **Pathway:** A2.2	**SCRP:** 2 **NETS:** 2 a-d 5 a-d

VI. Leadership **A. Leadership** 1. Identify ways a professional association can assist in career choices and contribute to employment. 2. Discuss the characteristics and benefits of teamwork, leadership and citizenship in the school, community and workplace **B. Personal Growth and Development Through a Student Organization (FFA)** 1. Review and practice FFA policies from handbook. 2. List and describe FFA awards available to members. 3. Identify FFA contests in which vocational-agriculture students may participate. 4. List the requirements for earning the Chapter FFA Degree, State FFA Degree, and American FFA	Students will demonstrate leadership traits through a variety of activities in FFA.	**8**	**SLS:** 11-12.2 11-12.6	**Anchor:** 9.0-9.13 **Pathway:** NA	**SCRP:** 3 2 **NETS:** 1 a-d 2 a-d 3 a-d 4 a-d 5 a-d 6 b

Degree. 5. Complete the FFA student data sheet. **C. Critical Thinking/Problem Solving** 1. List five characteristics of a critical thinker. 2. List criteria used to identify when a problem exists. 3. Identify the nature and specifics of a particular problem. 4. Define and describe the scientific method of problem solving. 5. Identify the information needed to solve the problem. 6. Identify how to locate specific information related to the problem. 7. List possible solutions to a problem. 8. Evaluate the consequences of alternative solutions. 9. Determine the best solution among the alternatives. 10. Define discussion, disagreement, argument, inference, counterexample, and propaganda.					

VII. Agriculture Research Project **A. Agriculture Written Project and Presentation** 1. Complete a research project related to the marketing industry that includes the following: • written report • presentation visuals • oral report	Complete a research project related to the marketing industry that includes the following: • written report • presentation visuals • oral report	**10**	**WS:** 11-12.7	**Anchor:** 2.2 2.3 2.4 2.5 2.6 3.3 3.4 3.5 3.9 4.1 4.2 4.3 4.5 4.7 10.3 **Pathway:** NA	**SCRP:** 10 **NETS:** 2 a-d 2 a-d 4 a-d 6 a, d

VIII. Scholarships/Higher Education **A. College/University Applications** 1. Identify college/university application deadline dates. 2. Identify the components of the college/university application process. **B. Entrance Requirements** 1. Identify entrance requirements for California Community College, California State University, and the University of California systems. **C. Financial Aid** 1. Research and identify financial aid resources, deadlines, and application processes. **D. Trade Institutes** 1. Identify different trade institutions, application requirements, and cost of tuition.	Students will listen to guest speakers about various college application processes and financial aid resources. Students will complete a career plan based on career assessment and planning activities.	**4**	SLS: 11-12.2	Anchor: 3.1 3.4 3.9 Pathway: NA	SCRP: 9 NETS: 3 a-d 4a-d
IX. Agribusiness Management **A.** Business Management and Structures 1. Describe the four types of business structures found in agriculture: a.Single Proprietorships b.Partnerships c. Cooperatives d.Corporations 2. Discuss similarities and differences among the four types of business structures listed above.	Students will analyze CA Annual AG Report. Students will choose a commodity and document their findings. Students present a sales presentation using their chosen commodity.	**16**	LS: 9-10 11-12.6	Anchor: 1.0 5.3 5.4 10.3 Pathway: A 2.0 A 2.1 A 3.2 A 3.3	SCRP: 1 NETS: 3 a-d 4a-d

B. Basic Economic Principles 1. Describe the basic economic factors that affect farm and agribusiness management decisions. 2. Describe how supply and demand affect prices. 3. List factors that shift the supply and demand curves. 4. Distinguish among supplementary, complementary, competitive, and independent enterprises. 5. List the advantages and disadvantages of diversification and specialization. 6. Explain the importance of agribusiness and its impact on the gross national product and the total economy. 7. Use economic decision-making tools to increase the profitability of an agricultural enterprise. 8. Describe the concept of diminishing returns. 9. Distinguish between fixed and variable costs. 10. Calculate the estimated fixed cost and variable costs for an agricultural commodity. 11. Distinguish between marginal cost and marginal revenue **C. Marketing Agriculture Products** 1. Explain what is meant by the term, "free enterprise system". 2. Describe key factors involved in marketing. 3. Describe types of markets. 4. Describe the importance of grades and standards. 5. Distinguish between hedging and speculation. 6. Describe the purpose and function of local markets. 7. Define the terms, "developing:" and "developed country" and explain how the level of development affects agriculture and agricultural trade. 8. Define the purpose of developing a marketing plan. 9. Identify the various kinds of marketing plans. 10. Identify the process of developing a marking plan. 11. Explain the three essential elements of a marketing program. 12. Develop a marketing plan for a commodity. **D. Sales and Selling** 1. Identify sales careers in agriculture. 2. Discuss major advantages and disadvantages of a sales career. 3. List the skills and abilities needed to have a successful sales career in agriculture.			**SLS:** 11-12.2	**Anchor:** 1.0 5.3 5.4 10.3 **Pathway:** A2.1 – 2.4 A3.0 A3.2, 3.3 A5.1 A5.2 A5.5 A5.6 **Anchor:** 1.0 5.3 5.4 10.3 **Pathway:** A1.4 A3.1 – A 3.3 A5.1 A5.2 A5.5 A5.6 A7.1 A7.4 **Anchor:** 1.0 5.3 5.4 10.3 **Pathway:** A7.4 A7.5 A8.2	**SCRP:** 5 **NETS:** 3 a-d 4 a-d 6 a, d **SCRP:** 5 **NETS:** **1 a –d** **2 a –d** **SCRP:** 5 **NETS:** **1 a –d** **2 a –d**

4. List the four groups of customers who are targeted in agriculture. 5. Describe the basic function of the sales process in agriculture. 6. Describe the steps most people go through when making a purchase. 7. Discuss what motivates people to buy. 8. Select appropriate questions and methods to identify customer needs and wants. 9. Identify and explain the five stages in making a sale. 10. Describe the kinds of information that a sales person needs to have available about a product or service when making a sale. 11. Discuss the three main sales approaches: • Greeting • Merchandise • Service 12. Demonstrate three ways of opening a sales presentation. 13. Give a sales presentation using an agricultural product or service. 14. Demonstrate effective handling of customer objections in a role playing situation. 15. Demonstrate effective closing techniques in a sales presentation. 16. Describe and demonstrate the professional sales process in agribusiness. 17. Demonstrate the ability to build customer confidence in yourself and your product. 18. Demonstrate knowledge of advertising and promotion in agricultural sales in an assignment.					
X. Personal Financial Management **A. Record Keeping** 1. Explain the main reasons for keeping records. 2. Identify and demonstrate the guidelines for completing a record book.	Students will maintain a personal FFA record book.	**10**	RLST 19-10.7	Anchor: 10.7 Pathway: A1.5 A3.3 A4.1 – 4.2 A4.5	SCRP: 1 NETS: 2 a-d 3 a-d 6 a-d

XI. Government Agencies **A. Local, State, and National Agencies** 1. Identify and describe the primary agencies involved in agriculture and the services they provide. 2. List the major objectives of the US Department of Agriculture. 3. Describe the services provided by the Cooperative Extension Service.	Current local and state-wide issues affecting agriculture are discussed and researched. Students will prepare a report on the impact of these issues on their community.	**4**	**SLS:** 11-12.1d	**Anchor:** 1.0 2.4 2.5 4.3 4.5 **Pathway:** A 6.2 – 6.3 A 9.1 -9.2 A 9.4 – 9.5 A 8.0	**SCRP:** 8 **NETS:** 2 a-d 3 a-d
XII. Industry Explorations **A. Fieldtrip Exploration** 1. Attend a fieldtrip to research various sectors within the agriculture industry which could include one or more of the following industry areas: • Dairy Science • Water Science • Environmental Science • Livestock Management • Agribusiness • Welding and Fabrication	Students will complete a reflection paper to summarize knowledge learned on the fieldtrip exploration.	**12**	**SLS:** 11-12.2	**Anchor:** 1.0 2.3 2.4 2.6 3.4 3.9 4.5 10.3 10.6 **Pathway:** NA	**SCRP:** 12 **NETS:** 3 a-d

XIII. Community Classroom Training **A. Community Classroom Training** 1. Perform specific skills and tasks relevant to the individual site placement.	Students will complete a weekly timecard. Students will meet components of their training plans.	**234**	**WS:** 11-12.7 **RSTS:** 9-10 11-12.4 11-12.6	**Anchor:** 1.0 5.0-5.4 6.0-6.7 9.0-9.13 10.0-10.8 11.0-11.5 **Pathway:** NA	**SCRP:** 10 **NETS:** 1 a-d 2 a-d 4 a-d

GUSTINE HIGH SCHOOL
COURSE OUTLINE

COURSE TITLE: Farm to Fork: Food Science
INSTRUCTOR: Mr. Baffunno
PREP PERIOD: 4th period
PHONE#: 854-6414
EMAIL: mbaffunno@gustineusd.org
GRADE LEVEL: 11th or 12th
REQUIRED FOR GRADUATION: No
MEETS UC AND CSU REQUIREMENTS: G Elective

Course Description:
Food Science and Nutrition is a one-year, elective course, designed for the student with career interests in agriculture or related fields. This course helps students understand specific facts and principles of food science and the agriculture industry, food safety, nutrition, and the careers in these fields. Students will gain the understanding of how agriculture is used in their daily lives through "hands-on" approach of learning and in accessing reliable information relating to food science of the past, present, and future; applying scientific knowledge and processes to food science concepts and principles; safely using appropriate technology to implement food science and safety practices; understanding the importance of food to our daily health; the importance of food science and nutrition careers; and having fun learning through the process. Students will utilize their skills in designing, cultivating, growing, and harvesting crops from the school farm garden plots that have been established to cultivate and process foods aligned to the "whole system" farming in modern cuisine. Students will deepen their understanding of the essential requirements ingrowing and tending their garden plots and farm in order to produce variety and maximize crop yield. Students will explore the history of agriculture in California and research the concept of "Passive Agriculture" utilized by indigenous Californians. Students will research and illustrate contemporary industrialized agriculture and its effect on farming techniques including livestock locally, nationally, and globally and explain the emerging, innovative, and controversial trends in agriculture production and harvesting.

Recommended Prerequisites:
Intro to Ag or any ag class

Required Texts:
Introduction to Food Science – Parker, Rick – Del Mar – 2016

Supplementary Materials:
Food Science, Safety, & Nutrition – National Council for Agricultural Education - USA
ICEV
AET

Course Objectives:
The objectives of the course are to understand and practice food science and nutrition, understand and practice food safety, explain different food processing techniques, difference between fruits, vegetables, meats, and dairy products, explain quality factors in foods, transportation, understand different careers, develop basic leadership skill, and ROP portfolio.

Required Materials:

1. Pen & pencil
2. Binder paper (8 ½ x11)
3. One (two inch) three-ring binder
4. Employment Portfolio
5. Fair entry canning project or another assigned project by Mr. Baffunno

Class Schedule:

Overview of Food Science
Chemistry
Nutrition and Digestion
Cereal grains, Legumes, and oilseed
Operations in Food Processing
Candy & Confectionery
Drying, Dehydration, Food Preservation
Portfolio
Farm to Table
Urban Farming
Careers
Fruits & Vegetables
Safety in Food Handling and Preparation
Organic Farming
Milk, Meat, Poultry, & Eggs
FFA Leadership & Recordkeeping
Packing
California Agriculture
Traditional Agriculture
SAE

Grading: Grades will be based upon a points system. Items considered for your grade: 25% (tests, quizzes), 55% (homework/classwork), 15% (lab work), and 5% (FFA/SAE participation).

Scale

90% and above	A	60 to 69%	D
80% to 89%	B	Below 60%	F
70% to 79%	C		

Late and Makeup work and Extra Credit: You are expected to turn in all assignments. You have 10 days to turn in an assignment from the day it is graded and posted in Aeries. Once it is a zero in Aeries, you cannot make up that assignment. If you have an excused absence, it is then up to you to find out what you have missed and you will receive one day to make it up per day absent. Extra credit will only be assigned to the whole class by the instructor. Not to select individuals.

Cheating/Plagiarism/Penalty: This is not tolerated at all. It just isn't worth it. If you get caught, you receive 0 credit on that assignment. If you "borrow" a friend's assignment, you can both count on 0 credit. If it continues more than once you will be given a referral to the office and a parent phone call from myself.

Class Rules & Procedures:

1. No food, drinks, or chewing gum disturbingly during regular class time. It may be taken away. Only water.
2. Students are expected to have all their materials and to be in their own seat prepared to work at the beginning of class. If they are not seated in their seating chart, they will be marked tardy.
3. Show respect to all students.
4. FFA eligibility depends on your behavior and ability to follow all school rules and Ag department rules. Any student not complying with said rules will be excused from FFA participation.
5. If you need to leave the room for a bathroom emergency, you must ask permission and take the hall pass. No passes in the first and last 10 minutes of class.
6. No personal grooming during class time.
7. All equipment must be in their place at the end of the period for the class to leave. Everybody cleans up. Work as a team.
8. You are not excused from your desk or class until instructed by the teacher. Stay in your seat.
9. No use of cell phones or other electronic devices such as, ipads, tablets, laptops, etc. during class time. Unless it is instructed by the teacher to use them for educational purposes only. They are to remain in your backpack and not to be taken out. You have been warned. Refer to school policy on this, it has not changed.

I. Safety in Food Handling and Preparation

A. Understand and identify that tools used in the kitchen
B. Learn the layout of the kitchen.
C. Accident prevention: describe accidents prevention techniques and provide methods to prevent accidents in the kitchen.
D. Emergency procedures: explain and implement procedures to be followed in the event of an emergency or accident in the kitchen or classroom.
E. Identify sources of safety information.
F. Understand conversions of measurement used in the kitchen.
G. Apply how to properly measure liquids and solids.
H. Understand how to read a scale and thermometer.
I. Understand how to organize your work stations
J. Read a recipe
K. List three categories of food safety
L. Name four factors contributing to the development of a food borne disease.
M. List four types of microorganisms that can cause food borne illness
N. List five factors affecting microbial growth
O. Identify the microorganisms that provide an index of food sanitation.
P. Discuss the role of sanitation and cleaning during the processing in food safety.
Q. Identify the correct order of sanitizing or cleaning a food contact surface.
R. Name three types of food soils
S. List two types of sanitation
T. Identify agencies involved in food safety regulation
U. Describe the role of the HACCP in food safety

II. Overview of Food Science

A. Name the four parts of the food industry.
B. Describe consumer food buying trends.
C. Divide the food industry by major product lines.
D. Compare spending for food in the US to that in other countries.
E. List four consumption trends.
F. Discuss trends in meal purchases.
G. Identify allied industries.
H. Explain how the food industry is international.

III. Chemistry

A. Describe the chemical properties of an element.
B. Name the three elements most important to life.
C. Explain how covalent, hydrogen, and ionic bonds are formed
D. Define a molecule
E. Identify symbols for hydroxyl, amino, ammonia, methyl, and carboxyl
F. Discuss oxidation-reduction reactions
G. Describe the two divisions of metabolism.
H. Classify carbohydrates
I. Compare the sweetness of various sugar
J. Describe the chemical makeup of proteins.
K. Discuss the use and function of proteins in foods.
L. Classify lipids
M. Discuss the use of lipids or fats in foods
N. Name the three uses of carbohydrates in foods
O. Identify saturated and unsaturated fats
P. List the fat and water soluble vitamins

Q. Name ten minerals important in nutrition
R. List two functions of water in the body
S. Identify biotin, choline, and phytochemicals

IV. Leadership

A. Service Learning

1. Develop and execute a community service project that will be of benefit to a specific group, institution, or cause within the community.

B. Student Organization

1. Actively participate in the applicable course student organization.

C. Personal Growth and development through a student organization FFA

1. Review and practice FFA policies from handbook.
2. List and describe FFA awards available to members
3. Identify FFA contests and activities in which agriculture students may participate.
4. List the requirements for earning the Chapter FFA Degree, State FFA Degree, and American FFA Degree
5. Complete the FFA R2 online

D. Critical Thinking/Problem Solving

1. List five characteristics of a critical thinker.
2. List criteria used to identify when a problem exists.
3. Identify the nature and specifies of a particular problem.
4. Define and describe the scientific method of problem solving.
5. Identify the information needed to solve the problem
6. Identify how to locate specific information related to the problem
7. List possible solutions to a problem
8. Evaluate the consequences of alternative solutions
9. Determine the best solution among the alternatives
10. Define discussion, disagreement, argument, inference, counterexample, and propaganda

V. Careers

A. List the basic skills and knowledge needed for successful employment and job advancement.
B. Describe the thinking skills needed for the workplace of today.
C. Identify the traits of an entrepreneur.
D. List occupational areas of the food industry.
E. Identify the careers that require a science background.

VI. Nutrition & Digestion

A. Identify nutritional needs using RDA or DRI.
B. Discuss the functions of energy, carbohydrates, fats, proteins in the body.
C. Provide the calorie content of proteins, carbohydrates, and fats
D. List the essential amino acids
E. Name two protein-deficiency diseases
F. Describe protein quality
G. Name an essential fatty acid
H. List the water and fat soluble vitamins and their functions
I. List six minerals required by the body
J. Describe the process of digestion

K. Identify the organs involved in digestion
L. Discuss the relationship of diet to health

VII. Operations in Food Processing

A. Describe materials handling in the food industry
B. Name three methods of reducing the size of a food product
C. Identify two general types of pumps
D. Name three methods for separating food products
E. Describe four factors that affect mixing
F. Describe five factors influencing heat transfer
G. Identify five-unit processes that include heat transfer
H. Discuss the uses of three common methods of drying
I. List two examples of formed food
J. Describe the purposes of concentration
K. Identify two reasons for packaging food products.
L. Discuss why some unit operations overlap

VIII. Packing

A. Identify three types of food packaging
B. Name and describe the use of four basic packaging materials
C. List ten features or requirements of packaging materials
D. Describe tests that measure the properties of packaging material
E. Identify packages with special features
F. Discuss how packaging addresses environmental concerns
G. Identify and describe a packaging innovation

IX. Milk and Dairy Products

A. Define the term "milk"
B. Describe quality control during the production of milk and milk products.
C. Explain pasteurization and homogenization
D. Identify three methods of pasteurization
E. Describe the "solids" composition of milk
F. Discuss the separation of butterfat and its uses
G. List four beverages of milk products
H. Describe butter
I. Name five concentrated or dried dairy products
J. List the five steps in cheese making
K. Identify three bacteria used to produce dairy products
L. Name five fermented dairy products
M. List the five steps in making ice cream
N. Describe three USDA quality grade shields

X. Meat, Poultry, & Eggs

A. Describe the production of meat from cattle. Pigs, and poultry
B. Identify meat products from cattle, pigs, and poultry
C. Discuss the general composition of meat and meat products
D. List five factors affecting meat tenderness
E. Describe the cooking of meat
F. Discuss the production of meat substitutes

G. Identify quality grading of meat
H. Describe egg production
I. Identify factors affecting egg quality
J. Discuss egg grading

XI. Fruits & Vegetables

A. Identify the parts of a plant considered a vegetable or a fruit
B. Describe the nutrient composition of a fresh fruit or vegetable
C. Discuss the structure of a plant cell
D. Describe the plant tissues and their functions
E. Explain climatic and non-climatic with examples
F. Name one pigment in fruits or vegetables and describe how it responds to heat or Ph.
G. List four factors affecting the texture of fruits or vegetables
H. Describe how quality grade determines the use of a fruit or vegetable
I. List five factors considered during storage
J. Describe the processing of fruits
K. Discuss the processing of vegetables

XII. Candy & Confectionery

A. Identify three crystalline and three noncrystalline candies
B. Describe the relationship between sugar concentration and the boiling point
C. Discuss the common components of candies and confectioneries
D. Identify two ways to produce invert sugar
E. Explain caramelization in candy making.
F. Name four sugar-based sweeteners developed from cornstarch
G. Describe uses of high fructose corn starch
H. Define cocoa
I. Describe modern candy and confectionery manufacturing
J. List four sugar alcohols and four high intensity sweeteners
K. Discuss the labeling information and requirements for candy

XIII. Employability Portfolio

A. Complete an employability portfolio containing the following:
   a. Table of Contents
   b. Resume
   c. Cover Letter
   d. Master Application Form
   e. Letter of Recommendation
   f. Employability Skills Evaluation
   g. Work Sample

B. Portfolio Presentation/Interviewing Skills
   a. Participate in an interview situation that includes the presentation of the Employability Portfolio.

XIV. Cereal grains, Legumes, and oilseed

A. Diagram the general structure of a grain
B. Name three cereal grains
C. Describe the general composition of grains. Legumes, and oilseed

D. Identify three properties of starch
E. List four factors that must be controlled when cooking in starch
F. Discuss the milling of grain to flour
G. Identify five types of wheat flour
H. Explain the classes of wheat and grades of flour
I. Identify the type of flours other than wheat flour
J. List the steps in corn refining
K. Name four products derived from corn
L. Explain the process that take place during baking
M. List four oilseeds and indicate the use of their products
N. Discuss the general uses of legumes
O. Name four general categories of products from soybean extraction
P. Identify five food products of soybean extraction

XV. California Agriculture

A. Climate zones
B. Top commodities and crow grown
C. Top commodities grown
D. Crops historical origins
E. Water rights

XVI. Traditional Agriculture

A. Gradual changes in agriculture
B. History of agriculture/farming
C. Explain different farming practices and how they have changed over time

XVII. Farm to Table

A. Restaurants influence of the farm to table movement
B. Role of agriculture in supplying our world food chain
C. Follow agricultural commodities through their life cycles by learning the basic components of production agriculture
D. Grow vegetables in the school garden

XVIII. Drying, Dehydration, Food Preservation

A. Discuss reasons for dehydrating foods
B. Describe changes that occur during dehydration
C. List factors that affect dehydrations
D. Identify chemical changes that occur in food during drying
E. Explain problems that can occur during drying
F. Describe drying methods
G. Compare home drying of foods to commercial drying

IXX. Organic Farming

A. Describe the positive and negative aspects
B. Define Organic
C. Are organic foods/eating a lifestyle or is it actually better an or healthier for you
D. Labeling organic

E. Farmers Markets and organic marketing of food
F. Which organic foods should you buy always

XX. Urban Farming

A. Define urban farming
B. What food products can be urban farmed
C. Explain the difference between urban and rural farming
D. Real value of urban farming
E. List the social benefits of urban farming
F. How to start an urban farm

Modern World History and Geography

School year: 2025-2026

Grade Level(s): 10

Grading: see below

CTE Sector/Pathway: N/A

Prerequisite(s): N/A

A - G: Yes

Course Length: One Year

Subject Area: History/Social Science

Credits: 10

Articulation Units: N/A

Instructor: Certified History/Social Science Dept. Member

Grading & Evaluation:

Summative Assessments = 100%

- Gustine High School uses Standards Based Grading.
- Assessments may include tests, quizzes, projects, and performance tasks.
- Summative assessments may be re-taken after tutoring or other work to correct skill deficiencies.
- Summative assessments measure student understanding of content standards by evaluating the student's explanatory and evaluative work. These assessments are guided by the documents outlined in Chapter 19 of the California History Social Science Framework: historical thinking skills, the CA Literacy Standards for History Social Studies, The CA ELD Standards, and the C3 Framework.
- Students work daily towards their assessments with in-class assignments and activities. Students are expected to participate fully in all class assignments and activities
- Assignments other than summative assessments may be entered into the gradebook with a numerical score using the same scale used for the summative assessments. The purpose of this is to guide students in their understanding of their progress towards the standards. These assignments are weighted 0% in the gradebook.

Grade Scale:

Score	Rating
4	Exemplary
3	Proficient
2	Developing
1	Beginning
0	No evidence

COURSE DESCRIPTION:

This course traces the evolution of western political thought through the influences of the Judeo-Christian, Roman, and Greek experiences, the English Civil War, and the French Revolution. Students will then examine the role of this philosophy in terms of the industrial revolution and the race for empire and their influences on the World Wars and Cold War. An emphasis will be placed on the social, economic, political, and cultural change during each time period. The course concludes with a discussion on contemporary issues. Embedded throughout this course are reading, writing, listening, and speaking activities. During the course of the year, students will engage in both short and long-term research/inquiry projects on a variety of topics.

Key Questions:
How did philosophical ideas developed in ancient times and the Enlightenment influence the Age of Revolutions, and to what extent did these revolutions fulfill or diverge from the political ideals of self-government and individual liberty?

How did the technological and economic transformations of the Industrial Revolution drive global expansion and imperialism, and what were the varied experiences and perspectives of both colonizers and the colonized during this era?

What were the complex and often debated causes and consequences of the World Wars, and how do different historical interpretations and sources help us understand the global scale, human costs, and ideological shifts of this tumultuous period?

How did the ideological and geopolitical competition of the Cold War shape global developments and contribute to contemporary issues, and how can we analyze these ongoing challenges by considering historical context and diverse perspectives?

UNITS OF INSTRUCTION:

- ☐ **Unit 1: Foundations of Western Thought and the Enlightenment**
- ☐ **Unit 2: Age of Revolutions**
- ☐ **Unit 3: The Industrial Revolution**
- ☐ **Unit 4: The Age of Imperialism**
- ☐ **Unit 5: World War I**
- ☐ **Unit 6: The Interwar Period and World War II**
- ☐ **Unit 7: The Cold War and the Contemporary World**

TOOLS FOR TEACHING AND LEARNING:

Modern World History, McGraw-Hill, 2021

World History Mini-Qs, Volume 3, DBQ Project

CLIC Resources

California History Social Science Framework, 2016

California Education and the Environment Initiative

Stanford History Education Group (SHEG) lessons, assessments, and civic online reasoning

Technology Tools (sample of tools that MAY be used)

Quizizz

Brisk

Diffit

Screencastify

PearDeck

Padlet

Canva

Google Workspace

California Social Science CONTENT STANDARDS for Grade 10 Modern World History and Geography:

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration

of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. 3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule. 4. Describe the independence struggles of the colonized regions of the world, including the roles of

leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9 Students analyze the international developments in the post-World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

5. Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

11th Grade History

School Year: 2026-2027

Course Length: One Year

Proposed Grade Level(s): 11

Subject Area: US History

Grading: A-F (SBG 4-1)

A-G: Yes

Credits: 10

CTE Sector/Pathway: N/A

Articulation Units: N/A

Prerequisite(s): N/A

Instructor: Certificated Dept. Member

COURSE DESCRIPTION:

This course presents a cohesive and comprehensive overview of the major events and turning points of U.S. history from 1776 to the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they study the impact of dynamic leadership and economic and political change on the United States' rise to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives. Rigorous reading and writing activities incorporate Common Core literacy standards to help students develop critical thinking and communication skills that will prepare them for the future.

POWER ESSENTIAL STANDARDS:

This course uses standards-based grading to assess student performance and understanding.

1. Each assignment and assessment is linked to one or more of the following standards. These standards are a combination of the Literacy Standards for History/Social Studies, the ELD Standards, the C3 Framework, the Historical Essential Skills, and the College and Career Readiness Standards:
    - -Reading, Comprehension, and Interpretation
    - -Analysis, Evaluation, and Critical Thinking
    - -Research and Inquiry
    - -Communication and Argumentation

2. Students receive scores on a 4-point rubric for each standard based on their performance or demonstration of their understanding:

- 4: Proficient
- 3: Developing
- 2: Emerging
- 1: Beginning

3. The final grade is determined by the student's overall mastery of the standards, not by averaging scores. Students will be assessed on the following
   -Research Project and Presentation (Units 1 & 2)
   -Comparative Analytical Essay or Presentation (Units 2 & 4)
   -Debate or Argumentative Essay/Presentation (Unit 5)
   -Contemporary Issues Analysis: Historical Roots and Policy Implications (Across all Units)

4. Students have opportunities to improve their scores through reassessment after additional practice.

WRITING REQUIREMENTS:

Students will construct at least one research paper that demonstrates clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. The student's research paper will include appropriate MLA citations and a Works Cited/Bibliography page. Students' writing will be free of AI production and or plagiarism. In addition, they will write comparison summaries/essays and keep history logs.

DETAILED UNITS OF INSTRUCTION:

- **American Beginnings to 1877 (Review Unit)**
  - Exploration and the Colonial Era
  - Revolution and the Early Republic
  - The Growth of a Young Nation
  - The Union in Peril
- **Bridge to the 20th Century (1877-1917)**
  - Changes on the Western Frontier
  - A New Industrial Age

- Immigration and Urbanization
- Life at the Turn of the 20th Century

- **Modern America Emerges (1890-1920)**
  - The Progressive Era
  - America Claims an Empire
  - The First World War
- **The 1920s and the Great Depression (1919-1940)**
  - Politics of the Roaring Twenties
  - The Roaring Life of the 1920s
  - The Great Depression Begins
  - The New Deal
- **World War II and Its Aftermath (1931-1960)**
  - World War Looms
  - The United States in World War II
  - Cold War Conflicts
  - The Postwar Boom
- **Living with Great Turmoil (1954-1975)**
  - The New Frontier and the Great Society
  - Civil Rights
  - The Vietnam War Years
  - An Era of Social Change
- **Passage to a New Century (1968-Present)**
  - An Age of Limits
  - The Conservative Tide
  - The United States in Today's World
  - Issues for the 21st Century

The course will emphasize the following themes within the units in the curriculum:

1. Foundations and Transformations (Early 20th Century)
2. The United States as a World Power
3. The Roaring Twenties and the Great Depression
4. World War II and Its Aftermath
5. The Cold War and the Civil Rights Movement
6. Contemporary America

TEXTBOOKS AND RESOURCE MATERIALS:

Appleby, Joyce, et.al *United States History & Geography: Continuity & Change.* McGraw-Hill Education Impact California Social Studies, 2019. (if adopted, piloted 2020-2021)

Additional Reading Like a Historian Lessons from Digital Inquiry Group will be used to introduce primary source analysis and to promote Historical Thinking Skills (Contextualization, Sourcing, Background Knowledge, Corroboration, Use of Evidence, and Periodization).

Students will also keep an interactive notebook, which will include: Focus/Lesson Openers, Content Vocabulary Builders, graphic organizers, study guides, maps, and notes. A comprehension or regular spiral-bound notebook will suffice.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.

2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.

2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

3. Trace the effect of the Americanization movement.

4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, and Dwight L. Moody).

8. Examine the effect of political programs and activities of Populists.

9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).

2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).

4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.

5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.

2. Describe the Spanish-American War and U.S. expansion in the South Pacific.

3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.

4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

5. Analyze the political, economic, and social ramifications of World War I on the home front.

6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.

2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).

4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.

5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).

6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.

2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).

5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).

8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.8 Students analyze the economic boom and social transformation of post–World War II America.

1. Trace the growth of the service sector, white collar, and professional sector jobs in business and government.

2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

3. Examine Truman's labor policy and congressional reaction to it.

4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9 Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.

2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine
- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).

5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

11.10 Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.

2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.

4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.

5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

4. Explain the constitutional crisis originating from the Watergate scandal.

5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

US Government & Civics

School Year: 2026-2027 **Course Length:** One Semester

Grade Level(s): 12 **Subject Area:** History/Social Sciences - US Government & Civics

CTE Pathway: N/A Articulation: N/A

Grading: See below **Credits:** 5 credits (1 semester)

A - G: Yes

Grading & Evaluation:

This course uses standards-based grading to assess student performance and understanding.

Each assignment and assessment is linked to one or more of the following standards. These standards are a combination of the Literacy Standards for History/Social Studies, the ELD Standards, the C3 Framework, the Historical Essential Skills, and the College and Career Readiness Standards:

-Reading, Comprehension, and Interpretation
-Analysis, Evaluation, and Critical Thinking
-Research and Inquiry
-Communication and Argumentation

Students receive scores on a 4-point rubric for each standard based on their performance or demonstration of their understanding:

- 4: Proficient
- 3: Developing
- 2: Emerging
- 1: Beginning

Students will continually demonstrate their understanding through formative assessments leading up to the summative assessment. If students are not completing the formative assessments, they will have a difficult time demonstrating proficiency on the summative assessment(s).

The final grade is determined by the student's overall mastery of the standards, not by averaging scores. Students will be assessed on the following:

-Comparative Essay

-Mock Congress
-Unit Test
-Landmark Case Research Paper
-Debate
-Reflection Essay
-Civic Action Project
-Mock Trial

Students have opportunities to improve their scores through reassessment after additional practice.

CTE Sector/Pathway: N/A **Articulation Units:** N/A

Prerequisite(s): None **Instructor:** Certificated History/SS Dept Instructor

COURSE DESCRIPTION:

This course is an introduction to the US Government and Civics. Important concepts include: Government Operations and Structure, Civic Engagement, Rights and Responsibilities, as well as the practical skills, abilities, and experiences to fully participate in society in a deeply meaningful way.

Learning Goals

1. You will understand the basic ideas of the US Constitution and how they show our moral and political ideals.
2. You will understand the rights and responsibilities of living in the United States, how those rights and responsibilities sometimes come in conflict, and how that conflict is managed.
3. You will research, plan, and implement a multi-step project to impact the world around you,
4. You will have a grasp of the 3 branches of government, how they operate, how they compete, and how they work together, and
5. You will explore the tensions within our system of government about the following topics: rights of the individual vs rights of society, freedom vs equality, the role of States and the US Government, civil disobedience and the importance of following the laws, freedom of the press vs right to a fair trial, and the relationship between religion and government in our system.

Guaranteed Viable Curriculum:

- Effective Citizenship Skills
- Argumentation
- Use of Primary and Secondary Sources
- Research Methodology

UNITS OF INSTRUCTION:

- **Foundations of Democracy**
- **The Three Branches**
- **Civil Liberties and Civil Rights**
- **Political Parties and Elections**
- **State and Local Government**
- **Comparative Government**

TEXTBOOKS AND RESOURCE MATERIALS:

Holt, American Government, 2003

Google Classroom

Students will keep a notebook in Government, which will include: graphic organizers, study guides, maps, notes and other material. Students will keep a Google Drive folder organized for the course.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. *Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.*
2. *Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.*

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of volun tary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. *Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.*
2. *Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.*
3. *Discuss the historical role of religion and religious diversity.*
4. *Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.*

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. *Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.*
2. *Explain the process through which the Constitution can be amended.*
3. *Identify their current representatives in the legislative branch of the national government.*
4. *Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.*
5. *Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.*
6. *Explain the processes of selection and confirmation of Supreme Court justices.*

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including
interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, with emphasis on the arguments espoused by each side in these cases.
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia (VMI).

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over cam paign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.

2. Identify the major responsibilities and sources of revenue for state and local governments.

3. Discuss reserved powers and concurrent powers of state governments.

4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.

5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.

6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.

7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.

2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democ racy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.

2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
3. Discuss the advantages and disadvantages of federal, confederal, and unitary sys
tems of government.
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

US Government & Civics Power Essential Standards

CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Economics

School Year: 2026- 2027 **Course Length:** One Semester

Grade Level(s): 12 **Subject Area:** History/Social Sciences - Economics

Grading: See below **A - G: Yes**

CTE Pathway: N/A Articulation: N/A

Grading & Evaluation:

This course uses standards-based grading to assess student performance and understanding. Here's how it works:

Each assignment and assessment is linked to one or more of the following standards:

-Reading, Comprehension, and Interpretation
-Analysis, Evaluation, and Critical Thinking
-Research and Inquiry
-Communication and Argumentation

Students receive scores on a 4-point rubric for each standard based on their performance or demonstration of their understanding on the four summative assessments:

- 4: Proficient
- 3: Developing
- 2: Emerging
- 1: Beginning

Students will continually demonstrate their understanding through formative assessments leading up to the summative assessment. If students are not completing the formative assessments, they will have a difficult time demonstrating proficiency on the summative assessment(s).

The final grade is determined by the student's overall mastery of the standards, not by averaging scores. Students will be assessed on the following:

- Reflective Essay
- Stock Market Simulation Project
- Argumentative Essay
- Socratic Seminar
- Philosophical Chairs

- Evidence-Based Report
- Financial Life Map Project

Students have opportunities to improve their scores through feedback on formative assessments and reassessment after additional practice.

Credits: 5 (1 semester)

CTE Sector/Pathway: N/A **Articulation Units:** N/A

Prerequisite(s): None **Instructor:** Certificated History/SS Dept Instructor

COURSE DESCRIPTION: This course is an introduction to Economics. Important concepts include Micro- and Macro- Economics, Demand, Supply, US and Global Economic Indicators, Economic research and modeling, as well as the practical skills, abilities, and experiences to fully participate in society in a deeply meaningful way.

Learning Goals

1. You will be able to understand basic Economics ideas and be able to apply them from the Buyer's and Seller's point of view
2. You will know how the US Economy fits into the larger world,
3. You will have a grounding in quantitative research and analysis,
4. You will conduct preliminary research into problems facing the world,
5. You will have a basic understanding of how our economy works, and
6. You will have a basic understanding of international trade and how economic decisions around the world affect our economy.

Guaranteed Viable Curriculum:

- US Economic Fundamentals
- Identifying claims and evidence
- Use and creation of charts and graphs
- Research Methodology

UNITS OF INSTRUCTION:

- **Scarcity, Choice, and Personal Budgeting**

- **Markets, Banking, and Credit**
- **Government Policy and Personal Taxation**
- **Labor Markets and Human Capital**
- **Macroeconomics and Personal Purchasing Power**
- **Globalization and Global Finance**

TEXTBOOKS AND RESOURCE MATERIALS:

Holt, Economics, 2003

Google Classroom

Students will keep a notebook in Economics, which will include: graphic organizers, study guides, maps, notes and other material. Students will keep a Google Drive folder organized for the course.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.

2. Explain opportunity cost and marginal benefit and marginal cost.

3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.

4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.

2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor

12.5 Students analyze the aggregate economic behavior of the U.S. economy.
1. Distinguish between nominal and real data.
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
3. Distinguish between short-term and long-term interest rates and explain their relative significance.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.
1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

Economics Power Essential Standards

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

Gustine High School

Skills Center

Date: 2026-2027
Proposed Grade Level(s): 9-12
A - G: No
Grading: A-F
CTE Pathway: N/A
Prerequisite(s): None

Course Length: Full Year
Subject Area: College-Preparatory Elective
Credits: 5.0 per semester
Articulation: N/A
Instructor: Certificated Dept Instructor

Course Description:

Skills Center is designed to assist students with learning, understanding, and reinforcing concepts and/or assignments presented in the general education setting. Students have the opportunity to develop and strengthen good study habits and learning strategies through various instructional methods and strategies. Specific goals and objectives identified in the student's IEP will be integrated into the class. The Skills Center Teacher (Case Manager) will collaborate with general education teachers on an ongoing basis to develop study strategies and design lessons to best meet the academic requirements of the general education classroom. Skills Center is a support class for students taking regular education classes. Emphasis is placed on core classes.

General Goals:

Upon successful completion of this course, the student will be able to:

- Learn organizational skills and study strategies that can be applied successfully in the regular classroom and the community.
- Gain assistance with regular classroom assignments, tests, and quizzes.
- Be reinforced in basic academic skills such as reading and writing.
- Develop better listening, speaking and memory skills.
- Develop better study skills and test-taking strategies.
- Learn research techniques and report writing.
- Explore career interests and values, and then develop a postsecondary plan.
- Explore college and vocational schools of interest to incorporate into their postsecondary plan.

Course Materials

Materials such as pencils, paper, glue, and highlighters will be provided in class; however, if students have their own materials they prefer to use, they are more than welcome to borrow them.

CTE Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their
own workplace practices

11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Gustine High School Schoolwide Learner Outcomes (SLOs)
To become **productive members of a community** who are **college- and career-ready** and able to excel to their **fullest potential**, students will:

- Be responsible citizens
- Work collaboratively and competently
- Be critical and creative thinkers

- Be effective communicators
- Develop personal and professional goals

Gustine High School

Floral Design II

School Year: 2026- 2027
Proposed Grade Level(s): 10-12th grade
Grading: A-F
Course Number: #0580

Course Length: Full Year
Subject Area: CTE/Agriculture
Credits: 5.0 per semester
A - G: Yes

Course Description:

The Art and History of Floral Design provides an introduction to artistic and creative perception, including aesthetic valuing through a series of projects in various media. Students will explore elements and principles of design, two- and three- dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition, all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it relates to modern floral design and tradition. Due to the nature of this class, many projects will be created.

General Goals/Essential Purposes:

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment.
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging.
- Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renowned artists of different historical and contemporary periods.
- Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning.

Textbook and Resource Materials:

Primary Text: *The Art of Floral Design*, by Norah T. Hunter; published by Delmar, Cengage Learning.

Supplemental Materials:
Resource FFA Record Book-The AET

Detailed Units of Instruction

<table>
<tr><th>Content</th><th>CTE Standards</th><th>Multiple Assessments</th><th>SLO's</th></tr>
<tr><td rowspan="2">History of Floral Design
• ID Floral Contributions of Ancient & Modern Civilization
• Distinguish the Characteristics of European & Oriental Styles
• Floral Arrangements Through Time Periods
• Development & Relationships of Past Floral Arrangements Styles to those of the Present</td><td rowspan="2">F11
F11.1
F11.2
F11.3
F11.4</td><td rowspan="2">Tangible Products
Written Exam
Research Paper
slideshow/ presentation/design
Timeline

Observable Performances
Lab Exercises</td><td>• Be responsible citizens
• Work collaboratively & competently
• Be critical & creative thinkers
• Be effective communicators
• Develop personal & professional goals</td></tr>
<tr><td>REDS

Respect-Communication/ Interaction
Effort-Self Management
Determination-Work Ethic
Success-Follow Directions</td></tr>
<tr><th>Essential Questions</th><th>Cross-Curricular Standards</th><th>Labs/Tasks</th><th>Technology Skills</th></tr>
<tr><td rowspan="2">1. What are the differences and similarities between the different time periods in floral and art history?
2. Explain how arrangements types and techniques have changed over time.</td><td rowspan="2">ELA/Writing
RI 9-12.7
W 9-12.8

Listening/Speaking
SL 9-12.1

History/Social Science, Science and Technical Subjects
WHST 9-12.7
WHST 9-12.8</td><td rowspan="2">Labs
1. Floral Time Period Project
2. Taping Techniques
3. Floral ID

Floral Arrangements Throughout</td><td>Presentation software
Internet research (and presentation)
Google Apps</td></tr>
<tr><td>Career Skills

Critical Thinking
Technology Use
Time Management
Communication Skills</td></tr>
<tr><th>Content</th><th>CTE Standards</th><th>Multiple Assessments</th><th>SLO's</th></tr>
<tr><td>Floral Design Safety
• Safety in Floral Lab
• How to Correctly</td><td>F11
F11.1
F11.2</td><td>Tangible Products
Written Exam</td><td>• Be responsible citizens
• Work</td></tr>
</table>

Use Floral Tools • Flower Care • Harvesting and Care Procedures for Garden Flowers • Commercial Flower Food & Preservatives (why important) Flower & Plant Physiology • Leaf Types, Shapes, Veins Patterns and Margins • Male vs. Female Flowers • Incomplete vs. Complete Flowers • Parts of Flowers (Purpose of those Parts)	F11.3 F11.4	**Observable Performances** Lab Exercises Ongoing Tasks	collaboratively & competently • Be critical & creative thinkers • Be effective communicators • Develop personal & professional goals **REDS** **R**espect-Communication/ Interaction **E**ffort-Self Management **D**etermination-Work Ethic **S**uccess-Follow Directions
Essential Questions	**Cross-Curricular Standards**	**Labs/Tasks**	**Technology Skills**
1. Use the terms that describe vegetative parts of plants and their functions. 2. Identify and use terms that describe the reproductive parts of plants. 3. Identify the parts of a complete and incomplete flower. 4. Practice safety in all floral labs. 5. List and differentiate between ingredients in commercial flower preservatives and describe the specific action of each in promoting flower longevity. 6. What are the correct actions to take when	**ELA/Literacy** 9.1.12.B3 9.1.12.F2 9.4.12.A.(1).4 9-10.RST.4, 5 9-10.WHST.2, 4 **Math** MP.2 HSN.Q.A.1	**Labs:** Safety Posters Flower Care Poster Flower Dissection Floral ID **Observable Performances:** Floral Arrangements Throughout Floral ID	Internet search & retrieval Google applications **Career Skills** Technology Use Critical Thinking Time Management

harvesting fresh garden flowers to promote longevity?			
Content	**CTE Standards**	**Multiple Assessments**	**SLO's**
Elements of Design • Harmony & unity in floral design • Color & color schemes (incorporating in designs) • Balance, depth and focal point • Balance, proportion, and scale • Rhythm • Line, form, space, & depth	F11 F11.1 F11.2 F11.3 F11.4	**Tangible Products** Written Exam Semester Final **Observable Performances** Lab Exercises Ongoing Tasks	• Be responsible citizens • Work collaboratively & competently • Be critical & creative thinkers • Be effective communicators • Develop personal & professional goals **REDS** **R**espect-Communication/ Interaction **E**ffort-Self Management **D**etermination-Work Ethic **S**uccess-Follow Directions
Essential Questions	**Cross-Curricular Standards**	**Labs/Tasks**	**Technology Skills**
1. Distinguish between the principles of harmony and unity in floral design. 2. How can color and color schemes be incorporated into floral designs? 3. Explain and describe the principles of balance, depth, and focal points. 4. What are the rules of balance, proportion and scale and how are they used to	**ELA/Writing** 9.4.12.A.(2).1.2, 4 9-10.RST.3,4,5,7 9-10.WHST.2 **Listening/Speaking** SL 9-12.1	**Labs:** Visual Cookie Color Wheel Lab Color Wheel Home Project Elements & Principles of Design Project Floral ID Floral Arrangements Throughout	Internet search & retrieval Google applications Interactive quizzes **Career Skills** Technology Use Critical Thinking Time Management Interpersonal skills

achieve successful designs?			
Content	**CTE Standards**	**Multiple Assessments**	**SLO's**
Personal Flowers • Flowers to wear vs flowers to carry • Wiring methods to strengthen flowers used in flowers to wear and carry • Demonstrating wiring methods • Corsages • Boutonnieres • Bouquet types	F11 F11.1 F11.2 F11.3 F11.4	**Tangible Products** Written Exam **Observable Performances** Lab Exercises Ongoing Tasks	• Be responsible citizens • Work collaboratively & competently • Be critical & creative thinkers • Be effective communicators • Develop personal & professional goals **REDS** **R**espect-Communication/ Interaction **E**ffort-Self Management **D**etermination-Work Ethic **S**uccess-Follow Directions
Essential Questions	**Cross-Curricular Standards**	**Labs/Tasks**	**Technology Skills**
1. What are occasions that flowers could be worn and how/where would they be worn on the body? 2. What are the ways flowers can be wired and what is the purpose behind these techniques? 3. Explain why natural stems are removed and replaced with wire and floral table when making corsages,	**ELA/Writing** 9.1.12.F.2 9.4.12.A.(1).4 **Listening/Speaking** SL 9-12.1	**Labs:** Flowers to wear creation & design project Wiring methods Corsage designing Boutonniere designing Floral ID Floral Arrangements Throughout	Internet search & retrieval Google applications Word processing Interactive quizzes **Career Skills** Technology Use Critical Thinking Time Management Interpersonal skills Communication skills

boutonnieres and other designs to be worn. 4. Differentiate between bouquet types			
Content	**CTE Standards**	**Multiple Assessments**	**SLO's**
Design Styles • Japanese styles vs. Chinese styles • Oriental designs & techniques • Contemporary Sympathy • Designs • Tributes • Funeral related pieces • Sympathy consultations • Ordering funeral flowers	F11 F11.1 F11.2 F11.3 F11.4	**Tangible Products** Written Exam **Observable Performances** Lab Exercises Ongoing Tasks Presentations	• Be responsible citizens • Work collaboratively & competently • Be critical & creative thinkers • Be effective communicators • Develop personal & professional goals **REDS** **R**espect-Communication/ Interaction **E**ffort-Self Management **D**etermination-Work Ethic **S**uccess-Follow Directions
Essential Questions	**Cross-Curricular Standards**	**Labs/Tasks**	**Technology Skills**
1. Identify the characteristics of Chinese and Japanese styles of arrangements and distinguish between the two. 2. What are the benefits of exploring oriental designs and techniques? 3. Specify what constitutes a	**ELA/Writing** 9.4.12.A.(2).1.2, 4 9-10.RST.3,4,5,7 9-10.WHST.2	**Labs:** Time period designing Mock consultations Floral ID Floral Arrangements Throughout	Internet search & retrieval Google applications Word processing Interactive quizzes Prezi **Career Skills** Technology Use Critical Thinking Time Management

contemporary floral design. 4. Identify and distinguish between various sympathy floral designs, tributes, and funeral related pieces.			Interpersonal skills
Content	**CTE Standards**	**Multiple Assessments**	**SLO's**
Weddings • Bridal consultations • Wedding order forms • Bouquet styles • Wedding floral styles • Creating flower orders Retail floral shops/ industry • Primary functions of a shop • Classification of floral operations • Management responsibilities • Skills & experience needed • Career opportunities • Wholesale vs. retail • Profitable features	F11 F11.1 F11.2 F11.3 F11.4	**Tangible Products** Written Exam Final Exam Resume/Cover Letter **Observable Performances** Lab Exercises Ongoing Tasks	• Be responsible citizens • Work collaboratively & competently • Be critical & creative thinkers • Be effective communicators • Develop personal & professional goals **REDS** **R**espect-Communication/ Interaction **E**ffort-Self Management **D**etermination-Work Ethic **S**uccess-Follow Directions
Essential Questions	**Cross-Curricular Standards**	**Labs/Tasks**	**Technology Skills**
1. What are the proper techniques used when hosting a bridal consultation and how are order forms used? 2. What bouquet styles work best for certain wedding themes and styles?	**ELA/Writing** RST-11.12.1 RST-11.12.1 WHST.9-12.2 WHST.9-12.1 **Listening/Speaking** SL 9-12.1	**Labs:** Design your own wedding Bouquet development Mock consultations Career readiness Floral ID Floral Arrangements	Internet search & retrieval Google applications Word processing **Career Skills** Technology Use Critical Thinking

3. What are the primary functions of a floral shop and how are floral operations classified? 4. What skills and experience is needed to work in a retail or wholesale floral shop? 5. Summarize the key management responsibilities required for a successful and profitable flower shop.		Throughout	Time Management Interpersonal skills

SLO's TO BE ADDRESSED:

Gustine High School Schoolwide Learner Outcomes (SLOs)
To become productive members of a community who are college- and career-ready and able to excel to their fullest potential, students will:

- Be responsible citizens
- Work collaboratively and competently
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Gustine High School

Floral Design III

School Year: 2026- 2027
Proposed Grade Level(s): 10-12th grade
Grading: A-F
Course Number: #0581

Course Length: Full Year
Subject Area: CTE/Agriculture
Credits: 5.0 per semester
Prerequisite: Floral Design II

COURSE DESCRIPTION:

This course is designed to provide students with artistic knowledge, perception, and skills using theories and principles of floral design as a media. Artistic perception and creative expression will be obtained by the students through a series of projects that will familiarize students with the application of visual arts design. Floral-based projects will be used to connect and apply these visual design philosophies. Through the use of floral design technical skills in conjunction with design vocabulary students will complete projects to further develop their artistic abilities using complex floral designs and creative expression.

GENERAL GOALS/ESSENTIAL QUESTIONS:

1. Intro to FFA
2. Safety and Tool/Material Identification
3. Care and Handling of Cut Flowers
4. Advanced Elements and Principles of Design
5. Floral Skills
6. Pricing and Marketing of Floral Design
7. Floral and Foliage Crop Identification
8. Holiday and seasonal work in Floral Design
9. Basic shapes of floral design
10. Basic horticulture practices
11. Weddings and Sympathy Work
13. Professional Skills & Opportunities

DETAILED UNITS OF INSTRUCTION:

I. Intermediate Design
 A. Design theory
    1. Proportion
    2. Balance
    3. Focus
    4. Scale
    5. Design and line
    6. Color
    7. Texture

8. Harmony
9. Rhythm
10. Negative space

B. Structural design - Line arrangement
1. Horizontal line
2. crescent curve
3. Vertical
4. Inverted "T"
5. Right angle (L-shaped)
6. Asymmetrical triangle
7. Symmetrical triangle

C. Control of materials

D. Speed and precision

II. Higher End Product Types and Uses
A. Flowers
B. Foliage
C. Fillers

III. Intermediately Complex Arrangements
A. Vase arrangements
B. Large arrangements
C. Special request arrangements
D. Specialty containers and related mechanics
E. Hand-held bouquets
F. Presentation bouquets

IV. Body Flowers
A. Wearing and use
B. Corsages

V. Wiring Flowers
A. Tools and materials
B. Methods
C. Uses for wired flowers

VI. Care, Handling, and Processing
A. Flowers
B. Foliage
C. Fillers

VII. Seasonal Materials

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

F11.0 Understand basic floral design principles.
F11.1 Demonstrate the use of plant materials and tools.
F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.
F11.4 Develop a marketing and merchandising strategy to use in the floral industry.

Agriculture Biology
Gustine High School

School Year: 2026-27
Proposed Grade Level(s): 9-12
Grading: A-F
Prerequisite(s): NA
CTE Sector: Agriscience

Course Length: Full Year
A-G Subject Area: D-Science
Credits: 5.0 per semester
Articulation Units: N/A
Instructor: Certificated Instructor

Course Outline:

Biology is the branch of science that studies living organisms. This course will integrate biological science practices into the practice of agriculture. Life science principles will be identified with agricultural principles and practices. This course will study Investigation and Experimentation, Genetics, Ecology and Evolution, and Physiology. The goal of this course is to help students develop an understanding of key biological concepts. It will also strengthen their research, problem-solving, and critical-thinking skills. Coursework will include readings, lab reports (both formal and informal), projects, presentations, notes, and hands-on activities that will reinforce topics taught during the year. This course meets the biological requirement and UC/CSU lab science credit. This course also provides an opportunity and expectation for students' participation in the National FFA organization, including FFA participation and a Supervised Agriculture Experience Project.

1st Semester	2nd Semester
Introduction to Course Lab Safety Scientific Method Structure, Function, and Growth (DNA to proteins) Variations of Traits Evidence of Evolution: Plate Tectonics Evidence of Common Ancestry Agriculture /FFA AET	Evolution and Natural Selection Carbon and the Earth Carrying Capacity Flow of Matter and Energy in Ecosystems Ecosystem Stability Agriculture /FFA AET

Grading: Grades are based on a percentage (80-100 = A, 60-79 = B, 40-59 = C, 20-39 = D, 0-19 = F)

Ag Biology

*Grades are not weighted, but assignments will be evaluated in the following categories

- Planning and Carrying Out Investigations
- Developing and Using Models
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions
- FFA/ SAE*
- Leadership/ Communication

Materials Needed:

- Pen/pencil
- Chromebook (Provided by GHS - Chromebook must be charged every day)
- Single-subject notebook

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Consequences for inappropriate behavior include (but are not limited to) a verbal warning, removal from class, referral, parent contact, and/or GHS administration action.

Units of Study

Unit Title	NGSS & CA Ag Standards
Lab Safety	6.6 Maintain a safe and healthful working environment
Scientific Method	C13.1 State the steps of the scientific method. C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.
Structure, Function, and Growth (DNA to proteins)	HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of protein, which carry out the essential functions of life through systems of specialized cells.

	C7.5 Distinguish between the purpose and processes of mitosis and meiosis. D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
Variations of Traits	HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function. C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
Evidence of Evolution: Plate Tectonics	HS- ESS1-5: Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
Evidence of Common Ancestry	HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. C4.1 Understand the evolution and roles of domesticated animals in society
Evolution and Natural Selection	HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to the adaptation of populations. C4.2 Differentiate between domestication and natural selection.
Carbon and the Earth	HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
Carrying Capacity	HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem. D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
Flow of Matter and Energy in	HS-LS2-4: Use mathematical representations to support claims for the

Ecosystems	cycling of matter and flow of energy among organisms in an ecosystem. E5.1 Describe the relationship between habitat and wildlife population. E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
Ecosystem Stability	HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. C2.1 Identify important agricultural environmental impacts on soil, water, and air

The course curriculum comes from Stemscopes

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To become **productive members of a community** who are **college- and career-ready** and able to excel to their **fullest potential**, students will:

- Be responsible citizens
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Agriculture Chemistry
Gustine High School

School Year: 2026-27
Proposed Grade Level(s): 10-12
Grading: A-F
Prerequisite(s): Agriculture Biology
CTE Sector: AgriScience

Course Length: Full Year
A-G Subject Area: D-Science
Credits: 5.0 per semester
Articulation Units: N/A
Instructor: Certificated Instructor

Course Outline:

This course explores the physical and chemical nature of soil and the relationships between soil, plants, animals, and agricultural practices. Students will examine properties of soil, land, and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will create an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative or qualitative data, and forming a conclusion based on analysis of the data. Students will develop and present a crop management plan for agricultural producers, using the content learned throughout the course. The course also satisfies the UC subject "D" and CSU Lab Science Requirements. This course also provides an opportunity and expectation for students' participation in the National FFA organization, including FFA participation and a Supervised Agriculture Experience Project.

1st Semester	2nd Semester
Introduction to Course Lab Safety & Measuring Scientific Method Review Soil Structure and Composition Energy and Earth's Systems Thermodynamics Periodic Table and Element Structure Agriculture /FFA AET	Agriscience Fair Research Elements, Compounds, and Reactions Stoichiometry Plant and Soil Management Ag/FFA AET

Grading: Grades are based on a percentage (80-100 = A, 60-79 = B, 40-59 = C, 20-39 = D, 0-19 = F)

Ag Chemistry

*Grades are not weighted, but assignments will be evaluated in the following categories

- Planning and Carrying Out Investigations
- Developing and Using Models
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions
- FFA/ SAE*
- Leadership/ Communication

Materials Needed:

- Pen/pencil
- Chromebook (Provided by GHS - Chromebook must be charged every day)
- Single-subject notebook

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Units of Study

Unit Title	NGSS & CA Ag Standards
Lab Safety & Measuring	6.6 Maintain a safe and healthful working environment Planning and Carrying out Investigations: Select appropriate tools to collect, record, analyze, and evaluate data.
Scientific Method Review	HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

	HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
Soil Structure and Composition	G6.1 Understand soil types, soil texture, structure, and bulk density, and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure. C2.1 Identify important agricultural environmental impacts on soil, water, and air. C10.1 Recognize the major soil components and types. C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
Energy and Earth's Systems	HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
Thermodynamics	HS-PS3-4: Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (2nd law of thermodynamics)
Periodic Table and Element Structure	HS- PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost electrons in the outermost energy level of atoms.
Agriscience Fair Research	Planning and Carrying out Investigations: Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal Impacts. Analyzing and Interpreting Data: Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

	C13.1 State the steps of the scientific method. C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.
Elements, Compounds, and Reactions	HS- PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
Stoichiometry	HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
Plant and Soil Management	C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers. F2.4: Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate. C11.2 Identify plant growth requirements. F6.4 Read and interpret labels to properly apply fertilizers.

The course curriculum comes from Stemscopes

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Agriculture Physics
Gustine High School

School Year: 2026-27
Proposed Grade Level(s): 11-12
Grading: A-F
Prerequisite(s): Agriculture Biology and Agriculture Chemistry
CTE Sector: AgriScience

Course Length: Full Year
A-G Subject Area: D-Science
Credits: 5.0 per semester
Articulation Units: N/A
Instructor: Certificated Instructor

Course Outline:

Agriculture Physics is a collaborative standards-based laboratory science, focusing on college and career readiness. This course gives students a foundation in physics with related earth science and agriculture phenomena in addition to the Science and Engineering Practices. The following units will be covered in this course: Motion, Force, Gravity, Waves, Light Waves, Electricity & Magnetism, Energy & Renewable Energy, and Nuclear Physics & the Earth. This course also provides an opportunity and expectation for students' participation in the National FFA organization, including FFA participation and a Supervised Agriculture Experience Project.

1st Semester	2nd Semester
Introduction to Course Lab Safety Scientific Method Review Motion Force Gravity Waves Agriculture /FFA AET	Light Electricity and Magnetism Energy & Renewable Energy Nuclear Physics and the Earth Ag/FFA AET

Grading: Grades are based on a percentage (80-100 = A, 60-79 = B, 40-59 = C, 20-39 = D, 0-19 = F)

Ag Physics

*Grades are not weighted, but assignments will be evaluated in the following categories

- Planning and Carrying Out Investigations
- Developing and Using Models
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions
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Consequences for inappropriate behavior include (but are not limited to) a verbal warning, removal from class, referral, parent contact, and/or GHS administration action.

Units of Study

Unit Title	NGSS & CA Ag Standards
Lab Safety	6.6 Maintain a safe and healthful working environment
Scientific Method Review	HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Motion	HS-PS2-2: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. HS-PS2-3: Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws.
Force	HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.
Gravity	HS-ESS1-4: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. C2.0 Examine the interrelationship between agriculture and the environment.
Waves	HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media HS-PS4-2: Evaluate questions about the advantages of using digital transmission and storage of information. HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. 5.1 Identify and ask significant questions that clarify various points of view to solve problems. 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
Light	HS-PS4-3: Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave

	model or a particle model, and that for some situations one model is more useful than the other HS-PS4-4: Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process. G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
Electricity and Magnetism	HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. HS-PS2-5: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
Energy & Renewable Energy	HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects). HS-PS3-3: Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. C2.2 Explain current environmental challenges related to agriculture.

	C2.3 Summarize how natural resources are used in agriculture. C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources. C2.5 Research how new energy sources are developed from agricultural products (e.g., gas cogeneration and ethanol). E1.4 Compare the effects on air and water quality of using different forms of energy.
Nuclear Physics and the Earth	HS-ESS1-2: Construct an explanation of the Big Bang Theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector. 4.1 Use electronic reference materials to gather information and produce products and services.

The course curriculum comes from Stemscopes

Gustine High School Schoolwide Learner Outcomes (SLOs)

To become **productive members of a community** who are **college- and career-ready** and able to excel to their **fullest potential**, students will:

- Be responsible citizens
- Work collaboratively and competently
- Be critical and creative thinkers
- Be effective communicators
- Develop personal and professional goals

Agriculture Leadership
Gustine FFA

School Year: 2026-2027

Course Length: One Year

Proposed Grade Level(s): 9-12

Subject Area: Agriculture

Grading: A-F

CTE Sector/Pathway: Ag Business

Course Outline: The course is designed for students who share a common vision towards the growth and development of the agriculture/FFA program. Students will be encompassed in a variety of leadership, management, employability, public speaking, and community service skills. "Hands-on" learning utilizing computers, technology, and advanced communications will be addressed. One of the primary objectives of the class is to organize, prepare, and implement the GHS Agriculture Program / FFA Program of Activities. Students are expected to carry positive attributes such as a positive attitude, productive work ethic, strong initiative and desire to work towards a common goal/vision, and the willingness to "be involved."

Subjects Taught
Introduction to Course
FFA
SOEP
Leadership
Parliamentary Procedure
Public Speaking
Job Skills
Computer Skills
Public Relation Skills
Agriculture /FFA AET
Guest Speakers

I. **Class Participation / Behavior**: Participation and classroom behavior will account for a majority of the grade.

II. **Activities that are required of them to participate in include but are not limited to the following**

1. Judging Team
2. Opening/Closing Contest Runner/Room Monitor
2. Public Speaking Competition (local level tbd), sectional level, and regional level
3. Minimum 1 Leadership Conference
4. In Class Speeches
5. Agriculture Awareness Presentations
6. Minimum 2 Sectional Level Activities
7. Required Participation in planning and delivery of FFA Activities that include Monthly Meetings, Committee work, and other FFA and or school or community service events
8. Have and Maintain an SAE and Record Book, Competing in Project Competition is optional. Apply for Proficiency Award, State Degree and Attend Project Comp Banquet Dinner

9. Be an Active Positive Participant in Leadership Class, attendance and Involvement, Positive contributions to the leadership class.

III. **Materials Needed:**

- Pen / pencil (everyday)
- Chromebook (Provided by GHS - chromebook must be charged everyday failure to bring chromebook fully charged to school everyday may possibly cause the student to lose participation points.

(*) **"FFA Participation"** – All of the Gustine High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum include an "intra-curricular" format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal. (CA Ed Code 52454)

Ag Dept. / Classroom Rules

1. The Agriculture Department will strictly adhere to Gustine High School's Student Responsibilities – Rules and Attendance policies. They are written and available for review at ghs.gustineusd.org.

2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings.

3. Students are expected to BE RESPECTFUL and treat their class, classmates, and classroom environment respectfully. Disrespectful and/or rude behavior will not be tolerated.

4. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

Class/Classroom Policy Highlights

a. You are expected to be ON TIME for class, RESPECTFUL in class, PREPARED for class, and RESPONSIBLE for your actions.

b. Cell phones and/or earphones are not to be used, heard, and/or seen during class time unless authorized/approved by the teacher. If you need to use/check your cell phone, ask for permission from the teacher, otherwise it will be confiscated and sent to school administration. **This is your "WARNING" of what WILL happen. Choose wisely.**

c. When Chromebooks are used in class for a specific purpose, students must be on the correct assignment. A student using any feature of the Chromebook in a way that the teacher deems a distraction to the student or the class or in manner not associated with the lesson/assignment, will lose the use of the Chromebook for the remainder of the period.

d. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.

e. Prior to the bell ringing and/or being dismissed, all tables/desks and chairs must be straightened / organized prior to being dismissed from class. You may not leave on your own accord.

f. No one will be allowed to use the restroom during class time without permission from the teacher/instructor. Students will not be allowed to use the restroom for the last ten minutes of class.

g. Assignments are expected to be turned in on time.

h. **It is the student's responsibility to communicate with the teacher on what was missed upon returning to class.** Any missed quiz, test, and/or assignment must be made up within 1 week after returning to school for full credit. Failure to do so will result in a score of 0 (zero).

i. Inappropriate language, class disruption, and/or inappropriate behavior will not be accepted and will be addressed.

j. All students are required to follow GHS dress code policy. Including class trips, off campus tours, or at FFA Activities.

Behavior Expectations and Consequences

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior and/or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or GHS administration action.

We have discussed the above information (including the back side of this page) in class. Parent/legal guardian please take the time to discuss the information with your student. Sign and return this form to Mrs. Beach.

By signing this form I confirm that I have read and understand the classroom policies for this course:

Student Signature: _____ Date: _____

Parent/Legal Guardian Name Printed: _____ Date: _____

Parent/Legal Guardian Signature: _____

Gustine High School

Business Management III

School Year: 2026-2027
Proposed Grade Level(s): 11-12
Grading: A-F (SBG scale 0-4)
Prerequisite(s): Business Applications, Business & Marketing
CTE Sector / Pathway: Business and Finance / Business Management

Course Length: Full Year
A-G Subject Area: (G) College-Preparatory Elective
Credits: 5.0 per semester
Articulation Units: N/A
Instructor: Mr. Ward

Course Description:
Business Management Enterprises is a practicum course in which students apply the knowledge they have gained from previous and continuing coursework to form, launch, and run a student-based enterprise on campus with the aim of serving the school district and community. This course provides classroom instruction in cash handling, inventory management, customer service, accounting, sales, financial management and planning, human resources management, and resume and interviewing skills.

The course will function as a company that students will work together to launch and run for the year, starting by creating a business plan to determine the direction and style of the firm for the year. The course will include individual and group assignments and projects, class participation, quizzes, and hands-on work in the on-campus store and print shop.

The knowledge students developed in the different areas of business in Business Management II will be acted upon as students must collaborate, build their interpersonal skills, and develop technology skills–including photo editing and video editing for marketing to raise awareness of the products and design products–to have the student store and print shop function smoothly.

This is the capstone course for the Business Management Pathway. Students are members of Future Business Leaders of America (FBLA) and participate in season tasks and in the Reds Market student store.

Units of Instruction
Unit 1: Introduction to Business Management Enterprises
Students will gain an understanding of the expectations and standards they will be held to during the year as they are workers, not students, as they form, launch, and run a business. They will learn about the structure of our business, the departments' tasks and responsibilities. Also covered is working as a team, understanding time management, communication strategies, and establishing meeting procedures.

Career Development: Students must create a resume and interview for the position they are interested in. Everything done in the class will be connected to one of four domains valued and

relevant to business:

1. Leadership: knowledge and capabilities required to establish direction, motivate self and others, assume accountability, and respond appropriately and effectively to change
2. Professional: non-technical, transferable knowledge, skills, and abilities required to succeed in a professional environment
3. Functional: core business skills needed to perform successfully
4. Technology: core technical skills needed to perform successfully

Business Formation: The course has resources--an on-campus student store, flyer printers, and a shirt printer--that students will construct a business around and run for the year.

Unit Assignments: As communication is key to the successful running of an organization, students' first assignment will be to create an elevator pitch introducing themselves to their colleagues; considered criteria will cover performance, delivery, content, timing, and appearance.

To emphasize the value of teamwork and communication, students will complete the "Marshmallow Challenge," to collaborate with group mates to figure out how to create the tallest freestanding structure that a marshmallow rests upon. Students will then complete a written reflection about the activity; their thoughts about what is necessary for good collaboration, how their team did on this activity and why, and how they would approach this differently if they were to do this again.

In the career development section, after reflecting on their own preferences and evaluating different positions within the company, students will explain which job and department they believe they are best suited for in a short essay. Students will then have to create a resume, cover letter, and job application to submit before having an interview for placement in the business.

To form the business, students must create a business plan, taking their ideas and fleshing them out for how the business will be structured and run for the year. Students must cover all standard sections including: Executive Summary, Business Rationale, About the Business, External Environment, Marketing Plan, and Financial Planning.

Unit 2: Personal Finance

Developing the personal finance side of the course that will run throughout the year can help supplement the tasks students do in their job duties and help create a sense of realism in their lives outside of the office/classroom. There needs to be a balance between the company making profit and the employees being paid. Students will be presented with different personal finance tasks each week and they will have to determine how they will deal with that event.

Unit Assignments: Students will create a budget as they are "paid" monthly. With those funds, students will have to consider saving, banking, investing, paying taxes, insurance, potential

financial dangers (and how they can work through that on their limited budget), along with the bigger items of finding a place to rent and buying their first car.

Unit 3: Customer Service
We will be evaluating and practicing proper and acceptable interactions with customers, be it in person, online, or by telephone. Also covered will be customer service basics including customers' needs and wants, how to best deal with difficult personalities, what to do about customer complaints, and how we can create--and why we should care about--customer loyalty. Students will be interacting with others on campus through the student store as well as orders from other school sites in the district by telephone or online for custom flyers or garments. This unit will emphasize ensuring a positive experience where all information necessary is gathered to make the process smooth to lead to a better business experience for both parties.

Unit Assignments: Students will role-play customer service scenarios as the customer and employee, analyzing and debating the best responses to reach a satisfactory outcome. This will lead into the creation (and maintenance) of a customer service manual. In the manual, students must cover general customer service best practices, company mission and value statement, conflict resolution, escalation procedures, and frequently asked questions.

Unit 4: Inventory
Students will learn about the basics and importance of inventory management and reporting. Covered will be different types of inventory methods and students will agree on how we will keep accurate accounting of our inventory. There will be a connection back to customer service for consideration of what happens if we have poor inventory management and end up running out of supplies and how that can impact customers and their perspective of our business.

Unit Assignments: Students will track inventory sold and remaining inventory in the student store, and keep track of best by and sell by dates. Students will ensure accurate inventory for garments and flyers. Students will implement processes for what to do when inventory is low and when more inventory needs to be purchased. Students will utilize the ASBWorks system to compare and verify accurate accounting of inventory.

Unit 5: Sales & Marketing
Students will work to make sales. Students will create and execute a marketing plan. Students will make use of the technical skills covered in Business Applications and the marketing concepts covered in Business & Marketing to work collaboratively on a campaign. Students will need to maintain a web presence in addition for other school sites to be made aware of and increase interest in using our services.

Unit Assignments: Students will create and maintain an e-commerce website that will inform visitors of our services and function as a virtual location for sales from other schools in the

district and/or the community. Students will create a marketing plan to lay out the firm's plans for marketing strategy, promotion, and advertising, and consider seasonally-appropriate campaigns. Students will also create a video commercial, selling the firm and the products offered.

Unit 6: Finances
Students will learn and use QuickBooks to record financial transactions. Students will utilize ASBWorks' Gray Step Software for the student store's transactions and the reports that it can produce and then will need to record the data into QuickBooks. Students will learn how to interpret the financial statements and other reports and what they mean for the business' financial health. Students will know the difference between gross profit and net profit.

Unit Assignments: Students will determine unit price and markup to understand and justify pricing for products. Students will learn cash handling basics, using the sales system, cash counts and reconciliation. Students will then conduct daily cash counts and reconcile them with daily sales reports. Students will establish a cash handling procedure handbook that is FCMAT-compliant.

Unit 7: Portfolio
Students will collect work samples for their portfolio throughout the year as they will create a digital portfolio at the end of the year. The school has a Portfolio Day and the students will be able to participate, showcasing their efforts and successes in the class through their portfolio.

Unit Assignments: Students will make a copy and hold on to work they believe fulfills categories for their portfolio.
Students will write a letter of introduction to serve as the first page of their portfolio. They will also include their resume and career letter. Students will need to be looking for activities and projects done in class that can serve as demonstrations of leadership (perhaps reflections, meeting minutes, evaluations), professionalism (samples of communication, project management components), functional skills (possibly from general business dynamics like the company mission statement or department-specific work as a department report, element of the business plan), and technology skills (some examples could be from word processing, spreadsheets, presentation slides, digital communications, video commercial, or company website).
By the middle of the school year, students should also include a self evaluation and further demonstrations of skills. In the spring, students should have an updated resume and additional demonstrations of skills.
This culminates in the year-end task of creating their digital portfolio in preparation for Portfolio Day to show samples of the work done and growth experienced throughout the year.

Course Materials
Textbooks

Title: Principles of Accounting Volume 1 Financial Accounting
Author(s): Mitchell Franklin, Patty Graybeal, Dixon Cooper
Publisher: OpenStax - Rice University
Edition/Year: 2019
Website/URL: https://openstax.org/details/books/principles-financial-accounting
Primary textbook? No

Title: Organizational Behavior
Author(s): J. Stewart Black, David S. Bright, Donald G. Gardner, Eva Hartmann, Jason Lambert, Laura M. Leduc, Joy Leopold, James S. O'Rourke, Jon L. Pierce, Richard M. Steers, Siri Terjesen, Joseph Weiss
Publisher: OpenStax - Rice University
Edition/Year: 2019
Website/URL: https://openstax.org/details/books/organizational-behavior
Primary textbook? No

Title: Principles of Management
Author(s): David S. Bright, Anastasia H. Cortes, Eva Hartmann, K. Praveen Parboteeah, Jon L. Pierce, Amit Shah, Siri Terjesen, Joseph Weiss, Margaret A. White, Donald G. Gardner, Jason Lambert, Laura M. Leduc, Joy Leopold, Jeffrey Muldoon, James S. O'Rourke
Publisher: OpenStax - Rice University
Edition/Year: 2019
Website/URL: https://openstax.org/details/books/principles-management
Primary textbook? Yes

Title: Principles of Marketing
Author(s): Dr. Maria Gomez Albrecht, Dr. Mark Green, Linda Hoffman
Publisher: OpenStax - Rice University
Edition/Year: 2023
Website/URL: https://openstax.org/details/books/principles-marketing
Primary textbook? Yes

Manuals
Title: 2015 FCMAT ASB Manual
Author(s): Fiscal Crisis & Management Assistance Team
Publisher: Fiscal Crisis & Management Assistance Team
Edition/Year: 2015
Website/URL:
https://www.fcmat.org/2015-asb-accounting-manual-fraud-prevention-guide-and-desk-reference
Read in entirety? No

Websites
Title: ASBWorks
Author(s)/Editor(s)/Compiler(s): Gray Step Software
Affiliated Institution or Organization: Gray Step Software
URL: http://graystep.com/asbworks/home.html

Title: Next Gen Personal Finance
Author(s)/Editor(s)/Compiler(s): Tim Ranzetta, Jessica Endlich
Affiliated Institution or Organization: NGPF is a 501(c)(3) nonprofit organization
URL: https://www.ngpf.org/

Title: Google Suite
Affiliated Institution or Organization: Google
URL: https://drive.google.com/

Title: FBLA Connect
Affiliated Institution or Organization: Future Business Leaders of America
URL: https://connect.fbla.org/

Common Core State Anchor Standards for Reading (K-12)
Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Anchor Standards for Writing (K-12)

Text Types and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core State Standards for Speaking and Listening (K-12)

Comprehension and Collaboration:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment.

Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum
expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and
long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their
own workplace practices

11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE Knowledge and Performance Anchor Standards - Business & Finance

1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

2.0 Communications: Students will acquire and accurately use sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology: Students will use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem solving techniques.

6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility: Students will initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the FBLA, DECA, and SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings.

CTE Business Management Pathway Standards

A1.0 Explain entrepreneurship and the fundamentals of developing a new business.

A1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders.

A1.2 Analyze management theories and their application within the business environment.

A1.3 Develop personal management skills to function effectively, efficiently, and collaboratively in a business environment.

A1.4 Determine the type of business organization most appropriate for various business profiles.

A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).

A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.

A2.1 Determine Specific, Measurable, Achievable, Realistic and Time-bound (SMART) goals for a specific project.

A2.2 Develop a project schedule, including the constraints of cost, time, and scope, to illustrate project structure using Gantt, Program Evaluation Review Technique (PERT), or other project planning tools.

A2.3 Optimize allocation of resources necessary to achieve predefined objectives.

A2.4 Evaluate beneficial change, or added value, of a specific project.

A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.

A3.1 Explain the organizational structure of various business environments.

A3.2 Describe management's role in demonstrating leadership, motivating employees,

resolving conflict, addressing stress, and recognizing formal and informal employee groups.

A3.3 Recognize a business' responsibility to employees, shareholders, society, and the environment.

A3.4 Summarize techniques for managing human resources to maximize operational efficiencies and effectiveness.

A3.5 Describe the role of organized labor and its influence on government and businesses.

A3.6 Apply operations management principles and procedures to the design of an operations plan.

A4.0 Apply economic concepts as they relate to business.

A4.1 Identify factors of production needed to create wealth.

A4.2 Explain the role of business in a free-enterprise system.

A4.3 Recognize the determinants of supply and demand and their impact on pricing.

A4.4 Calculate productivity with various levels of input.

A4.5 Illustrate the business cycle elaborating on leading, coinciding, and lagging economic indicators.

A4.6 Show the relationship between economic conditions and financial markets, including exchange rates.

A5.0 Analyze financial data in order to make short-term and long-term decisions.

A5.1 Describe factors that affect the value of an asset, inflation, interest rates, risk, and return.

A5.2 Determine investment and finance options available at different stages of a business or product life cycle.

A5.3 Compare and interpret financial reports for internal and external use to analyze risk and return to make business decisions.

A5.4 Analyze how credit reports quantify credit worthiness.

A5.5 Assess how types of financial markets influence interest rates, inflation, balance of trade, and unemployment and the impact on business decisions.

A5.6 Create and use budgets to guide financial decision making.

A6.0 Explain the importance of risk management and regulatory compliance in business.

A6.1 Identify, assess, and prioritize risks.

A6.2 Describe the concept and process of risk management, including the use of risk management tools such as insurance.

A6.3 Compare and contrast the various types of taxes in terms of the business structure.

A7.0 Utilize information and technology tools to conduct business effectively and efficiently.

A7.1 Describe appropriate computer hardware used in business.

A7.2 Apply appropriate software used in business.

A7.3 Examine technological trends and analyze the impact of technological innovations on the marketing and distribution of goods and services.
A7.4 Integrate appropriate use of the Internet in business.
A7.5 Investigate data security systems for business.

A8.0 Construct a Marketing Plan.

A8.1 Describe effective marketing techniques.
A8.2 Explore how products and services are conceived, developed, maintained, and improved in response to market opportunities.
A8.3 Conduct market analysis and assess the business organization's position within their industry.
A8.4 Interpret how market research is used to develop strategies for marketing.
A8.5 Differentiate the components of a promotional plan (e.g., advertising, public relations, and sales promotion) and describe how the plan is used to achieve a stated outcome.
A8.6 Practice selling techniques used to aid customers and clients in making buying decisions.

A9.0 Apply principles of supply chain management and SCM 2.0 to a business model.

A9.1 Describe Logistics Management systems.
A9.2 Illustrate the management of the complete flow of materials and activities in the supply chain from suppliers to customers.
A9.3 Summarize materials management, including effective inventory management practices, E= Procurement, and continuous control practices.
A9.4 Create a master plan for resources that addresses market demand, sales, and operations planning.
A9.5 Change variables in a master plan for resources, analyze its effect, and recommend corrective actions.

Gustine High School Schoolwide Learner Outcomes (SLOs)

To become **productive members of a community** who are **college- and career-ready** and able to excel to their **fullest potential**, students will:

- Be responsible citizens
- Work collaboratively and competently
- Be critical and creative thinkers
- Be effective communicators
- Develop personal and professional goals

Agricultural Mechanics III / IV

School year: 2026-2027
Proposed grade levels: 11,12
Grading: A-F (standards based)
CTE Sector Pathway: Agricultural Mechanics
Prerequisite: Intro to Agricultural Mechanics (Shop Skills), Agricultural Mechanics II

Course Length: One year
Subject Area: Agriculture
Credits: 5
Articulation: **NO**

COURSE DESCRIPTION:

- In the agricultural mechanics 3 class, students will be focusing on career ready skills - through exploration of certifications, shop management, material and part identification, project construction, and practical application, students will further develop their skills in agricultural mechanics. Students will present a cumulative portfolio project wherein they will have established their ability to coordinate project construction, communicate with mentors (for letters of recommendation) and display the skills in leadership that are desirable in a career in agricultural mechanics. Students will improve on and demonstrate the abilities they have worked hard to develop throughout the agricultural mechanics pathway.

Expected Student Learning Outcomes: Students will be proficient in the following areas.

1. FFA and SOEP
2. California Agriculture and Careers in agriculture and agricultural mechanics
3. Tool and equipment identification and Safety
4. Power systems and Engines if available
5. Measuring and reading measurement devices
6. Welding and welding equipment safety
7. Advanced out of position arc welding principles and applications
8. Project creation and workmanship
9. Cad and CAM project design
10. Common agricultural mechanics practices and repairs

Essential Questions

1. ☐ ***What is agricultural mechanics, and what opportunities does it provide for your future (education, career, and personal growth)?***

2. ***How does this course build on Agricultural Mechanics 1 and 2, and what do you expect to gain from it?***
3. ***What major advancements, inventions, and historical milestones have shaped agricultural mechanics, and how have they impacted society and the job market?***
4. ***What current and emerging technologies are used in agricultural mechanics, and how do they influence production, efficiency, and future industry trends?***
5. ***How can you evaluate whether new technologies or innovations are worth adopting based on their cost, efficiency, and effectiveness?***
6. ***What career pathways exist within agricultural mechanics, and which align most closely with your interests, skills, and experiences?***
7. ***What steps can you take to pursue and continue developing within your chosen agricultural mechanics career path?***
8. ***Why is safety critical in agricultural mechanics, and how should you respond to unsafe conditions in lab and jobsite environments?***
9. ***How can individuals and teams ensure accountability for maintaining safe practices and improving safety culture in a shop or worksite?***
10. ***Why are advanced welding skills important in agricultural mechanics, and how can you continue developing and applying these skills in real-world contexts?***

Essential Standards

1. B1.0 Implement personal and group safety practices.
2. B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
3. B1.2 Integrate accepted shop management procedures and a safe working environment.
4. B3.1 Explain the relationship between voltage, amperage, resistance, and power in singlephase alternating current (AC) circuits.
5. B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
6. B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
7. B5.0 Understand agricultural cold metal processes.
8. B5.1 Identify common metals, sizes, and shapes.
9. B5.2 Demonstrate basic tool-fitting skills.
10. B5.3 Properly lay out materials for a given project.
11. B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
12. B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
13. B7.0 Understand oxy-fuel cutting and welding.
14. B7.1 Explain the role of heat and oxidation in the cutting process.
15. B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
16. B7.3 Flame-cut metal with an oxy-fuel cutting torch.

17. B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
18. B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.
19. B8.0 Understand electric arc welding processes.
20. B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
21. B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion. 11 ANR | California Career Technical Education Model Curriculum Standards
22. B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
23. B8.4 Weld a variety of joints in various positions.
24. B9.0 Assimilate metallurgy principles and fabrication techniques.
25. B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
26. B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
27. B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
28. B9.4 Design project plans by using mechanical drawing techniques.
29. B9.5 Finish a metal project by implementing proper sequencing.
30. B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
31. B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.
32. B10.0 Understand small and compact engines.
33. B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
34. B12.0 Apply land measurement and construction techniques commonly used in agriculture.
35. B12.7 Develop clear and concise agricultural construction contracts.

Materials Needed:

Materials needed

- 3 ring binder with the following tabs

- Safety
- The welding industry
- SMAW
- GMAW
- Cutting Processes
- Material Preparation and Finishing
- Electrical
- Oxy Fuel Welding and Soldering
- Tig Welding
- CNC CAD Plasma
- Project designs
- Building with mixed materials
- Marketing
- Farm machinery, repairs, and engines
- Careers trades and unions

- A Chromebook to Access AET for the SAE
- Coveralls, closed toe closed back shoes, and safety glasses
- **Your own welding hood and leather gloves are <u>recommended</u> (harbor freight has some nice ones pretty inexpensive)**
- Wear Appropriate clothes daily, This includes pants (no tears or rips) closed toe closed back shoes (no crocs, slides, sandals, slippers, flip flops, heels) and wear a shirt that you are okay with the possibility of burning and or getting dirty, It is recommended to wear coveralls but required to wear at least a welding jacket in the shop.
- Safety glasses will be provided and are required AT ALL TIMES in the welding shop

<u>Textbook</u> Agricultural Mechanics: Fundamentals & Applications | 7th Edition

<u>Grading Policy:</u>

Updated Grading Categories - potential grading categories include the following

- Safety
- Teamwork
- Career Exploration
- Critical Thinking
- Leadership/SAE/FFA
- Technology
- Communication
- Technical skills
- Technology
- Ethics and Legal responsibilities
- Demonstration and application

Score Grading Breakdown
0 F, 1-D, 2-C, 3-B, 4-A

The base line in the grade levels are as follows
A - 80-100
B - 60-79
C - 40-59

D - 20-39
F - 0-19

- Each assignment is worth a multiple of 4 points (assignments will be entered into the grade book into *each relevant grading category)* ex. An assignment falls into teamwork, safety, and communication - it will be worth 12 points graded based on the standard 1-4 rubrics.
- A safety test score of 100% will be required to be allowed to work in the welding shop

Note: *Being prepared for class and class participation are very important. Every student will be required to keep a well organized note book at all times. Notebooks will be collected once a month and checked. Safety glasses are required at all times in the welding shop. Each student is responsible for cleaning their work station at the end of EVERY class to help maintain the shop. Each non-dress out lab is a 0 grade for the day.*

Every non-dress out day = a reduction in safety points will be seen equivalent to one assignment

Cell phone and device policy - strict adherence to the school and district cell phone policies, this means no use of cell phones in class or in the welding shop for any reason.

Non- participation Policy - If a student is a non participant in the welding shop, they will be asked to do book work to compensate for a passing grade, this will not cover the complete grade as the main outcome of the class is that students perform advanced welding practices and positions

Project plan and construction materials and consumables agreement and policy will be made available as students start working on welding projects in the shop

Food and non-water drinks are not allowed in the welding shop or in the Agricultural Mechanics Classroom, Eat your meals and snacks before coming into class.

Personal planned projects are absolutely welcomed, especially when providing your own materials - however in order to start working on a personal project (any projects other than the ones done by the whole class) the following steps must be taken

1) Provide a complete sketch that includes a front view, top view, side view, and isometric drawing of the desired project

2) Draft a bill of materials for the project (list of what you will use in the ordered sizes)
3) Provide a cut list for the project (list of the material lengths needed and what cuts are needed on them)
4) Draft a tentative project completion timeline
5) Write 1 paragraph explaining the purpose of the desired project.
6) Sign with parents a project fabrication agreement

All steps of the project completion progress must be documented and photographed to be entered into the AET and the Merced County Spring Fair (if possible). ***All personal projects must be completed and taken home at the end of the school year.***

Agricultural Mechanics Pacing calendar

Week	Unit	info /attachments

	Unit 1 - Safety
	- OSHA 10 certifications
	- Aspects of an audit (shop)
	- Fire inspections
	- Paperwork
	  - SDS
	  - Hazardous waste
	  - Machine and tool warranty paperwork
	- Equipment Review
	- **Weeks 1–2: OSHA 10 & Advanced Safety Administration**
	- **Certification:** Students work toward **OSHA 10 certifications** 6, 7.
	- **Management:** Instruction covers conducting professional **shop audits**, fire inspections, and managing required paperwork such as **Safety Data Sheets (SDS)** and hazardous waste logs 5-7.	

	Unit 2 - Shop Design
	- Shop Layout
	  - Designing your ideal shop in the standard size garage
	- Equipment selection
	- Cost evaluation
	- Bills
	  - Electrical consumption
	  - Cost of labor
	  - Cost of tools
	- Type of power and availability
	- **Weeks 3–4: Professional Shop Design & Economics**
	- **Layout:** Students design an ideal shop layout for a standard garage space, selecting and justifying specific equipment placement 8, 9.
	- **Cost Evaluation:** Students calculate **utility costs** (electrical consumption), labor rates, and tool depreciation for a functional business model 5, 8, 9.	

	Unit 3 - Materials
	- Stocking a shop
	  - Materials
	  - Weightbook
	- General use materials
	- Shapes sizes and weights
	- Metallurgy review
	- **Weeks 5–6: Materials Management & Weight Book Mastery**
	- **Inventory:** Instruction focuses on stocking a shop and identifying materials by shape, size, and weight 8, 9.
	- **Technical Planning:** Students must master the **"Weight Book"** to calculate material costs and load requirements for fabrication 5, 8, 9.	

	Unit 4 - Plans and schematics - Reading drawings - Electrical hydraulic and pneumatic schematics	

	- Symbols - Voltages/pressures - amperage/flow - Resistances - **Weeks 7–10: Advanced Plans & Schematics** - **Drawings:** Students learn to read and interpret complex **electrical, hydraulic, and pneumatic schematics** 5, 8, 9. - **Technical Specifications:** Instruction includes understanding symbols, voltages, pressures, and flow resistances within industrial drawings 8, 9.	
	Unit 5 - Types of power - Pneumatis - Electric - Hydraulic - diesel/gasoline engine drive	
	Unit 6 - Generators and Engines - Fuel sources - Power types - Load capacity - Duty cycles - Torque - Horsepower	
	Unit 7 - Tools - Hand tools - Finishing tools - Measuring and marking - Leveling and securing tools - "Fill a toolbox" project - **Weeks 11–15: Power Systems, Generators & Tool Selection** - **Power Dynamics:** Students explore power types (pneumatic, electric, hydraulic) and fuel sources 10, 11. - **Technical Benchmarks:** Mastery includes calculating **load capacity,**	

	duty cycles, torque, and horsepower 5, 10, 11. - **Capstone Project:** The "Fill a Toolbox" project requires students to select and justify a professional set of tools for a specific career niche 10, 11.	
	Break for Semester Final	
	Unit 8 - Project Finishing Review - Grinding - Polishing - Priming - Painting - Clear coat	
	Unit 9 - Certification - AWS (american Welding society) - Construction trades certification - General contractor licensing - Safety certifications - Equipment operation - OnShape - CAD - **Weeks 16–18: Professional Certifications & Standards** - **Preparation:** Students prepare for **AWS (American Welding Society)** welding certifications and general contractor licensing exams 5, 10, 11. - **Skills:** Practice includes creating **sample weld certification test plates** to prepare for future industry testing 12, 13.	
	Unit 10 - Farm Machinery - Tractor Operation - Forklift Operation - 3 point hookups - Lifting and lowering a load - Securing a load - Loading and unloading a trailer - Hauling equipment	

	- Types of hitches - Classes of licenses - Services and maintenance - **Weeks 19–21: Farm Machinery & Equipment Operation** - **Operation:** Hands-on training in **tractor and forklift operation**, including 3-point hookups and hauling equipment 5, 14, 15. - **Field Skills:** Students practice lifting and lowering loads, securing trailers, and identifying service intervals for heavy machinery 14, 15.	
	Unit 11 - Engines Transmissions tractors hydraulics and power systems - If time and ability permit, full teardown and rebuild of a car/truck/tractor single engine diesel or gasoline; or other mechanical equipment that employs gearboxes and electrical motors/engines - **Weeks 22–24: Powertrains & Hydraulic Rebuilds** - **Technical Mastery:** If ability permits, students perform a **full teardown and rebuild** of transmissions, gearboxes, or single-engine diesel/gasoline systems 5, 14, 15. - **Diagnostics:** Students identify and repair mechanical equipment employing electrical motors and internal power systems 14, 15.	
	Unit 12 - Wood Projects - Design and build a wood project of a medium to large size that employs use of wood and metal - and builds on the skills learned throughout this pathway	
	Unit 13 - Large Projects	

	- Construct a medium to large standing project primarily out of metal that employs the use of the skills developed throughout this pathway	
	Unit 14 - Custom Work - Create equipment parts or signage for a local individual or company that employ the use of machines and tools in the welding shop or wood shop to design and fabricate. - **Weeks 25–27: Large-Scale Fabrication & Custom Work** - **Fabrication:** Construction of medium-to-large projects such as **trailers, heavy-duty BBQs, or smokers** 5, 12, 16, 17. - **Custom Signage:** Students design and create equipment parts or custom signage for local companies, integrating welding and woodworking skills developed throughout the 3-year pathway 16, 17.	
	Unit 15 - Cumulative experience portfolio project and presentation - Portfolio completed - Job application - Interviews - Project proposals - Project funding - **Weeks 28–30: Culminating Portfolio & Career Placement** - **Career Readiness:** Students finalize their **Cumulative Experience Portfolio**, which includes all project plans, budgets, and photos from the 3-year sequence 18-20. - **Transition:** Activities include mock **interviews with industry partners**, finalizing resumes, and applying for open positions in the agricultural mechanics field 21-24.	

	## Integrated Leadership and FFA Milestone At this capstone level, students are eligible to work toward the **American FFA Degree**, the highest honor bestowed by the organization 25. Requirements include: • Holding the **State FFA Degree** and being a member for at least 36 months 26, 27. • Completing the equivalent of three years (540 hours) of secondary instruction 27, 28. • Maintaining records for an outstanding **Supervised Agricultural Experience (SAE)** that exhibits comprehensive planning and financial expertise 29, 30. • Participating in at least **50 hours of community service** across three different activities 31, 32.	

Agricultural Mechanics II

School year: 2026-2027
Proposed grade levels: 10,11
Grading: A-F (standards based 0-4)
CTE Sector Pathway: Agricultural Mechanics
Prerequisite: Intro to Agricultural Mechanics (Shop Skills)

Course Length: One year
Subject Area: Agriculture
Credits: 5
Articulation: **NO**

COURSE DESCRIPTION:

- Students of the agricultural mechanics 2 classes will work to gain experience welding "under the hood", meaning that each welding classroom unit correlates to a set of proficiency skills in the laboratory setting (metal shop). By focusing on the necessary standards, students will be able to practice the necessary skills required to explore a career in fabrication, along with practicing skills areas to further develop their abilities in electrical, plumbing, measuring, layout and planning, vocabulary, tool identification, and shop organization- as well as introducing some new areas of hydraulics, pneumatics, schematics, career readiness and portfolio planning, machinery, and shop management. The students should be able to confidently walk into the welding shop with a set of plans and the tools available and identify if all necessary components are available to build a small to medium scale project of their choosing within set parameters.

Expected Student Learning Outcomes: Students will be proficient in the following areas.

1. FFA and SOEP
2. California Agriculture and Careers in agriculture and agricultural mechanics
3. Tool and equipment identification and Safety
4. Power systems and Engines if available
5. Measuring and reading measurement devices
6. Welding and welding equipment safety
7. Advanced out of position arc welding principles and applications
8. Project creation and workmanship
9. Cad and CAM project design
10. Common agricultural mechanics practices and repairs

Essential Questions

1. **What is agricultural mechanics, and how can it benefit you personally, academically, and professionally?**

2. **How does this course build on prior learning (e.g., Agricultural Mechanics 1), and what skills or outcomes do you expect to gain from it?**
3. **What major advancements, inventions, and emerging technologies have shaped—and continue to shape—the field of agricultural mechanics and construction fabrication?**
4. **How does technology influence workflow, efficiency, and future trends in agricultural mechanics and fabrication settings?**
5. **What career pathways are available in agricultural mechanics, and which align most closely with your interests, skills, and goals?**
6. **Why is safety critical in agricultural mechanics, and what are the key risks in both lab and jobsite environments?**
7. **What are the best practices, personal protective equipment (PPE), and industry standards that contribute to an effective safety program?**
8. **Why are advanced welding processes and techniques important in agricultural mechanics, and how are they applied in real-world contexts?**
9. **What characteristics and skills contribute to an effective team, and how does teamwork enhance both individual and group success?**
10. **How do materials, surface finishes, and fabrication techniques impact the quality, function, and appearance of a final project, and how can these skills create entrepreneurial or income-generating opportunities?**

Essential Standards

1. B1.0 Implement personal and group safety practices.
2. B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
3. B1.2 Integrate accepted shop management procedures and a safe working environment.
4. B1.3 Safely secure loads on a variety of vehicles.
5. B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
6. B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
7. B3.5 Interpret basic agricultural electrical plans
8. B5.0 Understand agricultural cold metal processes
9. B5.1 Identify common metals, sizes, and shapes.
10. B5.2 Demonstrate basic tool-fitting skills.
11. B5.3 Properly lay out materials for a given project.
12. B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
13. B7.0 Understand oxy-fuel cutting and welding.
14. B7.1 Explain the role of heat and oxidation in the cutting process.
15. B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
16. B7.3 Flame-cut metal with an oxy-fuel cutting torch.
17. B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment
18. .B8.0 Understand electric arc welding processes.

19. B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding)
20. . B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion. 11 ANR | California Career Technical Education Model Curriculum Standards
21. B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
22. B8.4 Weld a variety of joints in various positions
23. B9.0 Assimilate metallurgy principles and fabrication techniques.
24. B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
25. B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
26. B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
27. B9.4 Design project plans by using mechanical drawing techniques.
28. B9.5 Finish a metal project by implementing proper sequencing.
29. B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
30. B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

Materials Needed:

- 3 ring binder for the tentative units for this year with the following tabs
    - Safety
    - The welding industry
    - SMAW
    - GMAW
    - Cutting Processes
    - Material Preparation and Finishing
    - Electrical
    - Oxy Fuel Welding and Soldering
    - Tig Welding
    - CNC CAD Plasma
    - Project designs
    - Building with mixed materials
    - Marketing
    - Farm machinery, repairs, and engines
    - Careers trades and unions
    - Tool ID
- A Chromebook to Access AET for the SAE
- Coveralls, closed toe closed back shoes, and safety glasses
- Your own welding hood and leather gloves are recommended (harbor freight has some nice ones pretty inexpensive)
- Wear Appropriate clothes daily, This includes pants (no tears or rips) closed toe closed back shoes (no crocs, slides, sandals, slippers, flip flops, heels) and wear a shirt that you are okay with the possibility of burning and or getting dirty, It is recommended to wear coveralls but required to wear at least a welding jacket in the shop.

- Safety glasses will be provided and are required AT ALL TIMES in the welding shop

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Grading Policy:

rading Policy

Updated Grading Categories - potential grading categories include the following

- Safety
- Teamwork
- Career Exploration
- Critical Thinking
- Leadership/SAE/FFA
- Technology
- Communication
- Technical skills
- Technology
- Ethics and Legal responsibilities
- Demonstration and application

Score Grading Breakdown
0 F, 1-D, 2-C, 3-B, 4-A

The base line in the grade levels are as follows
A - 80-100
B - 60-79
C - 40-59
D - 20-39
F - 0-19

- Each assignment is worth a multiple of 4 points (assignments will be entered into the grade book into *each relevant grading category)* ex. An assignment falls into teamwork, safety, and communication - it will be worth 12 points graded based on the standard 1-4 rubrics.
- A safety test score of 100% will be required to be allowed to work in the welding shop
- For any assignment to receive a grade it must be completed, all assignments turned in incomplete or missing will reflect in Aeries as no mark, failure to attempt or provide enough evidence of learning will result in a 0 score on a given assignment.

Note: *Being prepared for class and class participation are very important. Every student will be required to keep a well organized note book at all times. Notebooks will be collected once a month and checked. Safety glasses are required at all times in the welding shop. Each student is responsible for cleaning their work station at*

the end of EVERY class to help maintain the shop. Each non-dress out lab is a 0 grade for the day.

Every non-dress out day = a reduction in safety points will be seen equivalent to one assignment

Cell phone and device policy - strict adherence to the school and district cell phone policies, this means no use of cell phones in class or in the welding shop for any reason.

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Project plan and construction materials and consumables agreement and policy will be made available as students start working on welding projects in the shop

Food and non-water drinks are not allowed in the welding shop or in the Agricultural Mechanics Classroom. Eat your meals and snacks before coming into class.

Personal planned projects are absolutely welcomed, especially when providing your own materials - however in order to start working on a personal project (any projects other than the ones done by the whole class) the following steps must be taken

1) Provide a complete sketch that includes a front view, top view, side view, and isometric drawing of the desired project
2) Draft a bill of materials for the project (list of what you will use in the ordered sizes)
3) Provide a cut list for the project (list of the material lengths needed and what cuts are needed on them)
4) Draft a tentative project completion timeline
5) Write 1 paragraph explaining the purpose of the desired project.
6) Sign with parents a project fabrication agreement

All steps of the project completion progress must be documented and photographed to be entered into the AET and the Merced County Spring Fair (if possible). ***All personal projects must be completed and taken home at the end of the school year.***

Agricultural Mechanics Pacing calendar

	Unit 1 - Safety
	- Safety Review
	  - Equipment
	  - Tools
	  - PPEs
	- Selecting PPES and how to take care of them
	- Safety Test
	- **Weeks 1–2: Advanced Safety & PPE Maintenance**
	- **Comprehensive Safety Review:** Students revisit shop equipment, tools, and the safe use of machines 9, 10.
	- **Advanced PPE:** Instruction focuses on the proper selection and maintenance of professional-grade PPE, including specialized care for welding jackets and hoods 7, 9.
	- **Accountability:** Students must pass a comprehensive safety test before lab entry 7.	

	Unit 2 - The Welding Industry - Types of welders - Types of welding Rods/wire - Types of materials - Shapes of materials - AWS - NSHA - Welding joints and positions - Welding Symbols - **Weeks 3–4: The Welding Industry & Standards** - **Regulatory Knowledge:** Students study **AWS (American Welding Society)** and **NSHA** standards to understand professional expectations 7, 9. - **Technical Language:** Mastery of welding symbols and plans is required to interpret complex fabrication drawings 9, 11. - **Material Science:** Identification of materials by shape (angle iron, square tubing, channel iron) and type (hot rolled vs. cold rolled) using the **"Weight Book"** for material planning 8, 12, 13.	

	Unit 3 - SMAW
	- PPEs
	- Welding rod selection
	- Tool ID
	- Welding checklist items
	  - Flat Horizontal Vertical up and down overhead
	  - Pipe plate and flanges
	- **Weeks 5–8: SMAW (Arc) - Advanced Positions**
	- **Skill Progression:** Assuming students can padding a plate in the flat position, instruction now covers **Vertical (up and down)** and **Overhead** positions 7, 9, 14.
	- **Applications:** Students practice welding on pipe, plate, and flanges using professional-grade rods 9, 14.	

	Unit 4 - GMAW - Types of welding gas - Types of wire feeders - Types of wire - Flux core - Dual shield - Aluminum and stainless steel welding - **Weeks 9–12: GMAW (MIG) - Specialized Applications** - **Setup Mastery:** In-depth training on gas types, wire feeder settings, and troubleshooting 7, 8. - **Wire Variants:** Practice with **solid core, flux core, and dual shield** applications 8, 14. - **Advanced Materials:** Introduction to welding aluminum and stainless steel using MIG processes 8, 14. - **Weeks 13–15: Advanced Cutting & Finishing** - **Thermal Processes:** Mastery of **Plasma Arc Cutting (PAC)** and Oxy/fuel cutting using various shop gases like acetylene and propane 8, 14. - **Metallurgy:** Understanding heat-related principles, including oxidation, mill scale, and metallurgy changes during the cutting process 8, 13. - **Surface Preparation:** Instruction on edge preparation, joint fit-up, grinding, and polishing for professional finishes 8, 13.	
	Break for semester Final test	
	Unit 5 - Cutting Processes - Machine ID - PAC (plasma arc cutting	

	- Oxy/fuel cutting
	  - Acetylene
	  - Propane
	  - Other types of common shop gases
	- Parts and tools
	- Cold cutting	

	Unit 6 - Material preparation and finishing
	- Types of materials
	  - Weight book
	  - Hot rolled and cold rolled
	  - Tooling and spring steels
	  - Ferrous v non ferrous
	- Edge preparation
	- Joint preparation
	- Layout
	- Fit up
	- Oxidation
	- Mill scale
	- Oil finish
	- Grinding
	- Polishing
	- Painting
	- Metallurgy	

	Unit 7 - Electrical - Industrial v residential - 1 & 3 phase power - E-stops - Motors and controls - Ohms Law - Current types - Electron transfer - Solid v stranded wire - Grounding methods	
	Unit 8 - Oxy Fuel welding and soldering - Torch and tank safety - Torch and tank set up - Filler rods - Puddle control - Brazing	

	- **Weeks 16–18: Oxy Fuel Welding & Soldering** - **Torch Setup:** Advanced torch and tank safety and precise puddle control 15, 16. - **Joining Techniques:** Instruction on brazing and using various filler rods for specialized repairs 7, 15, 16.	
	Unit 9 - Tig Welding - Torch tank and machine safety - Torch tank and machine setup - Filler rods - Scratch start v lift arc - Types of frequency - Purge welding - Mild steel v stainless v aluminum - Applications and best practices - **Weeks 19–21: TIG (GTAW) Welding** - **Precision Processes:** Understanding scratch start vs. lift arc and frequency types 15, 16. - **High-End Applications:** Practice with **purge welding** for stainless steel and aluminum, focusing on aesthetics and strength for food-grade or high-stress equipment 7, 15, 16.	
	Unit 10 - CNC CAD PLASMA - OnShape - QCAD - SheetCAM - PlasmaCNC - Vectorcarve - Design project - **Weeks 22–24: CNC CAD Plasma Design** - **Digital Fabrication:** Training in **OnShape, QCAD, and SheetCAM** 16, 17. - **Project Execution:** Students move from digital design to automated cutting, creating name plates or specialized machine parts 17, 18.	
	Unit 11 - Project Design - Bill of materials - Cut lists - Isometric Drawing - Obtaining Quotes	

	- Bidding a project	
	Unit 12 - Building with Mixed Materials - Types of wood - Types of metals - Fasteners - Joining methods	
	Unit 13 - Marketing - Project Proposals - Sales Fliers - Pricing - Scaling - Aspects of estimates - Project cost - Profitability - **Weeks 25–27: Project Design, Marketing & Profitability** - **The Business Side:** Students answer the essential question: **"How can this class make money?"** 1, 19. - **Commercial Skills:** Developing **bill of materials**, cut lists, and isometric drawings 16, 17. - **Proposals:** Creating project bids, obtaining quotes, and drafting sales fliers and project proposals for potential customers 17, 20.	

	Unit 14 - Farm Repair
	- Types of farm machinery
	- Safety
	- Ways to repair
	- Right to repair laws
	- Preventative maintenance v repair work
	- What to use
	  - Tools
	  - Machines
	  - Lubricating agents
	  - Cleaning agents
	  - Solvents
	- Hardfacing
	- Repainting
	- **Weeks 28–30: Farm Repair & Machinery Maintenance**	

	- **Restoration:** Focus on preventative maintenance vs. repair work, including **hardfacing** to extend the life of equipment parts 17, 20. - **Machinery Prep:** Proper cleaning agents, solvents, and repainting techniques for farm implements 17, 20. - **Legal:** Discussion of "Right to Repair" laws as they affect the agricultural industry 17, 20.	
	Unit 15 - Careers - Portfolio - Resumes - Letters of Recommendation - Project Binders/folders - Research Project	

	Unit 16 - The trades and unions
	- Types of trades
	  - Electricians
	  - Plumbers
	  - Stone masons
	  - Welders
	  - General contractors
	  - HVAC
	  - Elevators
	  - Many more
	- Trades in unions	

	## Integrated Leadership and SAE Development Throughout the course, students are expected to engage in the "three-ring model" by participating in FFA and managing their **Supervised Agricultural Experience (SAE)** through the **AET** 3, 21, 22. • **FFA Milestones:** Students in Course 2 are typically eligible to earn their **Chapter FFA Degree** 23. Requirements include: • Receiving the Greenhand Degree 23-25. • Completing **180 hours** of systematic instruction 24, 26, 27. • Earning/investing at least **$150** or working **45 hours** ***outside of class*** 24, 26, 27. • Demonstrating **five procedures of parliamentary law** and leading a 15-minute group discussion 28-30. • Completing **10 hours of community service** 28-30. • **SAE Progression:** Students should transition from Foundational SAEs to **Immersion SAEs**, such as starting a school-based	

	enterprise (repairing lawnmowers) or a placement/internship at an agricultural business 31-34. • **Cumulative Portfolio:** Students must update their binders with plans, budgets, and pictures of their Course 2 projects, preparing for the Capstone year 35-38.	
	Semester Final	

GUSTINE UNIFIED SCHOOL DISTRICT

English 2

Date: 2026-2027
Proposed Grade Level: 10 Grading: A-F
A - G - Yes
CTE Sector/Pathway: N/A
Prerequisite(s): N/A

Subject Area: ELA
Course Length: One year
Credits: 5 per semester

Instructor: Certified Dept Instructor

COURSE DESCRIPTION:

This comprehensive, standards-aligned course delves deeply into a theme-based study of literary and informational texts through the *ERWC* curriculum. Each module involves significant whole-group, small-group, and independent work that serves to develop critical thinking skills, effective collaboration strategies, and the ability to read, write, speak, and listen rhetorically, analytically, and creatively.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape, meaning, or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS: N/A

DETAILED UNITS OF INSTRUCTION:

ERWC UNIT: Age of Responsibility

Age of Responsibility	
MODULE OVERVIEW **Grade 10 ERWC with Integrated and Designated ELD**	
Module Type	Issue
Length of Instructional Time	4-6 weeks
Module Summary	The module is designed to engage students in the ongoing, shifting debate about when an individual may be considered an adult. Throughout the module, students develop conceptual understandings about how legal ages for certain "adult" rights (e.g., drinking, driving, voting) are determined and how new research continues to challenge our concept of what constitutes adulthood. Many sophomores will have obtained their drivers' licenses by the end of the school year and will be seeking broader freedoms. Fifteen- and sixteen-year-olds want to be treated as responsible and trustworthy, which they are. However, they often make decisions that are not in their best interest, due to reasons they will explore in the multiple readings and media selections in the module.
Question at Issue	• When should people be considered an adult, and at what point should they attain the legal rights of adulthood?
Module Texts	Greenblatt, Alan. "What is the Age of Responsibility?" *Governing*, 30 Sept. 2009, www.governing.com/topics/public-justice-safety/What-is-the-Age.html. • This article serves as a springboard for discussions about the mixed signals young people receive from society about what it means to be an adult. Twenge, Jean. "Why Today's Teens Are Taking Longer to Grow Up." *CNN: The Conversation*, 25 Sept. 2017, www.cnn.com/2017/09/22/health/teens-grow-up-slower-partner/index.html. Accessed 15 Mar. 2017. • The research presented in this text suggests young people may be on a slower pace toward adulthood and that social and cultural contexts maybe influencing the speed of development. Badger, Emily. "Why Becoming an Adult Means Something Very Different When You're Poor." *Washington Post*, 19 Apr. 2016, www.washingtonpost.com/news/wonk/wp/2016/04/19/why-becoming-an-adult-means-something-very-different-when-youre-poor/?utm_term=.a0b2eaf6bb38. Davenport, David. "No, We Shouldn't Lower the Voting Age to 16." *Forbes*, 25 May 2016, www.forbes.com/sites/daviddavenport/2016/05/25/no-we-shouldnt-lower-the-voting-age-to-16/#8a616d531e99. Howard, Jacqueline. "You're an Adult, but Your Brain Might Not Be, Experts Say." *CNN*, 21 Dec. 2016, www.cnn.com/2016/12/21/health/adult-brain-development/index.html. Rampell, Catherine. "How Old Is Old Enough?" *New York Times*, 14 Nov. 2009, www.nytimes.com/2009/11/15/weekinreview/15ramp.html?mcubz=0.

	• These four jigsaw texts are read by different groups of students and then "taught" to their classmates. • In addition, several video texts offer students an opportunity to identify language and rhetorical moves as they develop metalinguistic awareness.
Culminating Task	Students write an evidence-based argument in the form of an op-ed newspaper article in which they attempt to persuade the audience that their perspectives with regard to when people should be considered an adult are more compelling than alternative ones.
Rhetorical Concepts	• Audience • Purpose • Ethos, pathos, and logos • Genre analysis
Objectives	**Integrated ELD:** • Contribute to extended discussions, justifying claims with evidence • Identify the main arguments or claims within a text and the evidence and reasoning used to support them • Analyze arguments for their rhetorical effectiveness, structure and organization, persuasive language • Write and revise an argument, with a focus on organizational structure, rhetorical effectiveness, and academic language use • Critique their own and others' ideas and writing, using agreed-upon norms and evaluation criteria **Designated ELD:** • Analyze oral and written arguments for text organization and structure and to identify language that creates cohesion • Analyze complex sentences to understand how they are structured and to determine the densely packed meanings in them • Evaluate how well authors structure oral and written texts, present their claims and evidence, and use language to persuade • Apply language awareness to writing argument texts

Unit 2 - To Kill a Mockingbird

To Kill a Mockingbird — Harper Lee	
MODULE OVERVIEW **Grade 9–10 ERWC with Integrated and Designated ELD**	
Module Type	Issue

Length of Instructional Time	6–8 weeks
Module Summary	This module engages students in a sustained close reading of Harper Lee's novel To Kill a Mockingbird, using the trial of Tom Robinson as a lens through which to examine justice, racial inequality, moral courage, and the role of empathy in a democratic society. Set in Depression-era Alabama, the novel asks students to grapple with how systemic racism operates within legal and social institutions — and what it means to stand up for what is right in the face of community pressure. Students apply ERWC reading and writing strategies — including reading for argument, analyzing rhetorical appeals, and considering multiple perspectives — to build toward a substantive argumentative paragraph on a central ethical or social issue raised by the text. This module is designed to help students think critically about justice, conscience, and what it means to truly see another person.
Questions at Issue	• What does it mean to truly practice justice — and when does the legal system fail to deliver it? • How does racial bias operate within social and legal institutions, and who bears the cost? • What does it take to stand up for what is right when your community disagrees? • How does perspective shape the way we interpret events, people, and moral responsibility? • What role does empathy play in a just and functioning society? • How might a writer use narrative and rhetorical strategies to challenge a reader's assumptions?
Module Texts	Lee, Harper. *To Kill a Mockingbird.* J. B. Lippincott & Co., 1960. • Full novel; primary anchor text for all reading, discussion, and writing tasks. Lee, Harper. "Nobel Banquet Speech." Acceptance of the Pulitzer Prize, 1961. Excerpted in *Harper Lee: A Life Remembered.* Various publishers. • Used to examine author's purpose and the relationship between biography and literary theme. King, Martin Luther, Jr. "Letter from Birmingham Jail." 16 Apr. 1963. *The Atlantic Monthly,* www.theatlantic.com/magazine/archive/1963/08/letter-from-birmingham-jail/378289. • Paired text on moral conscience and civil disobedience; used to develop rhetorical analysis and comparison writing. Selected excerpts from court transcripts and historical accounts of wrongful convictions in the American South, 1930s–1960s. • Primary sources used to build historical context and support analysis of the trial narrative in the novel.
Culminating Task	As their culminating task, students write a focused argumentative paragraph in which they argue a position on one of the module's central questions at issue — drawing on evidence from the novel and at least one

	additional module text. Students must include a clear, arguable claim; at least two pieces of textual evidence with proper citation; commentary explaining how the evidence supports the claim; and acknowledgment of a counterargument. Prior to writing, students participate in a Socratic seminar in which they discuss the question at issue orally, building the reasoning and vocabulary they will use in their written argument. Students then share and peer-review their paragraphs using a provided rubric aligned to ERWC argumentative writing standards.
Rhetorical Concepts	• Audience • Purpose • Ethos, pathos, and logos • Claim, evidence, and commentary • Tone and diction • Counterargument and concession • Perspective and point of view • Narrative as argument
Objectives	**Integrated ELD:** • Analyze a novel and paired texts in multiple modes (close reading, viewing, discussion, writing) • Contribute to extended academic discussions, including Socratic seminar, justifying claims with textual evidence • Identify the main arguments or claims within a text and the evidence and reasoning used to support them • Develop an argument that meets a specific rhetorical purpose and addresses a real audience • Research, plan, produce, and revise an argumentative paragraph using ERWC writing strategies • Develop a sense of audience awareness and rhetorical purpose in both speaking and writing • Analyze how an author uses narrative perspective and character to construct an implicit argument **Designated ELD:** • Analyze oral and written arguments for text organization and structure and to identify language that creates cohesion • Analyze complex sentences to understand how they are structured and to determine the densely packed meanings within them • Evaluate how well authors structure oral and written arguments, present their claims and evidence, and use language to persuade • Apply knowledge of language and register to writing argumentative texts, including selecting precise academic vocabulary

Unit 3 - Night by Elie Wiesel

Night — Elie Wiesel	
MODULE OVERVIEW **Grade 9–10 ERWC with Integrated and Designated ELD**	
Module Type	Issue
Length of Instructional Time	4–6 weeks
Module Summary	This module engages students in a close reading of Elie Wiesel's memoir Night, a first-person account of survival during the Holocaust. Through Wiesel's testimony, students examine how dehumanization, silence, and complicity enable atrocity — and what it means to bear witness to injustice and speak out against it. The module is designed to help students think critically about the responsibilities individuals and communities bear in the face of oppression, and about how memoir as a genre uses personal narrative to construct historical and moral argument. Students apply ERWC reading and writing strategies — including reading for argument, analyzing rhetorical appeals, and considering multiple perspectives — before constructing a substantive argumentative paragraph on a central ethical question raised by the text. Throughout, teachers are encouraged to approach this content with care, creating a classroom environment that honors the gravity of the subject and supports all students.
Questions at Issue	• What responsibilities do individuals and communities bear when they witness injustice — and what are the consequences of silence? • How does dehumanization operate, and what conditions allow it to take hold in a society? • What does it mean to bear witness — and why does testimony matter? • How does extreme suffering affect a person's sense of identity, faith, and humanity? • What obligations do we have to remember historical atrocities — and how should they be memorialized? • How can a writer use personal narrative to construct a moral and political argument?
Module Texts	Wiesel, Elie. *Night.* Translated by Marion Wiesel, Hill and Wang, 2006. • Full memoir; primary anchor text for all reading, discussion, and writing tasks. Wiesel, Elie. "Nobel Peace Prize Acceptance Speech." *NobelPrize.org,* 10 Dec. 1986, www.nobelprize.org/prizes/peace/1986/wiesel/acceptance-speech. • Primary source speech used to analyze the author's purpose, rhetorical appeals, and the role of memory and testimony in addressing injustice.

	United States Holocaust Memorial Museum. "Introduction to the Holocaust." *Holocaust Encyclopedia,* www.ushmm.org/learn/introduction-to-the-holocaust. • Informational text providing foundational historical context for the rise of Nazism, anti-Semitism, and the systematic persecution of Jewish people in Europe. Niemöller, Martin. "First they came ..." 1946. *United States Holocaust Memorial Museum,* www.ushmm.org/learn/holocaust-encyclopedia/martin-niemoller-first-they-came. • Short primary source poem used to discuss silence, complicity, and the failure of bystanders; paired with the memoir for discussion of moral responsibility. Gourevitch, Philip. "After the Genocide." *The New Yorker,* 18 Dec. 1995, www.newyorker.com/magazine/1995/12/18/after-the-genocide. • Informational text on the Rwandan genocide used to connect the novel's themes of atrocity and silence to a more recent historical event and to broaden students' understanding of genocide as a recurring phenomenon. Facing History and Ourselves. "Choices in Little Rock." *Facing History and Ourselves,* www.facinghistory.org/resource-library/choices-little-rock. • Supplemental resource used to examine the role of bystanders, upstanders, and perpetrators across historical contexts. Selected primary source documents: excerpts from the Nuremberg Laws (1935) and eyewitness testimonies from Holocaust survivors. • Primary sources used to build historical context, support close reading of the memoir, and introduce students to the genre of testimony.
Culminating Task	As their culminating task, students write a focused argumentative paragraph in which they take and defend a position on one of the module's central questions at issue — drawing on evidence from the memoir and at least one additional module text. Students must include a clear, arguable claim; at least two pieces of textual evidence with proper citation; commentary explaining how the evidence supports the claim; and acknowledgment of a counterargument. Prior to writing, students participate in a structured academic discussion in which they explore the question at issue orally, building the reasoning and vocabulary they will use in their written argument. Students then share and peer-review their paragraphs using a provided rubric aligned to ERWC argumentative writing standards.
Rhetorical Concepts	• Audience • Purpose • Ethos, pathos, and logos • Claim, evidence, and commentary • Tone and diction • Counterargument and concession • Testimony and memoir as argument • Speaker, occasion, and context

Objectives	**Integrated ELD:** • Analyze a memoir and paired informational and primary source texts in multiple modes (close reading, discussion, writing) • Contribute to extended academic discussions, justifying claims with textual evidence • Identify the main arguments or claims within a text and the evidence and reasoning used to support them • Develop an argument that meets a specific rhetorical purpose and addresses a real audience • Research, plan, produce, and revise an argumentative paragraph using ERWC writing strategies • Analyze how an author uses the conventions of memoir and testimony to construct a moral and political argument • Develop a sense of audience awareness and rhetorical purpose in both speaking and writing **Designated ELD:** • Analyze oral and written arguments for text organization and structure and to identify language that creates cohesion • Analyze complex sentences to understand how they are structured and to determine the densely packed meanings within them • Evaluate how well authors structure oral and written arguments, present their claims and evidence, and use language to persuade • Apply knowledge of language and register to writing argumentative texts, including selecting precise academic vocabulary

Unit 4 - ERWC Mini Module: Introducing Ethos, Pathos, and Logos

Introducing Ethos, Pathos, and Logos	
MODULE OVERVIEW **Grade 11 or 12**	
Module Type	Mini-module
Length of Instructional Time	1 week
Module Summary	This module introduces students to Aristotle's three rhetorical appeals—ethos, pathos, and logos—and illustrates how they work together to persuade audiences. These concepts are used throughout ERWC, so this mini-module should come early in the 11th grade course and may be used for review in the 12th grade.
Question at Issue	• Is rhetoric good, bad, or neutral?
Module Text	Edlund, John R. "Three Ways to Persuade: Integrating the Three Appeals." Expository Reading and Writing Curriculum, California State University, 2018. ▪ This text outlines the three rhetorical appeals of ethos, pathos, and logos.
Culminating Task	Students write a short (one paragraph) rhetorical analysis of a Web site.
Rhetorical Concepts	• Ethos, pathos, logos
Objectives	**Integrated ELD:** • Define and describe the three Aristotelian appeals: ethos, pathos, and logos • Identify features of the texts they read and hear which construct an impression of the writer or speaker, or cause emotional responses in the audience • Identify the ways in which ethos, logos, and pathos work together to persuade the audience • Recognize that all discourse is inherently rhetorical • Demonstrate these abilities in a written response

Unit 5: The Tragedy of Romeo and Juliet by William Shakespeare

Romeo and Juliet — William Shakespeare	
MODULE OVERVIEW **Grade 9–10 ERWC with Integrated and Designated ELD**	
Module Type	Literary Analysis

Length ofInstructional Time	6–8 weeks
ModuleSummary	This module engages students in a close reading of William Shakespeare's tragedy Romeo and Juliet, examining how the play dramatizes the destructive consequences of hatred, impulsivity, and social pressure. Students explore how the feud between the Montagues and Capulets functions as more than a backdrop — it is a structural force that shapes every character's choices, relationships, and fate. The module is designed to help students think critically about the social and personal forces that constrain individual agency, the role of fate versus free will in human decision-making, and how Shakespeare uses dramatic structure, poetic language, and rhetorical craft to construct argument and meaning. Students apply ERWC reading and writing strategies — including reading for argument, analyzing rhetorical appeals, and considering multiple perspectives — before constructing a substantive argumentative paragraph on a central ethical or thematic question raised by the play.
Questions atIssue	• To what extent are Romeo and Juliet responsible for their own fate — or are they victims of forces beyond their control? • How does hatred — whether inherited, social, or institutional — shape the choices individuals are able to make? • What does the play suggest about the relationship between impulsivity and consequence? • How do gender roles and social expectations constrain characters in the play — and what parallels exist in contemporary society? • Is love, as Shakespeare portrays it, a source of strength or a form of vulnerability? What textual evidence supports your reading? • How does Shakespeare use poetic and rhetorical craft — imagery, tone, structure — to construct argument and shape audience response?
ModuleTexts	Shakespeare, William. *Romeo and Juliet.* Edited by Brian Gibbons, Arden Shakespeare, 1980. • Full play; primary anchor text for all reading, discussion, and writing tasks. Alvarez, Julia. "I Want to Be Miss America." *The Latina Feminist Group,* 2001. • Paired personal essay used to explore social pressure, identity, and the conflict between personal desire and external expectation — connecting the play's themes to contemporary experience. Lorde, Audre. "The Uses of Anger: Women Responding to Racism." *Women's Studies Quarterly,* vol. 9, no. 3, 1981, pp. 7–10. • Paired text used to examine how inherited social conflict — like the Montague-Capulet feud — functions as a mechanism of control, and to build students' ability to analyze argument in a non-fictional context. Sax, Leonard. "The Collapse of Parenting: How We Hurt Our Kids When We Treat Them Like Grown-Ups." *Basic Books,* 2016. Excerpts.

	• Informational text on adolescent decision-making and risk-taking, used to connect the impulsive choices of Romeo and Juliet to contemporary research on youth and social development. Zeffirelli, Franco, dir. *Romeo and Juliet.* BHE Films, 1968. Selected scenes. • Film adaptation used to analyze how performance choices — staging, casting, camera, music — shape interpretation and meaning. Provides an entry point for students less comfortable with Shakespeare's language. Luhrmann, Baz, dir. *Romeo + Juliet.* Twentieth Century Fox, 1996. Selected scenes. • Contemporary film adaptation used alongside the Zeffirelli version to compare how different directors interpret the text for different audiences and purposes; supports rhetorical analysis of adaptation. Selected sonnets by Shakespeare, including Sonnet 18 and Sonnet 116. • Short paired texts used to develop students' understanding of Shakespearean poetic form, tone, and the rhetoric of love; provides context for reading the play's poetic language.
CulminatingTask	As their culminating task, students write a focused argumentative paragraph in which they take and defend a position on one of the module's central questions at issue — drawing on evidence from the play and at least one additional module text. Students must include a clear, arguable claim; at least two pieces of textual evidence with proper citation; commentary explaining how the evidence supports the claim; and acknowledgment of a counterargument. Prior to writing, students participate in a structured academic discussion or Socratic seminar in which they explore the question at issue orally, building the reasoning and vocabulary they will use in their written argument. Students then share and peer-review their paragraphs using a provided rubric aligned to ERWC argumentative writing standards.
RhetoricalConcepts	• Audience • Purpose • Ethos, pathos, and logos • Claim, evidence, and commentary • Tone and diction • Counterargument and concession • Dramatic structure and tragedy • Speaker, occasion, and context • Imagery and figurative language as argument
Objectives	**Integrated ELD:** • Analyze a Shakespearean play and paired texts in multiple modes (performance, close reading, discussion, writing) • Contribute to extended academic discussions, including Socratic seminar, justifying claims with textual evidence • Identify the main arguments or claims within a text and the evidence and reasoning used to support them • Develop an argument that meets a specific rhetorical purpose and addresses a real audience

	• Research, plan, produce, and revise an argumentative paragraph using ERWC writing strategies • Analyze how Shakespeare uses poetic form, dramatic structure, and figurative language to construct meaning and shape audience response • Develop a sense of audience awareness and rhetorical purpose in both speaking and writing **Designated ELD:** • Analyze oral and written arguments for text organization and structure and to identify language that creates cohesion • Analyze complex sentences — including Shakespearean syntax — to understand how they are structured and to determine the densely packed meanings within them • Evaluate how well authors structure oral and written arguments, present their claims and evidence, and use language to persuade • Apply knowledge of language and register to writing argumentative texts, including selecting precise academic vocabulary

ELA Power Essential Standards		
College and Career Readiness Strands (CCR)	**9-10**	**11-12**
Key Ideas & Details	**CCSS.ELA-LITERACY.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-LITERACY.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CCSS.ELA-LITERACY.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what th text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what th text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Craft & Structure	**CCSS.ELA-LITERACY.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**CCSS.ELA-LITERACY.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Integration of Knowledge & Ideas	**CCSS.ELA-LITERACY.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**CCSS.ELA-LITERACY.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric i particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)	**CCSS.ELA-LITERACY.RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**CCSS.ELA-LITERACY.RI.11-12.8** Delineate and evaluate the reasoning i seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
Writing- **Text Type & Purpose**	**CCSS.ELA-LITERACY.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in a analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Speaking & Listening- **Comprehension & Collaboration**	*#ALL YEAR-* **CCSS.ELA-LITERACY.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	*#ALL YEAR-* **CCSS.ELA-LITERACY.SL.11-12.2** Integrate multiple sources of informatio presented in diverse formats and medic (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibilit and accuracy of each source and notin any discrepancies among the data. **CCSS.ELA-LITERACY.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points o emphasis, and tone used.

Presentation of Knowledge and Ideas:	**CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Language: **Vocabulary Acquisition and Use**	***#ALL YEAR-*** **CCSS.ELA-LITERACY.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	***#ALL YEAR-*** **CCSS.ELA-LITERACY.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing-History/Social Studies **Key Ideas & Details** **Integration of Knowledge & Ideas**	*#ALL YEAR-* **CCSS.ELA-LITERACY.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **CCSS.ELA-LITERACY.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.	*#ALL YEAR-* **CCSS.ELA-LITERACY.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Schoolwide Learner Outcomes ADDRESSED:

Students will:

- Be responsible citizens.
- Work collaboratively and competently.
- Be critical and creative thinkers.
- Be effective communicators.
- Develop personal and professional goals.

The Gustine Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Critical Essential Standards:

GHS 9-12 ELA Critical Essential Standards Overview

GUSTINE UNIFIED SCHOOL DISTRICT

English 3

Date: 2026-2027
Proposed Grade Level(s): 11 Grading: A-F
Course Length: One year Subject Area: ELA
CTE Sector/Pathway: N/A
Credits: 5 per semester
A-G: Yes
Prerequisite(s): N/A
Instructor: Certified Dept Instructor

COURSE DESCRIPTION:

This comprehensive, standards-aligned course delves deeply into a theme-based study of literary and informational texts through the *ERWC* curriculum. Each module involves significant whole-group, small-group, and independent work that serves to develop critical thinking skills, effective collaboration strategies, and the ability to read, write, speak, and listen rhetorically, analytically, and creatively.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape, meaning, or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS: N/A

DETAILED UNITS OF INSTRUCTION:

Unit 1 - The Great Gatsby

The Great Gatsby	
MODULE OVERVIEW **Grade 11**	
Module Type	Book
Length of Instructional Time	6-8 weeks
Module Summary	The module is designed to help students read and engage with a great American novel. The themes explored in the module are self and identity, the American dream, love and desire, images and illusions, and friendship.
Questions at Issue	• What is the American Dream? • Is the American Dream achievable? • What defines a person's true identity? • How can money or wealth affect people's behaviors and relationships?
Module Text	Fitzgerald, F. Scott. *The Great Gatsby*. 1925. Scribner, 2004. • Set in the Jazz Age, this text follows narrator Nick Carraway and his interactions with the mysterious Jay Gatsby; for its use in the module, the text is split into four sections.
Culminating Task	Rather than one task at the end of the module, there are four writing assignments, one after each major section of the text. The first is a letter to Nick Carraway about the social landscape of the student's own neighborhood, the second is an essay about Gatsby's true identity, the third is a definitional essay about love, and the fourth is an essay about how the novel has affected each student's attitudes toward literature and life.
Rhetorical Concepts	• Symbolism • Inference • Narrative technique • Stylistic analysis of text structure
Objectives	**Integrated ELD:** • Read and enjoy a major American novel without resorting to online summaries and notes • Analyze character traits and motivation • Make predictions about events and the actions of characters • Analyze the effects on the reader of stylistic choices and modes of exposition • Discuss the major themes of the novel • Write multiple responses connecting issues in the novel to their own worlds and experiences

	• Revise rhetorically to meet the needs of their audience • Edit with a focus on improving readability
Potential Mini-Module Pairings	• Introducing Genre as Rhetoric

Unit 2: The Tragedy of Macbeth

Macbeth— William Shakespeare	
MODULE OVERVIEW **Grade 11-12 ERWC with Integrated and Designated ELD**	
Module Type	Literary Analysis
Length ofInstructional Time	10 weeks
ModuleSummary	In this ERWC module, students engage with Shakespeare's psychological tragedy Macbeth as a literary anchor text, reading rhetorically to understand how Shakespeare uses dramatic structure, poetic language, character, imagery, and the supernatural to construct meaning and move audiences. The module is organized around the four-stage ERWC instructional framework: Preparing to Read, Reading Rhetorically, Discovering What I Think, and Writing Your Own Text. Students conduct close readings of focal scenes—selected for their density of language, rhetorical complexity, and thematic significance—while reading other scenes independently or with partners. Paired informational texts on the political context of Jacobean England, the history of witchcraft beliefs, the psychology of ambition and moral corruption, and Aristotelian tragic theory deepen students' understanding of context and genre. Media texts, including film adaptations, provide opportunities for comparative analysis of directorial interpretation. Throughout the module, students develop the ERWC habits of mind central to college and career readiness: reading closely and critically, recognizing rhetorical strategies, constructing evidence-based arguments, and writing with precision and purpose. The culminating task asks students to compose a literary analysis essay responding to a central Question at Issue about agency, ambition, and moral responsibility in Macbeth. This module integrates English Language Development (ELD) standards throughout instruction and includes specific Designated ELD activities to support English Learners at Emerging, Expanding, and Bridging proficiency levels.
Questions atIssue	4. Is Macbeth a victim of fate, supernatural manipulation, and the influence of others—or is he the architect of his own destruction? What does Shakespeare's answer suggest about ambition, free will, and moral responsibility?

	5. Agency and Moral Responsibility: To what degree is Macbeth responsible for his actions? How do the witches, Lady Macbeth, and Macbeth's own ambition each contribute to the tragedy? 6. Power and Corruption: How does Shakespeare argue that the pursuit of power corrupts? Is corruption inevitable once a moral line is crossed? 7. Masculinity and Gender: How do the play's constructions of masculinity and femininity shape the characters' choices and fates? What does the play argue about the relationship between gender and power? 8. The Supernatural and Reality: Are the witches agents of fate or mirrors of Macbeth's existing desires? How does Shakespeare use the supernatural to explore the boundaries between internal psychology and external force? 9. Appearance vs. Reality: How does the play construct the idea that nothing is what it seems? How do characters use deception, and what are the consequences? 10. Guilt and Consequence: How does Shakespeare use imagery, soliloquy, and dramatic structure to trace the psychological consequences of moral transgression? 11. Tragedy and Its Purpose: What does Macbeth argue about the nature of human ambition? What does Shakespeare want his audience to understand about the costs of unchecked desire?
ModuleTexts	Shakespeare, William. *Macbeth.* C. 1606 12. Full play; primary anchor text for all reading, discussion, and writing tasks. Recommend the Folger Shakespeare Library student edition for annotations, apparatus, and facing-page glosses; No Fear Shakespeare may serve as a reading scaffold alongside the original. Teachers select focal scenes for close reading (see Module Sequence) and assign remaining scenes for structured independent or partner reading with graphic organizers.
CulminatingTask	As their culminating task, students write a focused argumentative paragraph in which they take and defend a position on one of the module's central questions at issue — drawing on evidence from the play and at least one additional module text. Students must include a clear, arguable claim; at least two pieces of textual evidence with proper citation; commentary explaining how the evidence supports the claim; and acknowledgment of a counterargument. Prior to writing, students participate in a structured academic discussion or Socratic seminar in which they explore the question at issue orally, building the reasoning and vocabulary they will use in their written argument. Students then share and peer-review their paragraphs using a provided rubric aligned to ERWC argumentative writing standards.
RhetoricalConcepts	13. Audience 14. Purpose 15. Ethos, pathos, and logos 16. Claim, evidence, and commentary 17. Tone and diction 18. Counterargument and concession 19. Dramatic structure and tragedy 20. Speaker, occasion, and context 21. Imagery and figurative language as argument

Objectives	**Integrated ELD:** 22. Analyze a Shakespearean play and paired texts in multiple modes (performance, close reading, discussion, writing) 23. Contribute to extended academic discussions, including Socratic seminar, justifying claims with textual evidence 24. Identify the main arguments or claims within a text and the evidence and reasoning used to support them 25. Develop an argument that meets a specific rhetorical purpose and addresses a real audience 26. Research, plan, produce, and revise an argumentative paragraph using ERWC writing strategies 27. Analyze how Shakespeare uses poetic form, dramatic structure, and figurative language to construct meaning and shape audience response 28. Develop a sense of audience awareness and rhetorical purpose in both speaking and writing **Designated ELD:** 29. Analyze oral and written arguments for text organization and structure and to identify language that creates cohesion 30. Analyze complex sentences — including Shakespearean syntax — to understand how they are structured and to determine the densely packed meanings within them 31. Evaluate how well authors structure oral and written arguments, present their claims and evidence, and use language to persuade 32. Apply knowledge of language and register to writing argumentative texts, including selecting precise academic vocabulary

Module 3: Book: The Things They Carried by Tim O'Brien

***The Things They Carried* and the Power of Story**	
MODULE OVERVIEW **Grade 11**	
Module Type	Book
Length of Instructional Time	5 weeks
Module Summary	This module is designed to help students deepen their understanding of narrative writing through close reading and analysis of the literary technique employed by Tim O'Brien in his innovative 1990 "arc of fiction" *The Things They Carried*. Students contemplate and reflect on the nature of storytelling and practice, in turn, their own narrative techniques through short formative writing assignments that ask them to emulate some of O'Brien's style moves.
Questions at Issue	• What is the power of stories, and how can telling them transform the lives of both the teller and the audience? • How is the telling of a story affected by memory or changing points of view? • How can storytellers convey important truths to their readers?
Module Text	O'Brien, Tim. *The Things They Carried*. 1990. Mariner Books, 2009. • This text is a collection of anecdotal stories about a platoon of soldiers serving in the Vietnam War and are based on the author's experiences.
Culminating Task	Students revisit one of the narrative letters or stories written after the reading assignments for this book and then expand upon and revise it. Students write a fictionalized version of an event similar to the one they have experienced using two or more of O'Brien's writing moves to convey the felt truth of this event—the point they are trying to make. This summative writing features a central image that is enhanced through repetition and/or recurring imagery.
Rhetorical Concepts	• Audience • Purpose • Genre analysis

Objectives	**Integrated ELD:** • Read a collection of war stories from both a literary and a rhetorical perspective • Analyze how an author's narrative strategies and techniques make stories more powerful and effective in conveying certain truths • Understand how memory and emotion affect the telling of past events • Write short narratives that practice Tim O'Brien's writing moves in preparation for a summative writing at the end of the module
Potential Mini-Module Pairings	• Introducing the Rhetorical Situation • Introducing Genre as Rhetoric • Introducing Kairos • Analyzing the Rhetorical Situation

Module 4: Ethos, Pathos, and Logos

The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos	
MODULE OVERVIEW **Grade 11**	
Module Type	Issue
Length of Instructional Time	3-4 weeks
Module Summary	The purpose of this module is to help students use the three Aristotelian appeals of ethos, logos, and pathos to evaluate the rhetoric of editorials and opinion (op-ed) pieces in newspapers.
Questions at Issue	• Are animals really so different from humans? • Should humans treat animals better? • What are useful strategies for developing inquiry questions? • How can inquiry questions be used to improve critical thinking? • How can those questions improve the depth and detail of our writing?
Module Texts	Braithwaite, Victoria. "Hooked on a Myth: Do Fish Feel Pain?" *Los Angeles Times*, 8 Oct. 2006, p. M5. • This text explores the scientific studies that suggest the possibility that fish experience pain; and challenges the reader to consider if this means we should change our behavior toward them or other stereotyped animals. Edlund, John R. "Letters to the Editor in Response to 'A Change of Heart About Animals.'" 2003. • These samples of letters to the editor, written in response to the Rifkin article students also read, show how different viewpoints might express their position. Rifkin, Jeremy. "A Change of Heart About Animals." Editorial. *Los Angeles Times*, 1 Sept. 2003, p. B15. • As scientists learn more about the animal kingdom and animals' ability to process complex thoughts or feel emotions, they are finding that animals are more like humans than we might have previously thought; Rifkin addresses the question of whether these findings mean we need to change the way we treat our fellow creatures.
Culminating Task	There are two writing genres and four possible writing assignments in this module. Students may elect to write a letter to the editor in response to one of the two articles they read for the module, or they may write a letter to the editor about another issue they are passionate about. The second genre option would be an essay taking a stance toward a proposed Animal Bill of Rights based on the scientific studies of animal behaviors and capacities.
Rhetorical Concepts	• Ethos, logos, and pathos

Objectives	**Integrated ELD:** • Understand and use the concepts of ethos, logos, and pathos to analyze the rhetorical strategies of an author • Understand the concept of "persuasion" and make distinctions between beliefs and knowledge • Understand key rhetorical concepts such as audience, purpose, occasion, and genre through analysis of texts • Write a letter to the editor or an essay responding to the issues of the text(s) making effective rhetorical choices in light of audience and purpose
Potential Mini-Module Pairings	• Introducing the Rhetorical Situation • Introducing Ethos, Logos, and Pathos • Introducing Genre as Rhetoric • Analyzing the Rhetorical Situation • Analyzing Audience: Pathos as Inquiry • Using the Toulmin Model to Analyze Arguments • The Toulmin Model as Inquiry into Audience

ELA Power Essential Standards		
College and Career Readiness Strands (CCR)	**9-10**	**11-12**
Key Ideas & Details	**CCSS.ELA-LITERACY.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-LITERACY.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CCSS.ELA-LITERACY.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what th text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what th text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Craft & Structure	**CCSS.ELA-LITERACY.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCSS.ELA-LITERACY.RI.9-10.6**	**CCSS.ELA-LITERACY.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**CCSS.ELA-LITERACY.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric i particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Integration of Knowledge & Ideas	**CCSS.ELA-LITERACY.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)	**CCSS.ELA-LITERACY.RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**CCSS.ELA-LITERACY.RI.11-12.8** Delineate and evaluate the reasoning i seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
Writing- **Text Type & Purpose**	**CCSS.ELA-LITERACY.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in a analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Speaking & Listening- **Comprehension & Collaboration**	*#ALL YEAR-* **CCSS.ELA-LITERACY.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	*#ALL YEAR-* **CCSS.ELA-LITERACY.SL.11-12.2** Integrate multiple sources of informatio presented in diverse formats and medic (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibilit and accuracy of each source and notin any discrepancies among the data. **CCSS.ELA-LITERACY.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points c emphasis, and tone used.
Presentation of	**CCSS.ELA-LITERACY.SL.9-10.4**	**CCSS.ELA-LITERACY.SL.11-12.4**

Knowledge and Ideas:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Language: **Vocabulary Acquisition and Use**	***#ALL YEAR-*** **CCSS.ELA-LITERACY.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	***#ALL YEAR-*** **CCSS.ELA-LITERACY.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing-History/Social Studies **Key Ideas & Details** **Integration of Knowledge & Ideas**	*#ALL YEAR-* **CCSS.ELA-LITERACY.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **CCSS.ELA-LITERACY.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.	*#ALL YEAR-* **CCSS.ELA-LITERACY.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Schoolwide Learner Outcomes ADDRESSED:
Students will:

- Be responsible citizens.
- Work collaboratively and competently.
- Be critical and creative thinkers.
- Be effective communicators.
- Develop personal and professional goals.

The Gustine Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Critical Essential Standards:

GHS 9-12 ELA Critical Essential Standards Overview

I

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Resolution 2025-26-32 Excusing Board Member Absence for Purposes of Monthly Compensation

AGENDA SECTION: Action

PRESENTED BY: Dr. Bryan Ballenger, Superintendent

RECOMMENDATIONS:

1. It is recommended that the Board of Trustees waive the reading of Resolution NO. 2025-26-32 Excusing Board Member Absence for Purposes of Monthly Compensation.

2. It is recommended that the Board of Trustees approve Resolution NO. 2025-26-32 Excusing Board Member Absence for Purposes of Monthly Compensation.

SUMMARY:
A board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting

FISCAL IMPACT: $1,200 or District Insurance

BUDGET CATEGORY: General Fund

BEFORE THE GOVERNING BOARD
OF THE
GUSTINE UNIFIED SCHOOL DISTRICT
MERCED COUNTY, CALIFORNIA

RESOLUTION REGARDING EXCUSING
BOARD MEMBER ABSENCE FOR PURPOSES
OF MONTHLY COMPENSATION RESOLUTION NO. 2025-26-32

WHEREAS, the members of the Governing Board of the Gustine Unified School District (Board) receive monthly compensation for meeting attendance in accordance with Education Code 35120 (EC 35120) and Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits (BB 9250);

WHEREAS, pursuant to EC 35120 and BB 9250, a Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting; and

WHEREAS, **Evelin Gimlett** was absent from the Board meeting(s) on **April 15, 2026 and May 13, 2026.**

NOW THEREFORE BE IT RESOLVED, the Board finds that the absence of **Evelin** from the Board meeting(s) on **April 15, 2026 and May 13, 2026** is excused for the following reasons(s):

[ ] Performance of other designated duties for the district
[ ] Illness
[ ] Jury duty
[ ] Hardship deemed acceptable by the Board

; and

BE IT FURTHER RESOLVED, the Board authorizes **Evelin Gimlett** to be compensated for the Board meeting(s) on **April 15, 2026 and May 13, 2026.**

This Resolution is adopted this 10th day of June, 2026 by the following vote:

AYES:_____ NOES: _____ ABSTENTIONS: _____ ABSENT: _____ RECUSED: _____

_____

Kevin Bloom, Clerk of the Governing Board

J

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Subject.com Credit Recovery PHS 2026-2028

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Director if Curriculum and Instruction

RECOMMENDATIONS:
It is recommended the Board of Trustees approve Subject.com Credit Recovery PHS 2026-2028.

SUMMARY:
Pioneer High School and GUSD credit recovery programs will move to subject.com. This platform offers many services to provide students with a-g credit recovery and maintain academic integrity through its system. The features of subject that will support students in credit recovery include Diagnostic Pre-Testing: The platform pinpoints exact knowledge gaps, ensuring students only relearn the material they missed rather than repeating an entire 15-week class; high engagement with courses designed like premium video content, utilizing storytelling to maintain focus rather than rote memorization; multilingual AI support with built-in AI tools and lip-synced translations to make the curriculum highly accessible to English learners and non-native speakers; and broad accreditations in which the platform is officially approved by organizations like WASC, the College Board, and NCAA, making transferred credits reliable.

FISCAL IMPACT: $ 50,000

BUDGET CATEGORY: 7399 Equity Multiplier Funds

Subject

TE · PROPOSAL FOR REVIEW

PREPARED FOR	PREPARED BY	DATE	Contract Length
Gustine USD	Albert Kim	05/27/2026	2 Year agreement 2026-2028

LICENSE TYPE	QUANTITY	PRICE / SEAT / YEAR	TERM	SUBTOTAL
Credit Recovery - Concurrent	50	$300	24 Months	**$30,000**
Courses AI - Concurrent	20	$500	24 Months	**$20,000**
			Subtotal	**$50,000**
			TOTAL INVESTMENT	**$50,000**

****Product details and what's included for each license type are on sheet 2.****

ALWAYS INCLUDED, FREE OF CHARGE:

- Unlimited PD & Partner Support
- Live Chat Support & Tutoring
- Data Integrations (SIS / LMS)
- Progress & Course Completion Reports
- Advanced Reporting (Custom Data)
- Course Facilitation (grading done by Subject + passback feature)
- Academic Integrity Controls

step: This document is a proposal for review, not a binding agreement. Once aligned on the line items, pricing, and terms above, Subject Technologies will issue a nse & Services Agreement (LSA) governed by the Subject Standard Terms & Services at subject.com/terms-of-service for signature.

all c **LICENSE TYPE DETAILS**

Credit Recovery

PRICING

1 – 499 licenses **$300 / license**

All licenses are tied to individual student users and are transferable once a student successfully completes a course or transfers out, drops, or unenrolls.

WHAT'S INCLUDED

- ✓ Full Credit Recovery course library
- ✓ Student platform access (transferrable)
- ✓ Progress & course completion reports
- ✓ Live chat support & tutoring
- ✓ Course facilitation (grading done by Subject)
- ✓ Academic integrity controls (AI detection and lockdown browser options)

Courses AI

PRICING

1 – 499 licenses **$500 / license**

All licenses are tied to individual student users and are transferable once a student successfully completes a course or transfers out, drops, or unenrolls.

WHAT'S INCLUDED

Everything in Credit Recovery, plus:

- Full course library (Core, Electives, AP)
- Spark AI Homework Helper (24/7 student tutoring inside every course)
- Spark AI Teacher's Assistant
- Course facilitation (grading by Subject)
- Advanced reporting (custom data)

Subject

Credit recovery that opens doors.

Subject is the only online credit recovery platform with full UC/CSU A-G certification — giving students a real path to college eligibility, in any language.

Designed for districts, continuation schools, and independent study programs that refuse to let students fall behind permanently.

87%
COURSE COMPLETION RATE

100+
A-G APPROVED COURSES

14
LANGUAGES SUPPORTED

500+
PARTNER SCHOOLS

UC/CSU A-G REQUIREMENTS

Every requirement. Fully covered.

A	B	C	D	E	F	G
HISTORY / SOCIAL SCIENCE	ENGLISH	MATH	LABORATORY SCIENCE	LANGUAGE OTHER	VISUAL & PERFORMING ARTS	COLLEGE-PREP ELECTIVES
	English 9–12, AP	Algebra I–II				

World History, US History, Government, Economics	Language, AP Literature	Geometry, Pre-Calc, Statistics	Biology, Chemistry, Physics, Earth Science	THAN ENGLISH Spanish, French, Mandarin — levels 1–4	Art History, Digital Media, Music Appreciation	Psychology, Computer Science, Health Science

HOW CREDIT RECOVERY WORKS

From deficit to diploma-ready

01

Identify gaps

A placement diagnostic pinpoints exactly which standards the student hasn't mastered — so they recover only what's needed, not the whole course over again.

02

Personalized pathway

Subject builds a targeted learning sequence in the student's preferred language, with pacing flexible enough to fit part-time work, family obligations, and school schedules.

03

Credit awarded

Mastery-based assessments meet UC/CSU standards. Completion data exports directly to your SIS, and transcripts reflect A-G compliant credit.

PLATFORM FEATURES

Built for the students schools can't afford to lose

Mastery-based progression

Students advance only when they demonstrate understanding — no social promotion. Every checkpoint

Multilingual instruction

Full course content — not just UI — available in 14 languages including Spanish, Vietnamese, Tagalog, Somali, Arabic, Mandarin, and more.

is aligned to California state standards.

Counselor dashboard

Real-time progress monitoring for every student. Flag who's at risk of not graduating before it's too late, with automated alerts and intervention prompts.

Any device, anytime

Mobile-first and offline-capable — so students at home, in juvenile hall, or on a Chromebook in a library can keep making progress.

SIS integration

Connects with PowerSchool, Infinite Campus, and Aeries. Credit transfers automatically — no double-entry, no paperwork delays.

A-G compliance guaranteed

Every course is certified by the University of California. Students earn transferable, transcript-ready credit that satisfies college admission requirements.

MULTILINGUAL SUPPORT

Learning in the student's language

Full instructional content — not just navigation — is available in 14 languages, ensuring English Learners and newcomer students can access A-G coursework without language as a barrier.



Simultaneous translation support available for live teacher sessions. ELPAC-aligned scaffolding built into every lesson.

"We had students who hadn't earned a single credit in two years. With Subject, 74% of them crossed the finish line for graduation. The multilingual support made all the difference for our EL population."

— ROSA MEDINA, GRADUATION COUNSELOR, EAST SIDE UNION HSD

REQUEST A DEMO

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K

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: MCOE Science PD 6-12

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Director of Curriculum and Instruction

RECOMMENDATIONS:
It is recommended the Board of Trustees approve the MCOE Science PD 6-12.

SUMMARY:
This professional development for science will provide for support science teachers in grades 6-12 with (1) the use of data to assess and monitor learning for all students, and (2) to provide feedback, such that it is explicit, timely, focused, and meaningful for every student. Teachers will consider how they use student work to inform their instruction, rooted in evidence-based scientific explanations, student discourse, instructional strategies, formative assessments, and curriculum design aligned to supporting standards. This includes thirty-two full day sessions.

FISCAL IMPACT: $ 48,000

BUDGET CATEGORY: LCFF 0824

Rough draft sent to director	Rough draft to district for approval	Final draft to district for approval	Plan approved by District	Sent for contract	Contract #
1/30/26	1/30/26	3/9/26	3/9/26	3/10/26	#014 - MM

Merced County Office of Education

632 West 13th Street
Merced, California, 95341 (209) 381-6600
DEPARTMENT OF EDUCATIONAL SERVICES

MERCED COUNTY Office of Education
NURTURE • SERVE • LEAD
Steve M. Tietjen, Ed.D.
County Superintendent of Schools

Professional Development – Gustine Unified School District
2026-2027 Work Plan

1/29/2026

Site Contact	MCOE Coordinators
Kim Medeiros kmedeiros@gustineusd.org Fiscal contact: [insert name & email here]	Camille Fagundes - High School cfagundes@mcoe.org Laura Delmas - Middle School ldelmas@mcoe.org

Summary
Merced County Office of Education (MCOE) will provide 32 days of professional learning for Gustine Unified School District (GUSD) 6th-12th Grade teachers. 6th Grade teachers will be exposed to Ambitious Science Teaching and Building Thinking Classroom practices. 7th - 8th Grade teachers will engage in collaborative lesson design of unit assessments and instructional materials rooted in the Next Generation Science Standards, the CA Science Framework, and performance tasks. 9th - 12th Grade teachers will analyze their priority standards and continue to align their instruction, data analysis, and grading practices.

Work Plan Objective for 2026-2027 ..... **2**
Responsibilities of MCOE Science Team and Gustine Unified School District 2
Science Goals, Actions, and Metrics **4**
2026-2027 Cost of services 5
2026-2027 Science PD dates **7**

Work Plan Objective for 2026-2027

The objective is to support GUSD's school wide learning outcomes, especially (1) the use of data to assess and monitor learning for all students, and (2) to provide feedback, such that it is explicit, timely, focused, and meaningful for every student. Teachers will consider how they use student work to inform their instruction, rooted in evidence-based scientific explanations, student discourse, instructional strategies, formative assessments, and curriculum design aligned to supporting standards.

Responsibilities of MCOE Science Team and Gustine Unified School District

MCOE Science Team	Gustine Unified School District
• Provide the services listed above in the Work Plan Objective • Provide Gustine Unified School District with as much advanced notice as possible in the event dates must be rescheduled. • Provide additional on-going teacher support via phone calls, texts, or Zoom sessions	• Provide a location for the PD sessions • Support the Work Plan Objective by creating a Building Implementation Team (BIT) consisting of at least one site administrator, TOSA (optional), and one teacher from each grade level. The function of the BIT is to • attend all professional development and lesson design sessions • assure adequate ongoing supports for implementation of the work plan objectives • create a culture and collective commitment to implementation of the work plan objectives • use informally collected data to monitor the ongoing classroom implementation of the work plan objectives. (This is NOT intended to evaluate teachers in any way.) • ensure effective bi-directional communication amongst MCOE Science Team and Gustine Unified School District

Science Goals, Actions, and Metrics

Participants will participate in training with the MCOE Science Team to achieve the following goals:

#1 LCAP and/or SPSA Goals/Actions:		
Goal Number and Description	**State Priority/LCAP Category**	**Work Plan Objective(s)**
Increase the number of students who Meet or Exceed the science standards by 10% by June 2027, as measured by local benchmarks, IA results, and CAASPP testing.	Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning)	(1) Teaching and Learning, (2) Building Leadership Capacity, (3) Cycle of Learning, (4) Evaluation and Monitoring

Action Title & Description	**Metrics (Identified or potential)**
Teachers and the MCOE Coordinator will collect student work samples through rounds of PDSA Cycles that will consist of one day of science instructional walkthrough support followed by one day of implementation support through coaching/modeling in order to achieve increased implementation of skills rubrics by teachers to become a weekly instructional strategy by June 2027 as measured by site-level and county-level coaching data and site leader observations.	Increase the number of students who Meet or Exceed the science standards by 10% by June 2027, as measured by local benchmarks, IA results, and CAASPP testing.

2026-2027 Cost of services

Item	*Cost*
32 full-day sessions @ $1500/day – preparation time and typically printed materials are included in the daily rate	$48,000
Total	$48,000

2026-2027 Science PD dates

Gustine High School

Professional Development (16 days)		
Date	**Audience and Objective**	**Subs needed Y/N**
Tues 9/8/26	**Audience**: Bio/Chem/Physics/CTE **Objective:** • Go over vision and plan instructional and collaboration cycles • Crash course on AST Themes and how related tools and structures correspond to district norms • Introduce teachers to ATLAS ngss-atlas.com • Sample Twig Lesson with slides and science notebooks Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	Yes, 3
Wed 9/9/26	**Audience**: Bio/Chem Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Weds 10/7/26	**Audience**: Physics/Electives Teachers **Objective:** Instructional Walk-though support (Round 1) • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	No
Thurs 10/8/26	**Audience**: Physics/Electives Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Tues 11/3/26	**Audience**: Bio/Chem Teachers **Objective:** Instructional Walk-though support (Round 1) • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Focus • Feedback - explicit, timely, focused, and meaningful for all (.80)	No

top

	Afternoon PLC Notes: •	
Wed 11/4/26	**Audience**: Bio/Chem Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Weds 12/2/26	**Audience**: Physics/Electives Teachers **Objective:** Instructional Walk-though support (Round 1) • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	No
Wed 12/9/26	**Audience**: Physics/Electives Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Wed 1/27/27	**Audience**: Bio/Chem/CTE/Physics Teachers **Objective:** Instructional Walk-though support (Round 1) • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Focus • Feedback - explicit, timely, focused, and meaningful for all (.80) Afternoon PLC Notes: •	Yes, 3
Thurs 1/28/27	**Audience**: Bio/Chem Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Wed 2/3/27	**Audience**: Electives Teachers **Objective:** Instructional Walk-though support (Round 1) • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Focus • Feedback - explicit, timely, focused, and meaningful for all (.80) Afternoon PLC Notes:	No

	•	
Wed 2/10/27	**Audience**: Electives Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Mon 3/22/27	**Audience**: Bio/Chem Teachers **Objective:** Instructional Walk-though support (Round 1) • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	No
Thurs 3/25/27	**Audience**: Bio/Chem Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Wed 4/7/27	**Audience**: Electives Teachers **Objective:** Instructional Walk-though support (Round 1) • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Focus • Feedback - explicit, timely, focused, and meaningful for all (.80) Afternoon PLC Notes: •	No
Thur 4/8/27	**Audience**: Electives Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No

Professional Development (16 days)		
Date	**Audience and Objective**	**Subs needed Y/N**
Wed 9/2/26	**Audience**: 6th Grade Teachers **Objective:** • Review Twig resources • Go over vision and plan instructional and collaboration cycles • Crash course on AST Themes and how related tools and structures correspond to district norms • Introduce teachers to ATLAS ngss-atlas.com • Sample Twig Lesson with slides and science notebooks Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	Yes, 2
Thurs 9/3/26	**Audience**: 6th Grade Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Wed LAURA? 9/30/26	**Audience**: 7th & 8th Grade Teachers **Objective:** • Review Twig resources • Go over vision and plan instructional and collaboration cycles • Crash course on AST Themes and how related tools and structures correspond to district norms • Introduce teachers to ATLAS ngss-atlas.com • Sample Twig Lesson with slides and science notebooks Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	Yes, 2
Fri 10/2/26	**Audience**: 7th & 8th Grade Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Mon 10/19/26 ~~11/12/26~~ [Weds - Veteran's Day]	**Audience**: 6th Grade Teachers **Objective:** Science Instructional walkthrough support • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Focus: • Feedback - explicit, timely, focused, and meaningful for all (.80) Afternoon PLC Notes: •	No
Tues 10/20/26	**Audience**: 6th Grade Teachers	No

	Objective: Science Instructional in-class support (Round 1) • Co-teach/model/coach	
Wed LAURA? 11/18/26 normal release	**Audience**: 7th & 8th Grade Teachers **Objective:** • Review Twig resources • Go over vision and plan instructional and collaboration cycles • Crash course on AST Themes and how related tools and structures correspond to district norms • Introduce teachers to ATLAS ngss-atlas.com • Sample Twig Lesson with slides and science notebooks Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	No
Thurs LAURA? 11/19/26	**Audience**: 7th & 8th Grade Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Wed 1/13/27	**Audience**: 6th Grade Teachers **Objective:** Consider Lesson Study • Review vision and plan instructional and collaboration cycles • Crash course on AST Themes and how related tools and structures correspond to district norms • Introduce teachers to ATLAS ngss-atlas.com • Sample Twig Lesson with slides and science notebooks Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	Yes, 2
Thurs 1/14/27	**Audience**: 6th Grade Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No
Wed 1/20/27	**Audience**: 7th & 8th Grade Teachers **Objective:** • Review Twig resources • Go over vision and plan instructional and collaboration cycles • Crash course on AST Themes and how related tools and structures correspond to district norms • Introduce teachers to ATLAS ngss-atlas.com • Sample Twig Lesson with slides and science notebooks Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	Yes, 2
Thurs 1/21/27	**Audience**: 7th & 8th Grade Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No

Mon 3/8/27	**Audience**: 6th Grade Teachers **Objective:** Science Instructional walkthrough support • AM - Admin walkthroughs; review any assessments • PM - Instructional design; assessment building. Teacher discussion to inform Day 2 of cycle. Focus: • Feedback - explicit, timely, focused, and meaningful for all (.80) Afternoon PLC Notes: •	No
Tues 3/9/27	**Audience**: 6th Grade Teachers **Objective:** Science Instructional in-class support (Round 1) • Debrief data from Weds • Co-teach/model/coach	No
Tues LAURA? 3/23/27	**Audience**: 7th & 8th Grade Teachers **Objective:** • Review Twig resources • Go over vision and plan instructional and collaboration cycles • Crash course on AST Themes and how related tools and structures correspond to district norms • Introduce teachers to ATLAS ngss-atlas.com • Sample Twig Lesson with slides and science notebooks Afternoon PLC: • Follow-up during collaboration time anything we don't address in AM	Yes, 2
Wed LAURA? 3/24/27	**Audience**: 7th & 8th Grade Teachers **Objective:** Science Instructional in-class support (Round 1) • Co-teach/model/coach	No

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GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: MCOE ELA Professional Development 6-12

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Director of Curriculum and Instruction

RECOMMENDATIONS:
It is recommended the Board of Trustees approve the MCOE ELA Professional Development 6-12.

SUMMARY:

The district is seeking approval to partner with MCOE to provide English Language Arts professional development for teachers in grades 6-12. The PD for 2025-26 school year will consist of 14 full day and 16 half-day sessions for ELA teachers. This training will expand ERWC professional development and CA ELA Standards

FISCAL IMPACT: $33,000

BUDGET CATEGORY: 6019 Student Support and PD Block Grant (SSPDBG)

Rough draft to district for approval 4/29/26	Final draft to district for approval 5/7/26	Plan approved by District	Sent for contract and signatures	Contract #

Merced County Office of Education

632 West 13th Street
Merced, California, 95341 (209) 381-6600
DEPARTMENT OF EDUCATIONAL SERVICES

MERCED COUNTY Office of Education
NURTURE · SERVE · LEAD
Steve M. Tietjen, Ed.D.
County Superintendent of Schools

Professional Development – Gustine High School & Gustine Middle School
2026-2029 Work Plan

Updated: Apr 29, 2026

Site Contact	MCOE Coordinator
Kim Medeiros kmedeiros@gustineusd.org Fiscal contact: [insert name & email here]	Blong Xiong blxiong@mcoe.org

Summary
Merced County Office of Education (MCOE) will provide 22 days of professional learning for Gustine High School & Gustine Middle School staff in the area of high-quality instruction for all students, with a focus on increasing access and equity for historically marginalized students such as Multiple-Language Learners, students with learning disabilities, and African American and Hispanic students.

Work Plan Objective for 2026-2029 ..... **2**
Responsibilities of MCOE Literacy, Language, & Library Team and Gustine High School & Gustine Middle School 2
Three-year trajectory 2
Literacy, Language, & Library Goals, Actions, and Metrics **4**
2026-2027 Cost of services 5
2027-2028 Cost of services 5
2028-2029 Cost of services 5
2026-2027 Literacy, Language, & Library PD dates **7**
2027-2028 Literacy, Language, & Library PD dates **8**
2028-2029 Literacy, Language, & Library PD dates **9**

Work Plan Objective for 2026-2029

Participants will:

- implement structured lesson planning with an ERWC focus,
- enhance curriculum/module assessment strategies, and
- integrate the ELD framework with ERWC curriculum and instructional practices.

Responsibilities of MCOE Literacy, Language, & Library Team and Gustine High School & Gustine Middle School

MCOE Literacy, Language, & Library Team	Gustine High School & Gustine Middle School
• Provide the services listed above in the Work Plan Objective • Provide Gustine High School & Gustine Middle School with as much advanced notice as possible in the event dates must be rescheduled. • Provide additional on-going teacher support via phone calls, texts, or Zoom sessions	• Provide a location for the PD sessions • Support the Work Plan Objective by creating a Building Implementation Team (BIT) consisting of at least one site administrator, TOSA (optional), and one teacher from each grade level. The function of the BIT is to • attend all professional development and lesson design sessions • assure adequate ongoing supports for implementation of the work plan objectives • create a culture and collective commitment to implementation of the work plan objectives • use informally collected data to monitor the ongoing classroom implementation of the work plan objectives. (This is NOT intended to evaluate teachers in any way.) • ensure effective bi-directional communication amongst MCOE Literacy, Language, & Library Team and Gustine High School & Gustine Middle School

Three-year trajectory

YEAR 1 Raise Awareness 2026-2027	YEAR 2 Initial Implementation 2027-2028	YEAR 3 Saturation 2028-2029

Raise teachers' awareness of best writing practices to support all students, including multilingual learners, with the implementation of ERWC strategies.	**All teachers implement significant portions of the routines and procedures.** [Continue summarizing the what implementation might look like.]	**The skillful use of …** [describe what we hope to see accomplished by the end of the third year]

Literacy, Language, & Library Goals, Actions, and Metrics

Participants will participate in training with the MCOE Literacy, Language, & Library Team to achieve the following goals:

#1 LCAP and/or SPSA Goals/Actions:		
Goal Number and Description	**State Priority/LCAP Category**	**Work Plan Objective(s)**
This work plan supports middle and high school educators in implementing effective ELA/ELD instructional practices aligned with the California ELA/ELD Framework and ERWC curriculum. The focus is on lesson plan design, curriculum/module assessment, and integrating ELD frameworks in ERWC instruction.	Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning)	(1) Teaching and Learning

Action Title & Description	**Metrics (Identified or potential)**
Increase the use of EWRC approach by teachers to become a daily instructional strategy to support rhetorical writing for all students, including multilingual learners, by June 2027 as measured by survey data and administrators/coordinator observations.	CAASPP, ELPAC, and local indicators

2026-2027 Cost of services

Item	*Cost*
14 full-day sessions @ $1500/day – preparation time and typically printed materials are included in the daily rate	$21,000
16 half-day sessions @ $750/day	$12,000
Additional printed materials	$xxx
Total	$33,000

2027-2028 Cost of services

Item	*Cost*
	$xxxxx
	$xxxxx
	$xxx
Total	$xxxxx

2028-2029 Cost of services

Item	*Cost*
	$xxxxx
	$xxxxx
	$xxx
Total	$xxxxx

2026-2027 Literacy, Language, & Library PD dates

Gustine High School - 11 days				
Dates	**Time**	**Participants**	**Objective**	**Subs (Yes/No)**
Friday 8/21/226	Full-Day	Admin, Instructional Coach, and Coordinator	Needs Assessment/ Review Data, conduct a walk-through, and determine baseline	No
GHS Coaching Cycle 1				
Wednesday 9/2/26	Half-day (pm)	Teachers/Admin	Admin to share purpose, data, goals - Planning Session 1 - Determine ERWC-ELD Modules to be taught and strategies to focus on.	No
Wednesday 9/9/26	Half-day (pm)	Teachers/Admin	Planning Session 2 Continue from Planning Session 1	No
Tuesday 9/22/26	Full Day	Teachers & Optional Admin	Lesson Demo, Co-teach, or Feedback	No
Tuesday 10/13/26	Full Day	Teachers & Optional Admin	Coaching Feedback	No

Thursday 10/22/26	Full Day	Teachers	Lesson Debriefing with the teachers individually	Yes, need a roving sub
Wednesday 11/4/26	½ Day	Teachers & Optional Admin	Join teacher PLC collaboration, possible discussion of student data, progress, and instructional practices	No
GHS Coaching Cycle 2				
Wednesday 1/13/27	½ Day (pm)	Teachers/Admin	Admin to share purpose, data, goals - Planning Session 1- Determine ERWC-ELD Modules to be taught and strategies to focus on.	No
Wednesday 1/20/27	½ day (pm)	Teachers/Admin	Planning Session 2 Continue from Planning Session 1	No
Tuesday 2/9/27	Full Day	Teachers & Optional Admin	Lesson Demo, Co-teach, or Feedback	No
Tuesday 3/2/27	Full Day	Teachers & Optional Admin	Coaching Feedback	No
Monday 3/22/27	Full Day	Teachers	Lesson Debriefing with the teachers individually	Yes, need a roving sub
Wednesday 4/7/27	½ Day	Teachers & Optional Admin	Join teacher PLC collaboration, possible discussion of student data, progress, and instructional practices	No
Monday 4/19/27 (am only)	½ Day	Admin, Instructional Coach, and Coordinator	Classroom walkthrough: an opportunity to see EWRC-related strategies being implemented in the classrooms	No
Tuesday 5/3/27 (pm only)	½ Day		Review progress against baseline, data analysis, and next steps.	

Gustine Middle School - 11 days				
Dates	**Time**	**Participants**	**Objective**	**Subs (Yes/No)**
Monday 8/24/26	Full Day	Admin, Instructional Coach, and Coordinator	Needs Assessment/ Review Data, conduct a walk-through, and determine baseline	No
GMS Coaching Cycle 1				
Wednesday 9/16/26	½ day (pm)	Teachers/Admin	Admin to share purpose, data, goals - Planning Session 1 - Determine ERWC-ELD Modules to be taught and strategies to focus on.	No
Wednesday 9/23/26	½ day (pm)	Teachers/Admin	Planning Session 2 Continue from Planning Session 1	No
Thursday 10/1/26	Full Day	Teachers & Optional Admin	Lesson Demo, Co-teach, or Feedback	No
Thursday 10/8/26	Full Day	Teachers & Optional Admin	Coaching Feedback	No
Monday 10/26	Full Day	Teachers	Lesson Debriefing with the teachers individually	Yes, need a roving sub
Wednesday 11/18/26	½ Day	Teachers & Optional Admin	Join teacher PLC collaboration, possible discussion of student data, progress, and instructional practices	No
GMS Coaching Cycle 2				
Wednesday 1/27/27	½ Day (pm)	Teachers/Admin	Admin to share purpose, data, goals -	No

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			Planning Session 1- Determine ERWC-ELD Modules to be taught and strategies to focus on.	
Wednesday 2/3/27	½ day (pm)	Teachers/Admin	Planning Session 2 Continue from Planning Session 1	No
Thursday 2/11/27	Full Day	Teachers & Optional Admin	Lesson Demo, Co-teach, or Feedback	No
Thursday 3/4/27	Full Day	Teachers & Optional Admin	Coaching Feedback	No
Thursday 3/25/27	Full Day	Teachers	Lesson Debriefing with the teachers individually	Yes, need a roving sub
Wednesday 4/14/27	½ Day	Teachers & Optional Admin	Join teacher PLC collaboration, possible discussion of student data, progress, and instructional practices	No
Monday 4/19/27 (pm only)	½ Day	Admin, Instructional Coach, and Coordinator	Classroom walkthrough: an opportunity to see EWRC-related strategies being implemented in the classrooms	No
Tuesday 5/3/27 (am only)	½ Day		Review progress against baseline, data analysis, and next steps.	No

2027-2028 Literacy, Language, & Library PD dates

NOTE TO COORDINATOR: Reformat the table below so that each full-day and half-day has its own row. Then add details specific to each session. DELETE this note when it is no longer needed.

Professional Development (14 days; 16 half-days)		
Date	**Audience and Objective**	**Subs needed Y/N**
Full days: 14		
Half days: 16		

2028-2029 Literacy, Language, & Library PD dates

NOTE TO COORDINATOR: Reformat the table below so that each full-day and half-day has its own row. Then add details specific to each session. DELETE this note when it is no longer needed.

Professional Development (14 days; 16 half-days)		
Date	**Audience and Objective**	**Subs needed Y/N**
Full days: 14		
Half days: 16		

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GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: MCOE Math Professional Development TK-12

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Director of Curriculum and Instruction

RECOMMENDATIONS:
It is recommended the Board of Trustees approve the MCOE Math Professional Development TK-12.

SUMMARY:
The district is seeking approval to partner with MCOE to provide math professional development. The PD for 2025-26 school year will consist of forty-eight full day sessions to provide curriculum-based training on the pilot/adopted materials for each grade level. This professional development will also include training in the new Mathematics Framework to bring all teachers up to date on the newly adopted framework.

FISCAL IMPACT: $72,000

BUDGET CATEGORY: 6019 Student Support and PD Block Grant (SSPDBG)

Rough draft to district for approval	Final draft to district for approval	Plan approved by District	Sent for contract and signatures	Contract #
	3/25/26			

Updated: 2/26/2026

Merced County Office of Education

632 West 13th Street
Merced, California, 95341 (209) 381-6600
DEPARTMENT OF EDUCATIONAL SERVICES

MERCED COUNTY Office of Education
NURTURE • SERVE • LEAD
Steve M. Tietjen, Ed.D.
County Superintendent of Schools

Professional Development – Gustine Unified School District
2026-2029

Site Contact	MCOE Coordinator
Kim Medeiros kmedeiros@gustineusd.org Fiscal contact: [insert name & email here]	Kim Urbani kurbani@mcoe.org Laura Delmas LDelmas@mcoe.org

Summary:
Merced County Office of Education (MCOE) will provide 48 days of professional learning for Gustine Unified School District (GUSD) staff to strengthen high-quality mathematics instruction and increase equity for historically marginalized students, including Multiple-Language Learners, students with learning disabilities, and African American and Hispanic students. Over three years, teachers will **build understanding of the California Mathematics Framework and district-adopted HQIM, progress from beginning to significant implementation of structured discourse and inquiry-based practices,** and **develop skillful mastery** to deepen student reasoning, engagement, and conceptual understanding while aligning planning, instruction, assessment, and intervention.

Work Plan Objective for 3-year **2**
Responsibilities of MCOE Mathematics Team and Gustine Unified School District 2
Three-year trajectory 2
Mathematics Goals, Actions, and Metrics **4**
2026-2027 Cost of services 5
2027-2028 Cost of services 5
2028-2029 Cost of services 5
2026-2027 Mathematics PD dates **7**
2027-2028 Mathematics PD dates **8**

2028-2029 Mathematics PD dates.....9

Work Plan Objective for 3-year

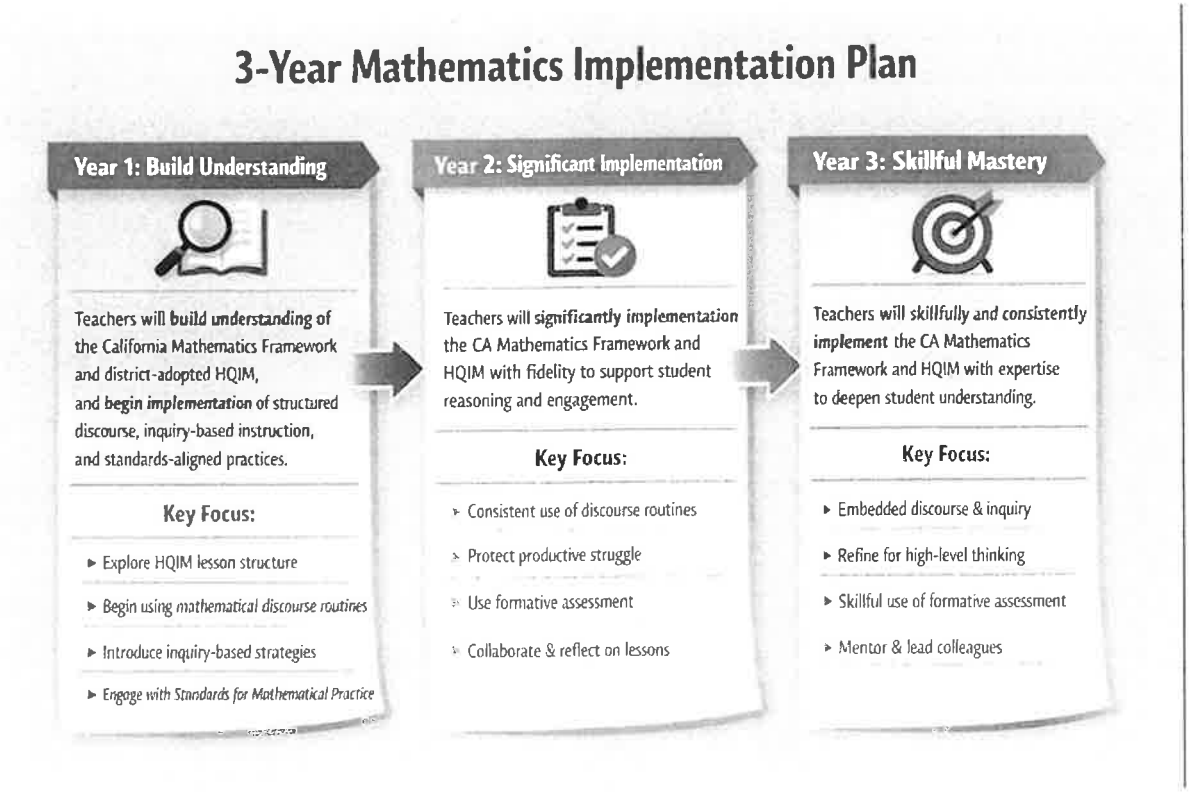
Curriculum-based professional learning is designed to strengthen mathematics instruction and improve student outcomes across the district. Over a three-year progression, teachers will build understanding of the California Mathematics Framework and district-adopted HQIM, develop structured mathematical discourse and inquiry-based practices, and increase coherence between planning, instruction, assessment, and intervention through collaborative lesson design. Year 1 focuses on building understanding and beginning implementation. Year 2 emphasizes significant implementation with integrity, supporting consistent use of discourse routines, inquiry, and formative assessment to enhance student reasoning and engagement. Year 3 targets skillful mastery, with teachers demonstrating expertise, deepening student conceptual understanding, and mentoring colleagues to sustain high-quality mathematics instruction.

Responsibilities of MCOE Mathematics Team and Gustine Unified School District

MCOE Mathematics Team	Gustine Unified School District
• Provide the services listed above in the Work Plan Objective • Provide Gustine Unified School District with as much advanced notice as possible in the event dates must be rescheduled. • Provide additional on-going teacher support via phone calls, texts, or Zoom sessions	• Provide a location for the PD sessions • Support the Work Plan Objective by creating a Building Implementation Team (BIT) consisting of at least one site administrator, academic coach, and one teacher from each grade level. The function of the BIT is to • attend all professional development and lesson design sessions • assure adequate ongoing supports for implementation of the work plan objectives • create a culture and collective commitment to implementation of the work plan objectives • use informally collected data to monitor the ongoing classroom implementation of the work plan objectives. (This is NOT intended to evaluate teachers in any way.) • ensure effective bi-directional communication amongst MCOE Mathematics Team and Gustine Unified School District

Three-year trajectory

YEAR 1 Raise Awareness 2026-2027	YEAR 2 Significant Implementation 2027-2028	YEAR 3 Saturation 2028-2029
Teachers will **build understanding of** the California Mathematics Framework and district-adopted HQIM, exploring their structure, purpose, and instructional vision, and will **begin implementation** of structured mathematical discourse, inquiry-based instruction, and standards-aligned practices in the classroom.	Teachers will **significantly implement** the California Mathematics Framework and district-adopted HQIM with fidelity, building on Year 1 exploration, to consistently enact structured mathematical discourse, inquiry-based lessons, and standards-aligned practices that support student reasoning, engagement, and conceptual understanding.	Teachers will **skillfully and consistently implement** the California Mathematics Framework and district-adopted HQIM with fidelity, demonstrating expertise in facilitating structured mathematical discourse, maximizing inquiry-based opportunities, and leveraging the curriculum to deepen student reasoning, engagement, and conceptual understanding.



Mathematics Goals, Actions, and Metrics

Participants will participate in training with the MCOE Mathematics Team to achieve the following goals:

#1 LCAP and/or SPSA Goals/Actions:		
Goal Number and Description	**State Priority/LCAP Category**	**Work Plan Objective(s)**
Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.	Priority 2: State Standards (Conditions of Learning)	(1) Teaching and Learning

Action Title & Description	Metrics (Identified or potential)
GUSD will contract with MCOE Math Team to provide teachers with Curriculum Based Professional Learning....	Local measures and CAASPP testing (grades 3-8, and 11) with progress monitoring to include IAB/FIABs, local

	measures, and benchmarks (3-8, and 11)

2026-2027 Cost of services

Item	*Cost*
48 full-day sessions @ $1500/day – preparation time and typically printed materials are included in the daily rate	$72,000
0 half-day sessions @ $750/day	$0
Additional printed materials	$0
Total	$72,000

2027-2028 Cost of services

Item	*Cost*
48 full-day sessions @ $1500/day – preparation time and typically printed materials are included in the daily rate	$72,000
0 half-day sessions @ $750/day	$0
Additional printed materials	$0
Total	$72,000

2028-2029 Cost of services

Item	*Cost*
48 full-day sessions @ $1500/day – preparation time and typically printed materials are included in the daily rate	$72,000
0 half-day sessions @ $750/day	$0
Additional printed materials	$0
Total	$72000

2026-2027 Mathematics PD dates

8/10/26 PD Day - no students - coordinator not needed
1/06/27 PD Day - no students - coordinator not needed

Gustine Elementary School (*PD dates combined with Romero*)

Note: All PD days will be held at the PLL for cross collaboration for both school sites. Classroom Visit Days will be at the school site and separated by school site. For GES classroom visit arrangements with Admin need to be made for classroom coverage because some teachers may only get to watch the lesson in another room.

Assigned Coordinator: Laura Delmas

	Professional Development (14 combined PD days & 8 Classroom days = 22)		
#	Date	Audience and Objective	Subs needed Y/N 1st GES 2nd RES
1		PD: 5th Grade	Y (3, 1)
2		PD: 2nd Grade	Y (3, 2)
3		DC: Classroom Visits	N
4		PD: 4th Grade	Y (3, 1)
5		PD: 3rd Grade	Y (3, 2)
6		DC: Classroom Visits	N
7		PD: 1st Grade	Y (3, 1)
8		PD: Kinder	Y (3, 1)
9		PD: TK	Y (2, 1)
10		DC: Classroom Visits	N
11		DC: Classroom Visits	N
12		PD: 5th Grade	Y (3, 1)
13		PD: 2nd Grade	Y (3, 2)
14		DC: Classroom Visits	N
15		PD: 4th Grade	Y (3, 1)
16		PD: 3rd Grade	Y (3, 2)
17		DC: Classroom Visits	N
18		PD: 1st Grade	Y (3, 1)
19		PD: Kinder	Y (3, 1)
20		PD: TK	Y (2, 1)
21		DC: Classroom Visits	N
22		DC: Classroom Visits	N

Romero Elementary School

Note: All PD days will be held at the PLL for cross collaboration for both school sites.
Classroom Visit Days will be at the school site and separated by school site.

Assigned Coordinator: Laura Delmas

	Professional Development 14 combined PDs & 6 DC days		
#	Date	Audience and Objective	Subs needed Y/N 1st GES 2nd RES
		PD: 5th Grade	Y (3, 1)
		PD: 2nd Grade	Y (3, 2)
23		DC: Classroom Visits	N
		PD: 4th Grade	Y (3, 1)
		PD: 3rd Grade	Y (3, 2)
24		DC: Classroom Visits	N
		PD: 1st Grade	Y (3, 1)
		PD: Kinder	Y (3, 1)
		PD: TK	Y (2, 1)
25		DC: Classroom Visits	N
		PD: 5th Grade	Y (3, 1)
		PD: 2nd Grade	Y (3, 2)
26		DC: Classroom Visits	N
		PD: 4th Grade	Y (3, 1)
		PD: 3rd Grade	Y (3, 2)
27		DC: Classroom Visits	N
		PD: 1st Grade	Y (3, 1)
		PD: Kinder	Y (3, 1)
		PD: TK	Y (2, 1)
28		DC: Classroom Visits	N

Gustine Middle School

Assigned Coordinator: Kim Urbani

Note: GMS is involved in the 2nd year of the Learning Forward Grant.

	Professional Development (10 full days)		
#	Date	Audience and Objective	Subs needed Y/N
1	Aug 24, 2...	PD: 6th Grade	Y (2)
2	Aug 25, 2...	DC: 6th Grade	N
3	Aug 31, 2...	PD: 7th/8th Grade	Y(1)
4	Sep 2, 20...	DC: 7th/8th Grade	N
5	Feb 9, 20...	PD: 6th Grade	Y(2)
6	Feb 11, 2...	DC: 6th Grade	N
7	Mar 1, 20...	PD: 7th Grade	Y(2)
8	Mar 2, 20...	DC: 7th Grade	N
9	Apr 13, 2...	PD: 8th Grade	Y(2)
10	Apr 15, 2...	DC: 8th Grade	N

***Note - Maya Jimenez is to be included in GHS PD for Math 1. Also keep in mind she is included in the CBPL grant & will be absent from GMS on the convening/conference days.*

Gustine High School

Assigned Coordinator: Kim Urbani

	Professional Development (10 full days)		
#	Date	Audience and Objective	Subs needed Y/N
1	Oct 5, 2026	PD: Math 1 & 1 A-D - GMS (Maya Jimenez M1 PD)	Y(3)
2	Oct 6, 2026	DC: Math 1 & 1 A-D	N(2)
3	Nov 2, 2026	PD: Math 2	Y(1)
4	Nov 3, 2026	PD: Math 3	Y(1)
5	Nov 4, 2026	DC: Math 2 & 3	N(2)
6	Feb 1, 2027	PD: Math 1 & 1 A-D - GMS (Maya Jimenez M1 PD)	Y(3)
7	Feb 2, 2027	DC: Math 1 & 1 A-D	N(2)
8		PD: Math 2	Y(1)
9		PD: Math 3	Y(1)
10		DC: Math 2 & 3	N(2)

***Note - Maya Jimenez is to be included in GHS PD for Math 1. Also keep in mind she is included in the CBPL grant & will be absent from GMS on the convening/conference days.*

2027-2028 Mathematics PD dates

NOTE TO COORDINATOR: Reformat the table below so that each full-day and half-day has its own row. Then add details specific to each session. DELETE this note when it is no longer needed.

Professional Development (48 days; 0 half-days)		
Date	**Audience and Objective**	**Subs needed Y/N**
Full days: 48		
Half days: 0		

2028-2029 Mathematics PD dates

NOTE TO COORDINATOR: Reformat the table below so that each full-day and half-day has its own row. Then add details specific to each session. DELETE this note when it is no longer needed.

Professional Development (48 days; 0 half-days)		
Date	**Audience and Objective**	**Subs needed Y/N**
Full days: 48		
Half days: 0		

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GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Carnegie ClearMath Curriculum and Math Adoption K-5

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Director of Curriculum and Insturction

RECOMMENDATIONS:
It is recommended the Board of Trustees approve the Carnegie ClearMath Curriculum and Math Adoption K-5.

SUMMARY:
Seeking approval to adopt Carnegie ClearMath for grades K-5. Clear Math will be the newly adopted program based on the 2024 CA Mathematics Framework. This curriculum provides: Meaningful play to drive deep understanding by tapping into students' natural curiosity. From hands-on explorations to MATHia Adventure, every joyful Clear Math Elementary experience is intentionally standards-aligned; the solution uses a powerful "teach-teach-pause" rhythm featuring two distinct lesson types: Concept Lessons and Re-Engagement Lessons. Students explore new ideas, then pause to strengthen their understanding; and provides mathematical thinking that extends beyond the lesson with daily routines, creative problem-solving, and MATHia Adventure games—making more math moments happen throughout the day, not just during scheduled time.

FISCAL IMPACT: $47,296.03

BUDGET CATEGORY: 6300 Lottery Instructional Materials

CARNEGIE LEARNING

436 Seventh Ave, Suite 200
Pittsburgh,PA 15219
(888) 851-7094
Send Payment to: PO Box 646003, Pittsburgh, PA 15264
salessupportmailbox@carnegielearning.com

QUOTE NO: Q-69347

DATE: 5/20/2026
EXPIRES ON: 7/31/2026

CONTACT INFORMATION		
Gustine Unified School District 2806 Grove Ave. Gustine, CA, 95322	Kim Medeiros Curriculum Director 2098543784 kmedeiros@gustineusd.org	Dom Hoyt Account Manager dhoyt@carnegielearning.com

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ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade K	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	60	USD 2,853.00
• California ClearMath Elementary 1e - Student Resource Book Grade K	Print California Student Resource Book	1 Yrs	60	Included
• California ClearMath Elementary 1e - Student Practice Book Grade K	Print California Student Practice	1 Yrs	60	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade K	California Digital Course - Student	1 Yrs	60	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	60	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade K	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	5	USD 530.50
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade K	Print California Teacher's Implementation Guide		5	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade K	California Digital Course - Teacher	1 Yrs	5	Included
			K TOTAL:	USD 3,383.50

1st Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 1	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	75	USD 3,566.25
• California ClearMath Elementary 1e - Student Resource Book Grade 1	Print California Student Resource Book	1 Yrs	75	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 1	Print California Student Practice	1 Yrs	75	Included

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 1	California Digital Course - Student	1 Yrs	75	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	75	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 1	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	5	USD 530.50
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 1	Print California Teacher's Implementation Guide		5	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 1	California Digital Course - Teacher	1 Yrs	5	Included
		1st Grade TOTAL:		USD 4,096.75

2nd Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 2	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	70	USD 3,328.50
• California ClearMath Elementary 1e - Student Resource Book Grade 2	Print California Student Resource Book	1 Yrs	70	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 2	Print California Student Practice	1 Yrs	70	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 2	California Digital Course - Student	1 Yrs	70	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	70	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 2	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	5	USD 530.50
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 2	Print California Teacher's Implementation Guide		5	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 2	California Digital Course - Teacher	1 Yrs	5	Included
		2nd Grade TOTAL:		USD 3,859.00

3rd Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 3	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	75	USD 3,566.25

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
• California ClearMath Elementary 1e - Student Resource Book Grade 3	Print California Student Resource Book	1 Yrs	75	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 3	Print California Student Practice	1 Yrs	75	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 3	California Digital Course - Student	1 Yrs	75	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	75	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 3	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	5	USD 530.50
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 3	Print California Teacher's Implementation Guide		5	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 3	California Digital Course - Teacher	1 Yrs	5	Included
		3rd Grade TOTAL:		USD 4,096.75

4th Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 4	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	85	USD 4,041.75
• California ClearMath Elementary 1e - Student Resource Book Grade 4	Print California Student Resource Book	1 Yrs	85	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 4	Print California Student Practice	1 Yrs	85	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 4	California Digital Course - Student	1 Yrs	85	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	85	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 4	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	5	USD 530.50
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 4	Print California Teacher's Implementation Guide		5	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 4	California Digital Course - Teacher	1 Yrs	5	Included
		4th Grade TOTAL:		USD 4,572.25

5th Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 5	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	80	USD 3,804.00
• California ClearMath Elementary 1e - Student Resource Book Grade 5	Print California Student Resource Book	1 Yrs	80	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 5	Print California Student Practice	1 Yrs	80	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 5	California Digital Course - Student	1 Yrs	80	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	80	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 5	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	5	USD 530.50
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 5	Print California Teacher's Implementation Guide		5	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 5	California Digital Course - Teacher	1 Yrs	5	Included
			5th Grade TOTAL:	USD 4,334.50

SUBTOTAL:	USD 24,342.75
SHIPPING AND HANDLING:	USD 840.15
ESTIMATED SALES TAX:	USD 690.06
TOTAL:	USD 25,872.96

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Pittsburgh,PA 15219
(888) 851-7094
Send Payment to: PO Box 646003, Pittsburgh, PA 15264
salessupportmailbox@carnegielearning.com

QUOTE NO: Q-69389

DATE: 5/20/2026
EXPIRES ON: 7/31/2026

CONTACT INFORMATION		
Gustine Unified School District 1500 Meredith Ave. Gustine, CA, 95322	Kim Medeiros Curriculum Director 2098543784 kmedeiros@gustineusd.org	Dom Hoyt Account Manager dhoyt@carnegielearning.com

Professional Learning: Onsite with Virtual Coaching

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
PL MATH Onsite Implementation Workshop State-Specific ClearMath Elementary	Onsite Initial Implementation Workshop, per day (includes materials), up to 25 participants per facilitator		2	USD 9,000.00
PL MATH Onsite Coaching & Support	Onsite Job-Embedded In-Classroom Support, Coaching, Consulting per day		2	USD 7,000.00
PL MATH Virtual Coaching & Support	Virtual Job-Embedded Coaching, Support, Office Hours, or Consulting (individual or group) per hour		6	USD 3,000.00
		Professional Learning: Onsite with Virtual Coaching TOTAL:		USD 19,000.00

SUBTOTAL:	USD 19,000.00
SHIPPING AND HANDLING:	USD 0.00
ESTIMATED SALES TAX:	USD 0.00
TOTAL:	USD 19,000.00

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- Quote is valid for 30 days.
- Quoted sales tax is an estimate. Sales Tax is subject to change based on shipping locations and rates at the time of order processing.
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  - Media received in a damaged condition that would render it unsuitable for use.
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- Customer is responsible for expedited shipping costs that fall outside of our standard delivery process. All textbooks carry a standard shipping time frame of 4-6 weeks. Shipments will occur earlier if stock is available.
- Multi-year licenses run consecutively from license activation date.
- The school district is responsible for providing all hardware necessary to run the software, as specified in CLI's Systems Requirements (available at http://carnegielearning.com/support). Prices do not include hardware.
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(888) 851-7094
Send Payment to: PO Box 646003, Pittsburgh, PA 15264
salessupportmailbox@carnegielearning.com

QUOTE NO: Q-69350

DATE: 5/20/2026
EXPIRES ON: 7/31/2026

CONTACT INFORMATION		
Gustine Unified School District 13500 Luis Ave. Gustine, CA, 95322	Kim Medeiros Curriculum Director 2098543784 kmedeiros@gustineusd.org	Dom Hoyt Account Manager dhoyt@carnegielearning.com

K

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade K	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	30	USD 1,426.50
• California ClearMath Elementary 1e - Student Resource Book Grade K	Print California Student Resource Book	1 Yrs	30	Included
• California ClearMath Elementary 1e - Student Practice Book Grade K	Print California Student Practice	1 Yrs	30	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade K	California Digital Course - Student	1 Yrs	30	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	30	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade K	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	3	USD 318.30
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade K	Print California Teacher's Implementation Guide		3	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade K	California Digital Course - Teacher	1 Yrs	3	Included
			K TOTAL:	USD 1,744.80

1st Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 1	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	30	USD 1,426.50
• California ClearMath Elementary 1e - Student Resource Book Grade 1	Print California Student Resource Book	1 Yrs	30	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 1	Print California Student Practice	1 Yrs	30	Included

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 1	California Digital Course - Student	1 Yrs	30	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	30	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 1	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	2	USD 212.20
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 1	Print California Teacher's Implementation Guide		2	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 1	California Digital Course - Teacher	1 Yrs	2	Included
		1st Grade TOTAL:		USD 1,638.70

2nd Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 2	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	45	USD 2,139.75
• California ClearMath Elementary 1e - Student Resource Book Grade 2	Print California Student Resource Book	1 Yrs	45	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 2	Print California Student Practice	1 Yrs	45	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 2	California Digital Course - Student	1 Yrs	45	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	45	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 2	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	3	USD 318.30
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 2	Print California Teacher's Implementation Guide		3	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 2	California Digital Course - Teacher	1 Yrs	3	Included
		2nd Grade TOTAL:		USD 2,458.05

3rd Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 3	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	45	USD 2,139.75

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
• California ClearMath Elementary 1e - Student Resource Book Grade 3	Print California Student Resource Book	1 Yrs	45	Included
California ClearMath Elementary 1e - Student Practice Book Grade 3	Print California Student Practice	1 Yrs	45	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 3	California Digital Course - Student	1 Yrs	45	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	45	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 3	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	3	USD 318.30
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 3	Print California Teacher's Implementation Guide		3	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 3	California Digital Course - Teacher	1 Yrs	3	Included
		3rd Grade TOTAL:		USD 2,458.05

4th Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 4	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	25	USD 1,188.75
• California ClearMath Elementary 1e - Student Resource Book Grade 4	Print California Student Resource Book	1 Yrs	25	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 4	Print California Student Practice	1 Yrs	25	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 4	California Digital Course - Student	1 Yrs	25	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	25	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 4	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	2	USD 212.20
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 4	Print California Teacher's Implementation Guide		2	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 4	California Digital Course - Teacher	1 Yrs	2	Included
		4th Grade TOTAL:		USD 1,400.95

5th Grade

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle Grade 5	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	1 Yrs	35	USD 1,664.25
• California ClearMath Elementary 1e - Student Resource Book Grade 5	Print California Student Resource Book	1 Yrs	35	Included
• California ClearMath Elementary 1e - Student Practice Book Grade 5	Print California Student Practice	1 Yrs	35	Included
• California ClearMath Elementary 1e Digital Course - Student Edition Grade 5	California Digital Course - Student	1 Yrs	35	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	1 Yrs	35	Included
California ClearMath Elementary 1e Teacher Implementation Package Grade 5	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	1 Yrs	3	USD 318.30
• California ClearMath Elementary 1e - Teacher's Implementation Guide Grade 5	Print California Teacher's Implementation Guide		3	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition Grade 5	California Digital Course - Teacher	1 Yrs	3	Included
			5th Grade TOTAL:	USD 1,982.55

SUBTOTAL:	USD 11,683.10
SHIPPING AND HANDLING:	USD 406.26
ESTIMATED SALES TAX:	USD 333.71
TOTAL:	USD 12,423.07

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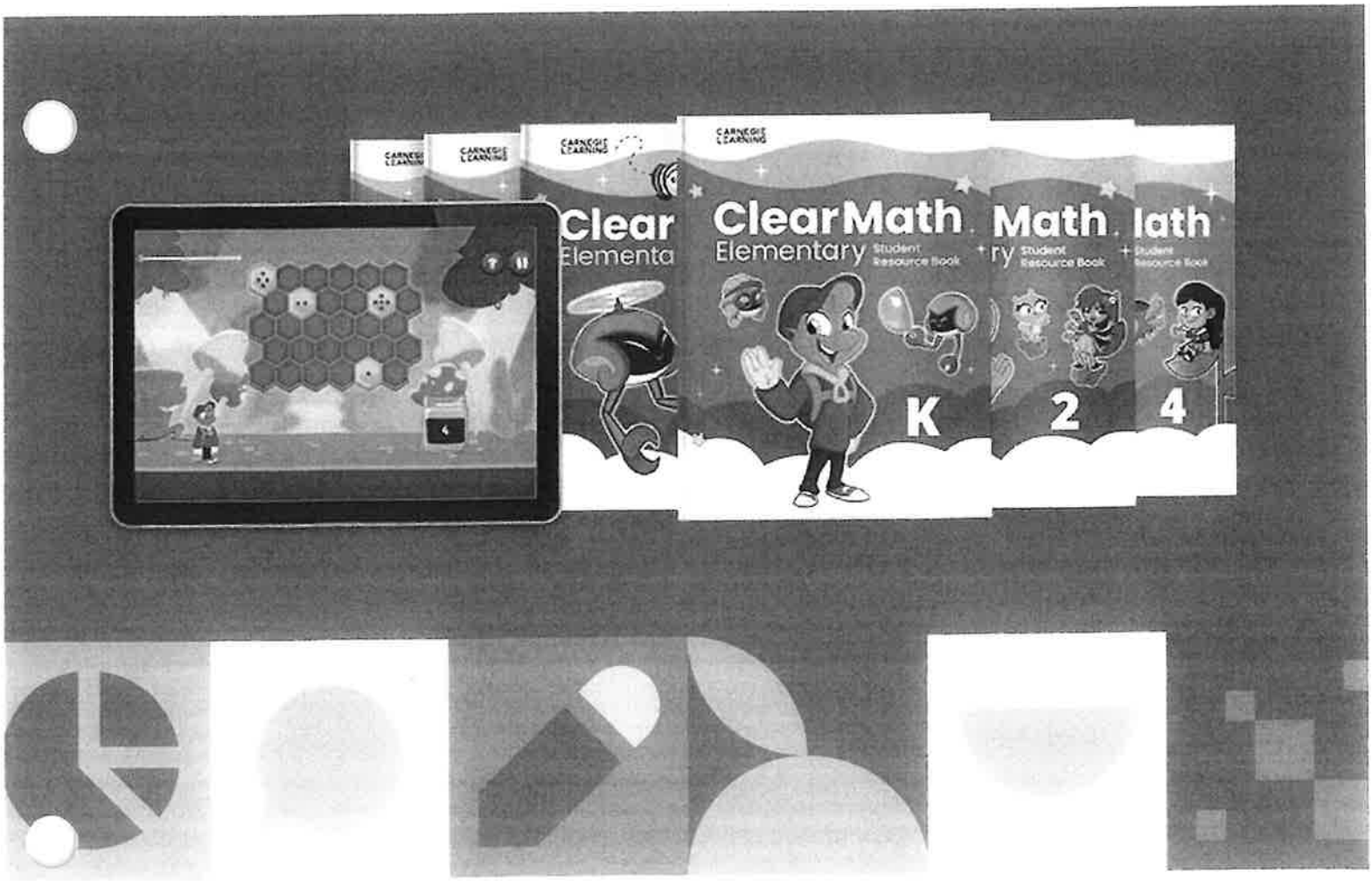
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CLEAR Math®

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ClearMath Elementary

Play together. Think together. Learn together.

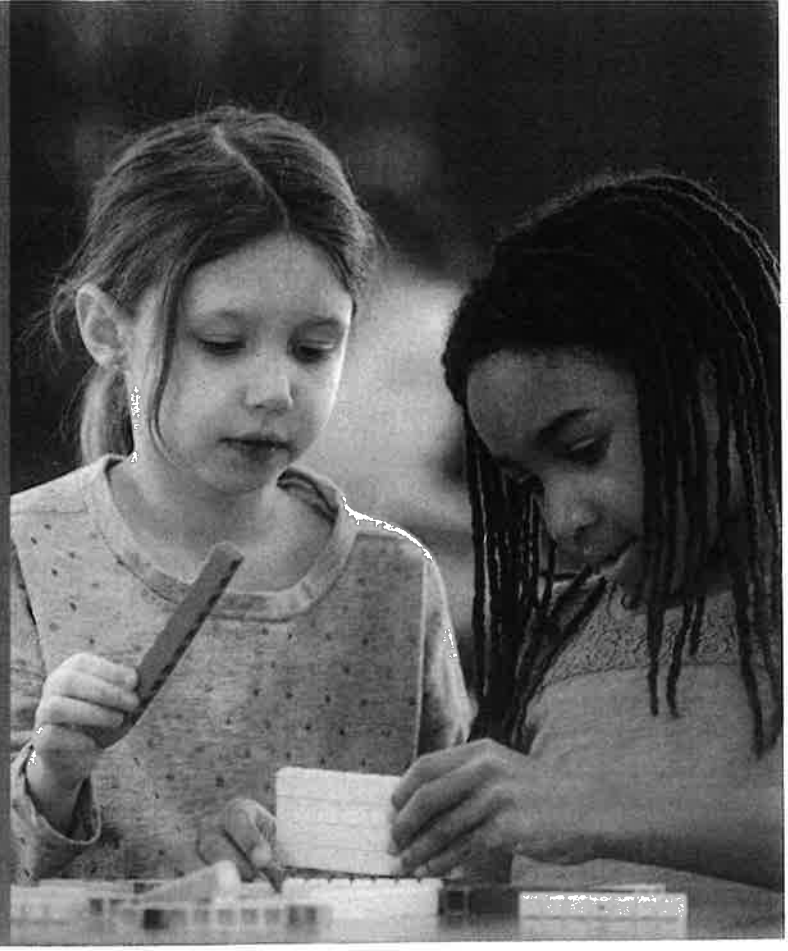


K–5 Core Math Solution

Program Overview

Powered by play

Re-imagine the math classroom as a place where meaningful play taps into young learners' curiosity and ignites a joy of learning. Engaging lessons, centers, game-based online learning, and instructional supports encourage investigations and discoveries that develop inventive and persistent thinkers.



What is ClearMath Elementary?

ClearMath Elementary is a comprehensive core solution that leverages—and fosters—students' natural interest in learning. It balances the development of conceptual understanding, procedural fluency, and productive habits of mind in children.

Students develop math confidence through hands-on lessons, collaboration, games, centers, and the game-based software MATHia® Adventure. As they explore, talk about math, and learn from each other, young learners have the freedom to focus on the journey of mathematics, rather than just the solution.

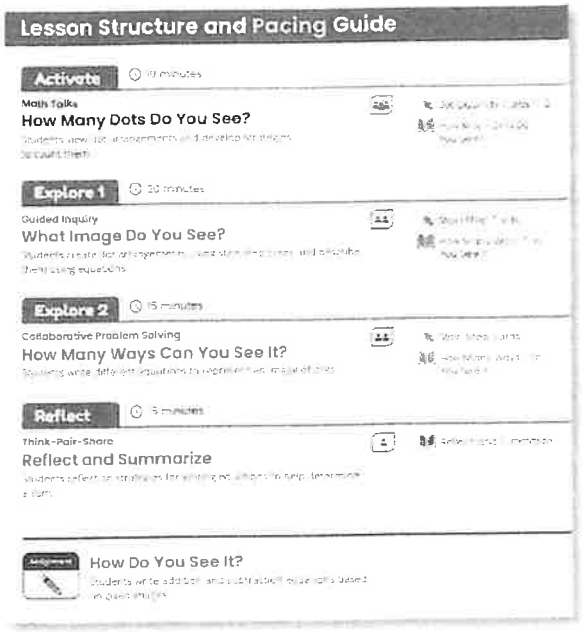
A suite of implementation notes, embedded supports, and assessments empower teachers to facilitate high-quality instruction for a community of diverse learners.



Tools tailored to teachers

ClearMath Elementary offers instructional supports designed with teachers in mind, ensuring they can implement with ease, and more importantly, teach with confidence.

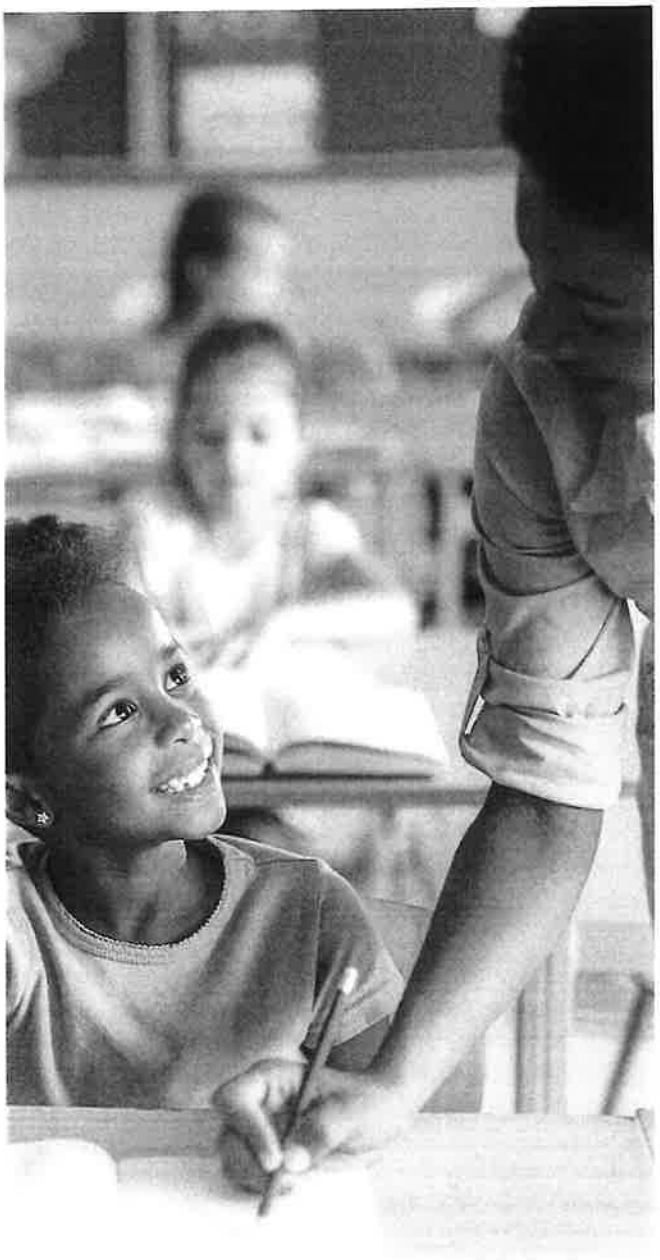
A structured series of lessons allow teachers to engage students with new concepts, supported by point-of-use facilitation notes, planning and pacing resources, and recommendations for re-engagement.



Results rooted in research

ClearMath Elementary nurtures children into high-achieving, creative math thinkers with a research-backed approach focused on how learning occurs.

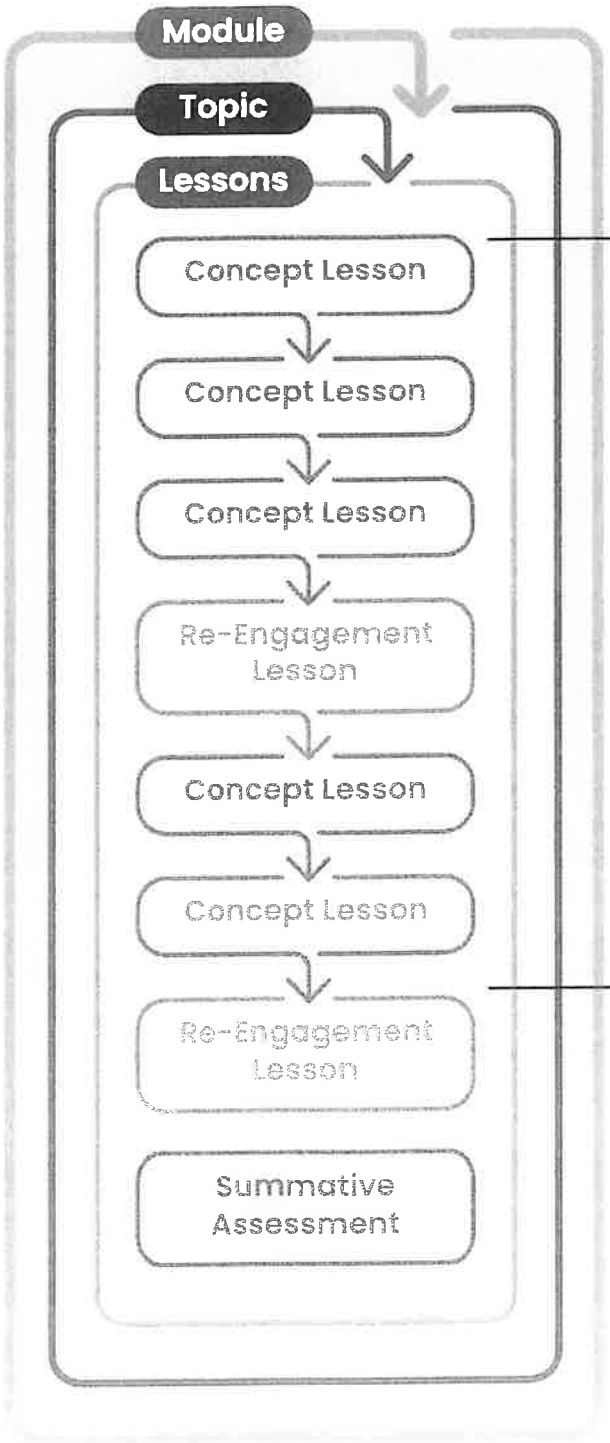
Intentionally developed lessons strengthen executive functioning skills and allow students to transfer new knowledge outside of a single concept, giving them a deep understanding of math and how it appears in the world around them.



A re-imagined approach

ClearMath Elementary's instructional model combines practical instruction with "minds-on" practice and meaningful play to develop conceptual understanding that lasts.

Students learn new concepts and skills over a series of lessons and then pause to reflect on their learning.



In **Concept Lessons**, students engage in new learning. They explore math with their teacher via hands-on and game-based activities to develop conceptual understanding and see how it appears in everyday life. Teachers have the opportunity to collect data to plan for upcoming Re-Engagement lessons.

Power of the Pause

Ensure students are keeping up, not catching up.

Re-Engagement Lessons use ready-made Explore Centers, including MATHia Adventure, in order to allow students to pause to clarify, solidify, or stretch their learning. Center recommendations are based on assessment data and aligned with each lesson's goals.

More math moments

With creative problem-solving, daily mental math routines, and imaginative MATHia Adventure digital games, mathematical thinking is intentionally interwoven throughout the day to make meaningful learning happen anytime—not just when it's scheduled.

Daily Math Routines

Headline Stories include an open-ended problem that promotes creative problem-solving and deductive reasoning.

Mental Math routines are highly focused exercises that build mastery and skill fluency in critical arithmetic foundations.



MATHia Adventure

Inspired by how children see the world, MATHia Adventure unites play and pedagogy like no other digital learning solution.

Students play in a supportive digital environment where they're having fun—not worrying about making mistakes. Instead, feedback and game-based incentives motivate them to stretch their math skills.

As students explore new worlds in Zorbit's Math Adventure and Mathstoria, teachers get real-time data insights in the Clear Learning Center to inform their next instructional steps.



Assessment that guides instruction

Understanding how students learn and grow is an essential component of any classroom—that's why ClearMath Elementary incorporates assessment as a regular part of the instructional cycle.

ClearMath Elementary delivers a variety of assessments, supported through two-way communication between observation and student self-assessment, situated before, during, and after the learning experiences. Teachers can flexibly monitor student progress when and how it's best for their classroom to drive real-time adjustments, next steps, insights, and measurements.

Teacher Data Collection

MATHia Adventure Reports: Online reports that highlight student progress and offer suggestions for areas of additional support.

Planning to Re-Engage: An assessment tool to record daily student self-reflection scores and observations.

Planning for Centers: Use scores from reflect activities and observations to place students in the explore center that best supports their learning goals.







Student Self-Reflection

My Just Right Problem: Three related problems that allow student choice and help build confidence.

Mindset Reflection: Encourage students to reflect on learning goals and celebrate progress.

ClearMath Elementary components

Teacher Resources

Teacher Implementation Guide (TIG)
Available in print and digitally

The TIG provides easy-to-implement resources for planning and point-of-use facilitation.

- Module and Topic Overviews
- Lesson Resources
  - Step-by-step guidance to support facilitation and deepen understanding
  - Embedded Supports
    - Questions to support discourse
    - Differentiation strategies
    - Common misconceptions
    - Developing mathematical language
    - Multilingual learner support
    - Teacher stories

Clear Learning Center

Digital access to resources for planning and implementation support.

- Interactive digital instructional materials
- MATHia Adventure
- Class and student-level reports
- Facilitation notes for Daily Math Routines
- Additional lesson resources

Assessments
Available digitally (Grades 3–5) and PDF (all grades)

A suite of asset-based assessments used to support each student at their individual learning level.

- Progress monitoring
- Readiness
- Formative
- Summative

Manipulative Kits

Grade-level kits include manipulatives to support learning.

Professional Learning

Videos to support game-based learning and easy access to our team of professional learning facilitators ensure that you never feel alone on your implementation journey.

Student Resources

Student Resource Book (SRB)
Available in print and digitally

Student Resource Books are an all-in-one tool for learning and self-reflection.

- Topic Introductions
- Concept and Re-Engagement Lessons
- Assignments

MATHia Adventure

A game-based learning software to use during Explore Centers and free play.

- Zorbit's Math Adventure (K–3)
- MATHstoria (4–5)

Student Practice Book
Available in print and digitally

Student Practice Books reinforce each lesson's concepts and support learning at home.

- Lesson practice pages
- Family guides for each topic

Videos

How-to videos assist students and caregivers in playing games and utilizing manipulatives and tools.



Explore the full print and digital solution here:

www.carnegielearning.com/cmel

We're all in on math education

Carnegie Learning provides K–12 core and supplemental math solutions and out-of-this-world professional learning programs built to seamlessly work together so students are able to think, learn, and do their best.



How do we know that every student is a math person?

We've got 25 years of experience as the leading provider of research-based math solutions—proven to deliver up to 2x performance improvement on standardized tests—and a team of cognitive and computer scientists who are dedicated to tirelessly finding new and better ways to support teachers and students.

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GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Kiddom Math Adoption for grades 6-12

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Director of Curriculum and Instruction

RECOMMENDATIONS:
It is recommended the Board of Trustees approve the Kiddom Math Adoption for grades 6-12.

SUMMARY:
Seeking approval to purchase and adopt Kiddom as the mathematics instructional material for grades 6-12. As an IM Certified® Premium Digital Partner and Digital Curriculum Provider, Kiddom is committed to supporting IM's problem-based instructional model and using our technology to enhance mathematical discourse.

Kiddom helps educators extract the maximum potential out of their IM curriculum and facilitate lively interaction between students and themselves in discourse-based classrooms. With Kiddom, teachers using IM v.360:

- Save time on lesson planning with ready-to-use teaching materials, such as interactive lesson presentations.
- Have the ability to edit and add to student activities and assessments.
- Can easily group students and assign variations of work to provide differentiated instruction for individual learning paths.
- Utilize Lesson Launch, allowing them to instantly check comprehension with live, synchronous formative assessments.

School and district leaders will also gain a dedicated set of tools and views to implement the curriculum with integrity.

FISCAL IMPACT: $54,541.70

BUDGET CATEGORY: 6300 Lottery Instructional Materials

KIDDOM

Order Form

Quote Number	Q-202603-9105	Expiration Date	7/1/2032

Service Term

Start Date	7/1/2027	End Date	6/30/2028
Billing Schedule	Up Front	Term (Months)	12
Payment Terms	Net 30		

Contact Details

Ship To	1500 Meredith Ave Gustine, California 95322-1701 United States	Company Address	548 Market St PMB 95068 San Francisco, California 94104-5401 United States
Ship To Name	Kim Medeiros	Rep Name	Michael Smith
Contact Name	Kim Medeiros	Rep Email	michael.smith@kiddom.co
Email	kmedeiros@gustineusd.org		

Product Detail

Product Name	Quantity	Term (Months)	Annual Unit Price	Total
Kiddom IM® v.360 California: 6th Grade Student (Digital/Print Bundle)	115.00	12	$46.95	$5,399.25
Kiddom IM® v.360 California: 6th Grade Teacher Full Course Set	5.00	12	$149.95	$749.75
Kiddom IM® v.360: 6th Grade Accelerated Student Digital	35.00	12	$19.95	$698.25
Kiddom IM® v.360: 6th Grade Accelerated Student Full Course Set	35.00	12	$27.00	$945.00
Kiddom IM® v.360: 6th Grade Accelerated Teacher Full Course Set	3.00	12	$149.95	$449.85
Kiddom IM® v.360 California: 7th Grade Student (Digital/Print Bundle)	90.00	12	$46.95	$4,225.50
Kiddom IM® v.360 California: 7th Grade Teacher Full Course Set	5.00	12	$149.95	$749.75
Kiddom IM® v.360: 7th Grade Accelerated Student Digital	30.00	12	$19.95	$598.50
Kiddom IM® v.360: 7th Grade Accelerated Student Full Course Set	30.00	12	$27.00	$810.00
Kiddom IM® v.360: 7th Grade Accelerated Teacher Full Course Set	3.00	12	$149.95	$449.85
Kiddom IM® v.360 California: 8th Grade Student (Digital/Print Bundle)	120.00	12	$46.95	$5,634.00
Kiddom IM® v.360 California: 8th Grade Teacher Full Course Set	5.00	12	$149.95	$749.75
Kiddom IM® v.360 California Integrated Math 1 Student (Digital/Print Bundle)	160.00	12	$46.95	$7,512.00
Kiddom IM® v.360 California Integrated Math 1 Teacher Full Course Set	7.00	12	$149.95	$1,049.65
Kiddom IM® v.360 California Integrated Math 2 Student (Digital/Print Bundle)	165.00	12	$46.95	$7,746.75
Kiddom IM® v.360 California Integrated Math 2 Teacher Full Course Set	4.00	12	$149.95	$599.80
Kiddom IM® v.360 California Integrated Math 3 Student (Digital/Print Bundle)	115.00	12	$46.95	$5,399.25
Kiddom IM® v.360 California Integrated Math 3 Teacher Full Course Set	4.00	12	$149.95	$599.80
Professional Learning - Onsite Day (6 hrs)	1.00	12	$4,800.00	$4,800.00
Annual Integration and Premium Support	1.00	12	$300.00	$300.00
Shipping & Handling	1.00	12	$2,780.82	$2,780.82
Estimated Sales Tax	1.00	12	$2,294.18	$2,294.18

KIDDOM

Grand Total	$54,541.70

Services + Fees

Kiddom will provide the following services (the "Service(s)"):

Kiddom Software & Support:

- Unlimited access to Kiddom software
- Access to content resources
- Early access to new products and influence over new ones
- Full hosting, SSL

Onboarding/Continued Education:

- Dedicated Kiddom School Success Manager
- Periodic check-ins at a mutually agreed upon cadence
- Access to Kiddom on-demand platform providing contextualized training and success resources
- School setup and customization
- Launch webinar
- Unlimited access to Kiddom OnDemand Professional Learning portal for self-serve training needs
- Additional Synchronous Training Sessions Available Upon Request

Annual Integration & Premium Support:

- Dedicated Onboarding & Integration Support
- Priority Technical Assistance
- Ongoing Monitoring & Proactive Support
- Dedicated Kiddom Customer Success Manager
- Milestones monitoring to measure student impact; best practices, data analytics, champions, and pacing to goals
- Kiddom Connect Series: office hours to support Educators 1:1 and in group settings
- Kiddom Live Support in-app and email

SAAS Service Agreement

This SaaS Services Agreement ("Agreement") is entered as of the last date of signature on this order form (the "Effective Date") between Kiddom Inc., doing business as Kiddom, with a place of business at 548 Market St PMB 95068, San Francisco, California 94104 ("Company"), and the Customer listed above ("Customer"). This Agreement includes and incorporates the above Order Form, as well as the attached Terms and Conditions and contains, among other things, warranty disclaimers, liability limitations and use limitations. There shall be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof.

Terms of Service

This Order Form is incorporated by reference and subjected to the Terms of Service Agreement set forth at http://www.kiddom.co/tos (the "Agreement"). Customer agrees that it is bound by the Agreement by doing one of the following:

1. Signing this Order Form and issuing a purchase order (PO).
2. Issuing a PO referencing this Order Form's quote number or attaching this Order Form to the PO - customer agrees the Agreement terms supersede the PO's terms.

Terms & Conditions

KIDDOM

- A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
- A copy of this proposal or a reference to this quote number in the notes/details section.
- Any additional special requirements for delivery.
- **Your organization's tax exempt certificate, if applicable.**
- Please direct all related inquiries to revops@kiddom.co

Payment Information:
- We kindly request payment per payment terms above.
- After 90 days, a fee of 1.5% per month will be charged on unpaid balances.
- Payable in advance, subject to the terms of Section 4 herein. The amount stated here is exclusive of any taxes Customer may be required to pay.

Signatures

Kiddom Inc.

Signature: Abbas Manjee

Name: Abbas Manjee

Title: Chief Academic Officer

Email: abbas@kiddom.co

Customer

Signature: _____

Name: _____

Title: _____

Email: _____

Date:

KIDDOM
Digital forward. Human first.

IM v.360
An IM K–12 Math Curriculum

Created in California, Built for California Educators

Where California HQIM meets teacher-first technology

Unlock the full potential of your classroom with TK-12 Kiddom IM® v.360 California Spanish Certified materials, fully aligned to California standards and powered by Kiddom's Learning Intelligence Technology (LIT).

Get in touch

READ THE REPORT
edreports
REVIEW YEAR 2025

Ask Kari

Innovative, California-Made Math HQIM

Headquartered in San Francisco, we know California classrooms. We understand the need for evidence-based HQIM that truly works and fully aligns to the CA CCSSM, Big Ideas, EP&Cs, and ELD standards.



Ask Kari

Flexible Curriculum Designed for Every Learner

From LIT-enhanced HQIM and professional development to print materials and hands-on kits, Kiddom IM® v.360 California provides everything teachers need to help students thrive.

Digital curriculum powered by LIT

Kiddom's thoughtful design and powerful technology create a seamless digital experience from lesson planning and delivery to assessment and reporting. Teachers are empowered with LIT tools that streamline workflows and elevate HQIM, while students deepen understanding through digital manipulatives, drawing tools, video responses, and other interactive ways to show their thinking.

Ask Kari

P

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Innovamat Thinking Math Adoption and Purchase TK

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Director of Curriculum and Instruction

RECOMMENDATIONS:
It is recommended the Board of Trustees approve the Innovamat Thinking Math Adoption and Purchase TK.

SUMMARY:
Seeking approval to purchase and adopt Innovamat Thinking Math for TK. *Thinking Math!* in the is a good choice for Transitional Kindergarten (TK) because it blends play-based exploration with structured, research-backed pedagogy. It is designed specifically to help young learners build deep mathematical foundations without losing the experiential nature of early childhood education.
Key reasons educators choose Innovamat for TK include:

- **Play-Based "Spaces"**: Instead of traditional worksheets, the curriculum uses thematic centers (like board games, construction, and dramatic play) where 4-year-olds learn math autonomously and naturally.
- **Developmentally Appropriate**: Learning is rooted in the Concrete-Representational-Abstract (CRA) model, relying heavily on tactile, physical manipulatives before moving to abstract concepts.
- **State & Framework Alignment**: Fully aligned with California's Preschool Learning Foundations and Mathematics Framework, ensuring it seamlessly transitions students into early elementary math.
- **Streamlined Teacher Experience**: Provides concise teaching guides and ready-to-use digital resources, saving prep time while giving access to a dedicated math coach

FISCAL IMPACT: $15,768

BUDGET CATEGORY: 6300 Lottery Instructional Materials

Innovamat

Quote SO-001-26000276

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Client
Gustine Unified
Meredith Avenue 1500
Gustine CA 95322
United States
77-0572125
+12098543784
kmedeiros@gustineusd.org

Product service summary	Total	Invoicing scheme
Academic year 2026-2027	$15,768.00	8/2026

Total amount **$15,768.00**

Innovamat

Quote SO-001-26000276

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Products and Services Academic year 2026-2027

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PC1YUP	Thinking Math! - Student Edition Transitional Kindergarten EN; 1-year; Upfront payment - EAN. 979-13-7037-586-7	66	$75.00		$75.00	$4,950.00	$4,950.00
	Print Student Edition, 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	66	$60.00		$60.00	$3,960.00	$3,960.00
	Student Digital Practice: Atlas Math App License	66	$15.00		$15.00	$990.00	$990.00
PFUS026ENEY2PCG1YUP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 1-year; Upfront payment - EAN. 979-13-7037-588-1	3	$156.00		$156.00	$468.00	$468.00
	[illegible]	3	[illegible]		[illegible]	[illegible]	[illegible]
	[illegible]	3	[illegible]		[illegible]	[illegible]	[illegible]
	[illegible]	3	[illegible]		[illegible]	[illegible]	[illegible]
MUS026UNEY2BOX	Box of manipulatives TK/PK	3	$450.00		$450.00	$1,350.00	$1,350.00
	[illegible]	3	[illegible]		[illegible]	[illegible]	[illegible]
SSUS026ENPE0PLEC6	Professional Learning - Job embedded coaching: Math classroom modellings & observations (Full day: 6h) - in person	1	$6,000.00		$6,000.00	$6,000.00	$6,000.00
	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]
SSUS026ENPE0PLDD3	Professional Learning - Math Ed Professional Development Day (Half day: 3h) - 1 trainer	1	$3,000.00		$3,000.00	$3,000.00	$3,000.00
	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]
SSUS026ENPE0PLON6	Professional Learning - Onboarding (Full day: 6h) - in person	1	$6,000.00	100%	$0.00	$0.00	$0.00
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Total (exc. Tax)	**$15,768.00**
Tax Total	$0.00
TOTAL	**$15,768.00**

Innovamat

Quote SO-001-26000276

Date: 06/03/2026

Innovamat Education, Inc.
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United States

Terms and Conditions

Any orders placed by you (hereinafter, the "**Client**") with INNOVAMAT EDUCATION INC (hereinafter, "**INNOVAMAT**") shall be governed, unless otherwise provided in writing, by the following terms and conditions (hereinafter, the "**Terms and Conditions**"), the platform and content use licence agreement (hereinafter, the "**Platform and Content Use Licence Agreement**"), attached herewith as Annex I, and the data protection agreement (the "**DPA**"), attached herewith as **Annex II**.

Therefore, by signing and accepting the quote (hereinafter, the "**Quote**"), you also subscribe to and accept the specific conditions contained in the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA, which shall be binding and shall be understood to apply jointly with the Quote as if all were a single, indivisible and inseparable document.

Access to INNOVAMAT's curriculum, products and/or services by the Client shall be subject to the acceptance and fulfilment of the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA.

OBLIGATIONS OF INNOVAMAT:

INNOVAMAT undertakes to provide its services to the Client by means of **DIRECT PURCHASE**.

By virtue of it, INNOVAMAT shall provide the products and/or services contained in the Quote directly to the Client, who shall pay for and receive them in the manner and within the terms and conditions contained in these Terms and Conditions and the Platform and Content Use Licence Agreement.

Specifically, INNOVAMAT undertakes to:

1. Provide its services and products in an optimal manner, with due diligence and sufficient capacity, with its own qualified and suitable personnel and in accordance with the Terms and Conditions, the Platform and Content Use Licence Agreement and, where appropriate, according to the methods it considers appropriate from a technical, operational and/or financial point of view.

   Notwithstanding the above, INNOVAMAT may delegate the execution of all or part of its services to a company of the same group or, as the case may be, over which it has control under the terms established in the applicable legislation. INNOVAMAT shall be authorised to provide said company with all the information necessary for it to provide the services on behalf of the Client.
2. Attend to and respond as quickly as possible to the requests made by the Client in relation to the products and/or services contained in the Quote.
3. Inform the Client in the event that arises a cause that prevents the provision of the service in a timely manner, as soon as it becomes aware of it.

   If INNOVAMAT is unable to perform all or part of the services due to a cause beyond its reasonable control, including the Client's failure to comply with any of its obligations set forth in the preceding clause, INNOVAMAT shall be entitled to payment of the portion of the agreed upon fees equal to the portion of the services actually performed.
4. Ensure the good conduct of the personnel employed to provide the services on the Client's premises.
5. Comply with the obligations assumed in the Terms and Conditions, including Data Protection related provisions hereof, and the obligations set forth in the Platform and Content Use Licence Agreement.

NOTWITHSTANDING THE FOREGOING, INNOVAMAT IS NOT AN INSURER OR GUARANTOR AND DISCLAIMS ALL LIABILITY IN SUCH CAPACITY. NOR DO ITS OFFICERS, EMPLOYEES OR AGENTS ASSUME ANY LIABILITY TO THE CLIENT OR ANY THIRD PARTY FOR ACTS PERFORMED OR NOT PERFORMED ON THE BASIS OF THE PRODUCTS AND, THEREFORE, INNOVAMAT WILL NOT BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES ARISING OUT OF ANY PERFORMANCE OF THIS AGREEMENT REGARDLESS OF WHETHER SUCH DAMAGES ARE BASED ON TORT, WARRANTY, CONTRACT OR ANY OTHER LEGAL THEORY.

Further, INNOVAMAT shall have no liability for any claims for loss, damage or expense including warranty terms related claims unless such complaint is brought within ONE (1) year of ***(i)*** the date of performance by INNOVAMAT of the service giving rise to the claim; or ***(ii)*** the

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3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

date on which the service was performed, in the case of any alleged failure to perform. Nonetheless, INNOVAMAT is not liable nor is obliged to any sort of replacement or reimbursement in case of Client's improper or unadvisable use of products and/or services considering INNOVAMAT's terms or technical requirements and/or recommendations.

OBLIGATIONS OF THE CLIENT:

1. Ensure that sufficient information, instructions and/or documents are provided in a timely manner to INNOVAMAT in order to facilitate the provision of services and/or delivery of products by you.
2. Pay INNOVAMAT the price and/or fees agreed in the Quote and to do so in the manner and within the time period foreseen in the Terms and Conditions.
3. Carry out all actions necessary to allow INNOVAMAT and its personnel to provide the contracted services, including, but not limited to, facilitating access to INNOVAMAT employees to the facilities where the services are to be provided when necessary.
4. To verify that all necessary measures are taken to ensure proper compliance with legislation.
5. To provide, if applicable, any tax exemption number.
6. To comply with the obligations assumed in the Terms and Conditions, including Data Protection related provisions hereof, and the obligations set forth in the Platform and Content Use Licence Agreement.

Failure by the Client to comply with its obligations shall entitle INNOVAMAT to terminate the relationship unless the same is remedied within THIRTY (30) calendar days following notification of non-compliance by INNOVAMAT.

Likewise, the Client undertakes to guarantee, hold harmless and indemnify INNOVAMAT against all claims (real or alleged) by a third party due to losses, damages or expenses of any nature, including all legal expenses and related costs and arising due to the execution, alleged execution or lack of execution of the services.

TERM:

The Quote signed by the Client is a direct purchase contract subject to the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA. It shall come into effect from the time of signature (the "**Start Date**") and shall remain in force for the period stated therein. For the sake of clarity, the Quote, the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA shall be applicable until the end date stated in the Quote (the "**End Date**"). After the End Date, were the case the Client wishes to keep using INNOVAMAT's curriculum, it shall be necessary the subscription of a new Quote and the execution of the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA which are in force on the new Quote's date.

TERMS AND CONDITIONS OF PAYMENT:

In the event the Quote is for a pilot program for the products and/or services contained in the Quote (hereinafter, the "**Pilot**"), the total price and/or fees agreed in the Quote shall be invoiced and payable upon the conclusion of the Pilot period. If, following the Pilot, the Client elects to implement INNOVAMAT's products and/or services, the Pilot fee may, at the Client's sole discretion, either be: ***(A)*** paid in full according to the Terms and Conditions herein; or ***(B)*** credited against and deducted from the price of the subsequent Quote executed for the full implementation of INNOVAMAT's products or services. If no subsequent contract is executed, Option **(A)** shall apply by default.

For non-Pilot programs, unless otherwise agreed by the Parties, the payment period shall be THIRTY (30) calendar days from the date of issue of the corresponding invoice by INNOVAMAT. Unless otherwise expressly agreed in writing with the Client, INNOVAMAT shall issue the invoice on the dates stated in the Quote, and the invoice shall be paid by the Client by bank transfer or by check. If no date has been included in the Quote, the invoice shall be issued upon delivery of the products and/or start of the provision of services.

If payment is not made on the stipulated date, INNOVAMAT shall carry out up to TWO (2) late payment notices by email to the Client with a minimum difference of SEVEN (7) calendar days between them. If payment is not made after such notices, the Client agrees to pay: ***(i)*** a late payment fee of TEN PERCENT (10%) on the amount of the Quote; and, additionally, ***(ii)*** a late payment interest at the rate of 1.5% per month -or the maximum rate permitted by law- from the due date of the invoice until paid in full. Likewise, in this case, the Client undertakes to pay INNOVAMAT the expenses incurred in relation to the steps and claims arising from the same, including but not limited to legal fees and other costs related to the debt.

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United States

INNOVAMAT reserves the right to invoice the amount contained in the Quote from a third party or another company in the group, if deemed appropriate, without this entailing any additional cost for the Client. Being such the case, INNOVAMAT shall inform the Client in advance.

TAXES:

Client shall be solely responsible for, and pay, all taxes, imposts, privilege, sales, use, excise or other governmental fees and taxes based on the Quote and shall hold INNOVAMAT free and harmless from any liability arising from the same provided, however, that INNOVAMAT shall be responsible for franchise or corporation taxes levied on the Company based on its net income.

PRODUCT DELIVERY:

For Pilot programs, INNOVAMAT shall deliver the products, if applicable, as soon as reasonably practicable following the execution of the Quote.

For non-Pilot programs, unless otherwise agreed by the Parties, INNOVAMAT will deliver the products to the Client yearly and, at least, ONE (1) week before the start of the academic year. Notwithstanding the above, INNOVAMAT reserves the right to deliver them out of such interval in the event that, either due to ***(A)*** business needs; or ***(B)*** force majeure, it is required to do so.

For the purposes of this clause, force majeure shall be understood to exist in the following cases, which are merely illustrative and non-limiting: fire, flood, social disorder, shortage or unavailability of fuel or electrical energy, accident, war (declared or undeclared), embargo, health pandemic, riot, insurrection or governmental disposition. Furthermore, if INNOVAMAT is affected by an event that qualifies as force majeure, it shall not be liable for any consequential damage or loss of profit resulting from this situation, provided that it notifies the other party in writing immediately after the occurrence of the event in question and makes its best efforts to comply with its obligations.

RETURNS AND EXCHANGES:

For Pilot programs, all sales are final. No returns, exchanges, or reductions shall be permitted, except in the case of verified manufacturing defects reported within the inspection period.

For non-Pilot programs, INNOVAMAT assumes that the amounts expressed in the Quote may undergo variations at the beginning of each academic year due to the number of students considered in the Quote. For this reason, it will accept, free of charge, reductions on the part of the Client of up to TWO PERCENT (2.00%) of the amounts contained in the Quote as long as they are made within a period of THIRTY (30) calendar days from the beginning of each academic year.

Likewise, the Client may exercise the right of return at no cost within a maximum period of FOURTEEN (14) calendar days from the date of signing the Quote to a maximum of up to TWO POINT FIVE PERCENT (2.50%) of the amounts contained in the Quote. The right of return request must be sent by help@innovamat.com, accompanied by the corresponding Quote or invoice number. In the case of amounts partially or totally paid out by the Client, INNOVAMAT undertakes to pay them within a maximum period of THIRTY (30) calendar days from receipt of the waiver request by bank transfer.

In the event of exercising the right of return after the aforementioned period has elapsed, the Client shall NOT receive the refund of any of the amounts paid and/or due.

In the case of the return of paper books, in exercise of the right of return, only products that are sent in their original packaging, in new and complete condition, and provided that the use that has been made of them has been in accordance with their nature, will be accepted. Incomplete, modified or damaged items will not be accepted. After the aforementioned period, no exchanges or returns will be accepted.

In all cases of the returns, exchanges or reductions mentioned herein, the Client shall bear the cost of returning the materials to INNOVAMAT's facilities, which shall include, but not be limited to, the costs of packaging, collection, shipping, transport, customs or any other costs related to sending the product to INNOVAMAT's facilities.

Unless INNOVAMAT and the Client agree otherwise, INNOVAMAT shall manage this return and subsequently charge the corresponding cost to the Client via an invoice, which shall be paid via wire transfer upon receipt. Alternatively, upon the Client's request and with

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3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

INNOVAMAT's express written authorization, the Client may arrange for the return and delivery of the materials in the manner and to the location specified by INNOVAMAT.

FORCE MAJEURE:

INNOVAMAT shall not be liable for failure to perform any obligation under the Quote if and to the extent such failure is due to causes beyond its control, such as, but not limited to, fire, flood, civil disorder, shortage or unavailability of fuel or electric power, accident, war (declared or undeclared), embargo, health pandemic, riot, insurrection or governmental disposition.

It is expressly agreed that if INNOVAMAT is affected by an event that qualifies as force majeure (as defined in the immediately preceding section), INNOVAMAT shall not be liable for any consequential damages or lost profits arising from such situation, provided that INNOVAMAT so notifies the Client in writing immediately after the occurrence of the event in question.

INTELLECTUAL PROPERTY:

All intellectual property rights on the teaching guides, contents, educational materials and other products provided in the packs contemplated in the Quote are owned by INNOVAMAT, including but not limited to any course, language and/or dialect as well as trademarks, copyrights, trade secrets and patents (hereinafter, the "**Materials**"). All the Materials and other elements that are part of INNOVAMAT's curriculum are protected by the Copyright Act as well as by any relevant intellectual and industrial property legislation and by other international treaties regulating these matters.

Consequently, the Client acknowledges and accepts that the Materials are temporarily licensed for the sole purpose of piloting and/or implementing the curriculum and that the acceptance of the Quote and Terms and Conditions does not imply any transfer of title whatsoever, undertaking to respect the intellectual property of the same and to return them or, if applicable, destroy any copies made, within a period of less than THIRTY (30) calendar days after the End Date, provided that the Client does not subscribe a new Quote with INNOVAMAT. As an exception, the manipulatives and the logbooks comprised in INNOVAMAT's curriculum shall be used freely by the Client in spite of not subscribing a new Quote. This exception thus shall not apply in the case of piloting.

PERSONAL DATA:

In accordance with the provisions of the data protection regulations, the data contained in this communication is included in the information systems owned by INNOVAMAT. The purpose of the processing of your data will be the maintenance, development, control and execution of the contractual relationship that, within the framework of the provision of services, you maintain with INNOVAMAT.

Likewise, INNOVAMAT, as data processor, is responsible for implementing the corresponding security measures in accordance with the provisions of current legislation on the protection of personal data, as reflected in the DPA.

INNOVAMAT informs you that the personal data will be processed and kept while the present contractual relationship is in force and, once it has ended, the data will be duly blocked for the sole purpose of attending to any possible legal liabilities that may arise from the relationship maintained and only for the period of limitation of these. You may exercise your rights of access, rectification, opposition and, where appropriate, portability or cancellation, by writing and indicating your personal data to the address rgpd@innovamat.es

APPLICABLE LAW AND JURISDICTION:

Unless otherwise provided, the relationship between the Client and INNOVAMAT resulting from the Quote and these Terms and Conditions shall be governed by the legislation of the State of California. All disputes shall be subject to the exclusive jurisdiction of the ordinary courts of justice of the city and county of San Francisco.

Innovamat

Quote SO-001-26000276

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

In witness whereof, the parties have caused this Quote with the documents attached to be executed as of the date below written by their respective officers thereunto duly authorized:

Name and surname:

Email:

Title:

Place and date:

Signature:

Select your state to see state-specific content

California

Accept

Innovamat



Math Makes You Think

High-quality, research-based programs aligned with California's New Math Framework

Explore Our Partnership



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Customize

Reject All

OUR MISSION

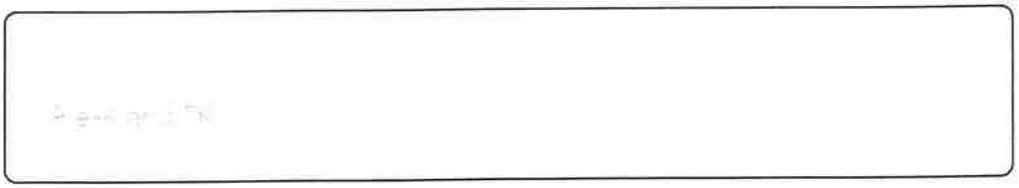
Our mission is to craft accessible math learning experiences, based in math education research, that foster conceptual understanding and student thinking.
We aim to develop problem-solving, connections, communication and reasoning skills in learners, preparing them for meaningful contribution.

Explore Our Math Education Principles →

CORE CURRICULUM

Math programs that foster student thinking

Every resource you will need in well-sequenced rich math lessons that keep students engaged.



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For K–6.

Learn More →



MATH JOURNEYS

Group Intervention

Ready-to-teach small-group lessons using manipulatives and a concrete-pictorial-abstract progression. Solidify skills without rote drills.
For K–8.

Learn More →



MATH ARTISTS

Screening and RTI

Identify early difficulties in core skills like arithmetic fluency through universal screening. Provide personalized activities and track progress.
For grades 1–2.

Learn More →



CONMAT & COSMOS

Benchmark Assessment

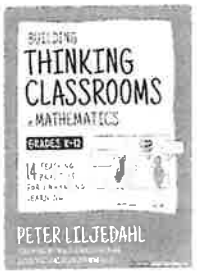
See how students perform compared to expectations. Pinpoint mastered and missing standards with next steps.
Three assessments—start, mid, end.
For grades 3–8.

Learn More →

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BTC built-in

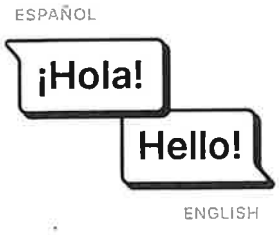
The only core curriculum endorsed by Peter Liljedahl offering concrete tips and designed activities that help teachers embed BTC practices into their daily instruction.



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Bilingual from day 0

Built natively in English and Spanish from day one. Every lesson, example, and assessment is co-authored in both languages, not translated later.



Lightweight student edition that allows time for inquiry learning

A slim student book that frees class time for thinking and discussion. Hands-on tools move learning from concrete to abstract.



Personalized practice that follows Tier 1

Adaptive practice mirrors the core lesson and adjusts in real time. Students get just-right help; teachers see clear progress.



Coherent spiral, not isolated units

Big ideas recur and deepen. Intentional spacing and cumulative tasks connect today's lesson to what came before and what comes next.



Clean and easy-to-use teacher experience

Clear, actionable guides and a simple, beautiful digital workflow to prep, teach, and assess.

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Q

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Purchase an additional Floral Cooler for Room 25 (Floral Classroom)

AGENDA SECTION: Action

PRESENTED BY: **Camille Beach, Ag Teacher**
Matt Baffunno, Ag Advisor

RECOMMENDATIONS:
It is recommended that the Board of Trustees approve Purchasing an additional Floral Cooler for Room 25 (Floral Classroom).

SUMMARY:
Asking for board for an additional floral cooler to be placed in classroom. Barry measured the space and looked in it for us. He said the Norlake FTB8766-XX 6 feet x 6 feet Fast -Trak Indoor Walk-in Cooler with Top -Mounted Compressor-Floor. This cooler meets all DSA regulations and is the best for the space in the classroom. It will fit the needs of the Floral Pathway. Barry said he would install it and it wouldn't take long to do.

FISCAL IMPACT: **The money would come from funds Ag Incentive Grant. Price not to exceed $12,000 with taxes and shipping. Price could change once all approval. Quote of $10,510.87 is only approved for 5 days but price shouldn't go up much they said.**

BUDGET CATEGORY: **Ag CTE Grant (per Jody Edwards)**

Sales Quote

Sales Quote Number: 874404

Page: 1

Tom Restaurant Supply, Inc.
305 Katom Dr.
KODAK, TN 37764

Sales Quote Date:	Due Date	Ship Date
6/3/2026	6/3/2026	6/3/2026
Customer ID	**Contact**	**SalesPerson**
1941228	Matt Baffunno	Justin Brouhard
Cust. Phone	**Cust. Fax**	**Quote Expires:**
(209) 587-0395		6/8/2026
mbaffunno@gustineusd.org		

Sell
To: Gustine Unified School District
Matt Baffunno
1500 Meredith Ave
GUSTINE, CA 95322
USA

Ship
To: Gustine High School
Matt Baffunno
501 North Ave
GUSTINE, CA 95322
USA

Terms	Ext Doc No.	Your Reference	Ship Via	Loc Code	Loc Phone	Loc Fax
CREDIT CARD				KODAK		

Blueprint No.	Number	Description	Qty	Unit	Unit Price	Total Price
	378-KLB7766CR	KLB7766-C RH KL IN +35F CLR 6' X 6' X 7'-7" W/F R290	1	|EA|	9,659.00	9,659.00

Item Ships in 1-3 Business Days from Vendor

Free Shipping to Customer

SPECIFY DOOR HINGING AND LOCATION

Must Ship LTL

REQUESTED BY: Matt Baffunno

SIGNED QUOTE NEEDED BEFORE PURCHASE

Sales Quote

Sales Quote Number: 874404

Page: 2

COPY

aTom Restaurant Supply, Inc.
305 Katom Dr.
KODAK, TN 37764

Sales Quote Date:	Due Date	Ship Date
6/3/2026	6/3/2026	6/3/2026
Customer ID	**Contact**	**SalesPerson**
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To: Gustine Unified School District
Matt Baffunno
1500 Meredith Ave
GUSTINE, CA 95322
USA

Ship
To: Gustine High School
Matt Baffunno
501 North Ave
GUSTINE, CA 95322
USA

Terms	Ext Doc No.	Your Reference	Ship Via	Loc Code	Loc Phone	Loc Fax
CREDIT CARD				KODAK		

Blueprint No.	Number	Description	Qty	Unit	Unit Price	Total Price
		QUOTED PRICE GOOD FOR 5 BUSINESS DAYS				

Website: katom.com **Phone:** (800) 541-8683 **Fax:** (800) 821-9130

This office will follow up with you within 24 hours to ensure you received this quotation. Quotation must be signed below to be official.

Submitted by: _____ **Accepted by:** _____

Subtotal:	9659.00
S, H, & I:	55.00
Total Sales Tax:	796.87
Total:	10510.87

Federal and/or State tax laws may apply at the time of invoicing.

BY PLACING YOUR ORDER, YOU ACKNOWLEDGE AND AGREE THAT YOU HAVE READ AND AGREE TO BE BOUND BY KATOM'S POLICIES AND PROCEDURES STANDARD TERMS AND CONDITIONS, POLICIES AND PROCEDURES, INCLUDING BUT NOT LIMITED TO THE KATOM PRIVACY POLICY, RETURN POLICY, SHIPPING POLICY, AND TERMS AND CONDITIONS (WHICH INCLUDE DISCLAIMERS AND LIMITATIONS OF KATOM'S LIABILITY, AS WELL AS A PROVISION WHEREBY YOU AGREE TO ARBITRATE ALL DISPUTES), LOCATED AT WWW.KATOM.COM/POLICY (COLLECTIVELY, THE "TERMS"). PLEASE CALL 1-800-541-8683 TO OBTAIN A PHYSICAL OR E-MAIL COPY OF THE TERMS. THE TERMS ARE ALSO AVAILABLE BY SCANNING THE QR CODE IN THE BOTTOM RIGHTHAND CORNER OF THIS QUOTE WITH THE CAMERA OF YOUR MOBILE DEVICE. IF YOU DO NOT AGREE TO BE BOUND BY ALL PROVISIONS OF THE TERMS, YOU MUST NOTIFY KATOM WITHIN TEN (10) DAYS OF RECEIPT OF THIS QUOTE AND IMMEDIATELY REJECT AND RETURN ALL GOODS TO KATOM. YOUR USE OF THE GOODS, OR YOUR FAILURE TO REJECT AND RETURN THE GOODS TO KATOM WITHIN TEN (10) DAYS, SHALL CONSTITUTE ACCEPTANCE OF ALL TERMS.

Free shipping on orders over $500 *Item exclusions apply

Norlake KLB7766-C 6' x 6' Indoor Walk-In Cooler w/ Top-Mounted Compressor - Floor

KaTom #: 378-KLB7766CR • MPN: KLB7766-C RH



QUICK SHIP: Typically ships in **1 - 3 Business Days**

Earn up to **$289.77** back with a
KaTom Mastercard® Rewards Credit Card

Selected Hinge: ***Right Hinge***

Right Hinge Left Hinge

R

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Board Policy 4154 Health and Welfare Benefits Update, Second Reading

AGENDA SECTION: Action

PRESENTED BY: Dr. Bryan Ballenger, Superintendent

RECOMMENDATIONS:

1. It is recommended that the Board of Trustees waive the reading of Board Policy 4154 Health and Welfare Benefits.

2. It is recommended that the Board of Trustees approve updating Board Policy 4154 Health and Welfare Benefits

SUMMARY:

The proposed revision removes language related to Health and Welfare benefits for certificated management, administrative, and supervisory employees who are not represented by bargaining units.

Removing this language will align the Board Policy with the District's current compensation structure and practices for these employees. The revision is intended to ensure consistency between policy language and existing administrative implementation.

FISCAL IMPACT: N/A

BUDGET CATEGORY: N/A

Policy 4154: Health And Welfare Benefits

Status: DRAFT

Original Adopted Date: 11/12/2015 | **Last Reviewed Date:** 11/12/2015

The Governing Board recognizes that health and welfare benefits are essential to promote employee health and productivity and are an important part of the compensation offered to employees. The district shall provide health and welfare benefits for employees in accordance with state and federal law and subject to negotiated employee agreements.

~~Certificated management, administrative, and supervisory employees who are not in bargaining units shall receive the same health and welfare benefits as those specified in the collective bargaining agreement for certificated employees. Classified management, administrative, and supervisory employees who are not in bargaining units shall receive the same health and welfare benefits as those specified in the collective bargaining agreement for classified employees.~~

For purposes of granting benefits, a registered domestic partner and his/her child shall have the same rights, protections, and benefits as a spouse and spouse's child. (Family Code 297.5, 300)

The district shall offer full-time employees who work an average of 30 hours or more per week and their dependents up to age 26 years a health insurance plan that includes coverage for essential health benefits, pays at least 60 percent of the medical expenses covered under the terms of the plan, and meets all other requirements of the federal Patient Protection and Affordable Care Act.

With respect to eligibility to participate in the health benefits plan or the level of health benefits provided, the district shall not discriminate in favor of employees who are among the highest paid 25 percent of all district employees. (26 USC 105; 42 USC 300gg-16)

Continuation of Coverage

Retired certificated employees, other employees who would otherwise lose coverage due to a qualifying event specified in law and administrative regulation, and their qualified beneficiaries may continue to participate in the district's group health and welfare benefits in accordance with state and federal law.

Unless otherwise provided for in the applicable collective bargaining agreement, covered employees and their qualified beneficiaries may receive continuation coverage by paying the premiums, dues, and other charges, including any increases in premiums, dues, and costs incurred by the district in administering the program.

Confidentiality

The Superintendent or designee shall not use or disclose any employee's medical information the district possesses without the employee's authorization obtained in accordance with Civil Code 56.21, except for the purpose of administering and maintaining employee benefit plans and for other purposes specified in law. (Civil Code 56.20)

S

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 10, 2026

AGENDA ITEM TITLE: Board Policy May 2026, First Reading

AGENDA SECTION: Action

PRESENTED BY: Dr. Bryan Ballenger, Superintendent

RECOMMENDATIONS:
It is recommended that the Board of Trustees waive the reading of Board Policy Update May 2026.

SUMMARY:
The attached CSBA Manual Maintenance Service Checklists list the policies that need to be updated as of May 2026. Once approved by the Board, the updates will be posted on GAMUT Online, available from the District's website.

FISCAL IMPACT: None

BUDGET CATEGORY: None

CSBA UPDATE CHECKLIST – May 2026

District Name: **Gustine Unified School District**

Contact Name: **Sara Gomez** Phone: **209-854-3784** Email: **sgomez@gustineusd.org**

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
BP 1240	Volunteer Assistance			
AR 1240	Volunteer Assistance			
AR 1312.4	Williams Uniform Complaint Procedures			M
E(1) 1312.4	Williams Uniform Complaint Procedures			
E(2) 1312.4	Williams Uniform Complaint Procedures	**Fill in Blanks** **Update Form**		
BP 2110	Superintendent Responsibilities and Duties			
AR 3517	Facilities Inspection			
E(1) 3517	Facilities Inspection	**Fill in Blanks** **Stacia Orr, District Nurse** **209-600-2102** **sorr@gustineusd.org**		
E(2) 3517	Facilities Inspection	**NEW EXHIBIT** **Fill in Blanks** **Barry Roche, Maintenance Director** **209-587-0561** **broche@gustineusd.org**		
BP 4100	Certificated Personnel			
BP 4111	Recruitment and Selection			
BP 4211	Recruitment and Selection			
BP 4311	Recruitment and Selection			
AR 4112	Appointment and Conditions of Employment			
AR 4112.5	Criminal Record Check			

CSBA UPDATE CHECKLIST – May 2026

District Name: **Gustine Unified School District**

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
E(1) 4112.5	Criminal Record Check	**Fill in Blanks** **Update Form**		
AR 4212.5	Criminal Record Check			
E(1) 4212.5	Criminal Record Check	**Fill in Blanks** **Update Form**		
AR 4312.5	Criminal Record Check			
E(1) 4312.5	Criminal Record Check	**Fill in Blanks** **Update Form**		
AR 4112.6	Personnel Files			
AR 4212.6	Personnel Files			
AR 4312.6	Personnel Files			
BP 4112.9	Employee Notifications			
E(1) 4112.9	Employee Notifications			
BP 4212.9	Employee Notifications			
E(1) 4212.9	Employee Notifications			
BP 4312.9	Employee Notifications			
E(1) 4312.9	Employee Notifications			
BP 4200	Classified Personnel			
AR 4200	Classified Personnel	**OPTION 1:** ☒ **OPTION 2:** ☐		M

CSBA UPDATE CHECKLIST – May 2026

District Name: **Gustine Unified School District**

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
AR 4212	Appointment and Conditions of Employment			
BP 4300	Administrative and Supervisory Personnel			
AR 4300	Administrative and Supervisory Personnel			
BP 5131.4	Student Disturbances			
AR 5131.4	Student Disturbances			
BP 5141.4	Child Abuse Prevention and Reporting			
AR 5141.4	Child Abuse Prevention and Reporting	**Fill in Blanks** **Merced County Human Services Agency** **2115 Wardrobe Ave.** **Merced, CA 95341 209-385-3104 (Hotline)**		
BP 5141.7	Sun Safety	**Delete BP ☒Yes ☐No**		
BP 5141.75	Weather Safety	**NEW BOARD POLICY**		M
BP 5142	Safety			M
AR 5142	Safety			
BP 5145.6	Parent/Guardian Notifications			
E(1) 5145.6	Parent/Guardian Notifications			
BP 5148	Child Care and Development			CM
AR 5148	Child Care and Development	**Fill in Blanks** **Stacia Orr, District Nurse** **1500 Meredith Ave., Gustine, CA 95322** **209-600-2102 sorr@gustineusd.org**		CM
BP 5148.3	Preschool/Early Childhood Education			CM
AR 5148.3	Preschool/Early Childhood Education			CM
BP 7110	Facilities Master Plan			
BB 9200	Limits of Board Member Authority			

CSBA UPDATE CHECKLIST – May 2026

District Name: **Gustine Unified School District**

Contact Name: **Sara Gomez** Phone: **209-854-3784** Email: **sgomez@gustineusd.org**

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E(1) 1312.4	Williams Uniform Complaint Procedures			
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BP 4111	Recruitment and Selection			
BP 4211	Recruitment and Selection			
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E(1) 4212.5	Criminal Record Check	**Fill in Blanks** **Update Form**		
AR 4312.5	Criminal Record Check			
E(1) 4312.5	Criminal Record Check	**Fill in Blanks** **Update Form**		
AR 4112.6	Personnel Files			
AR 4212.6	Personnel Files			
AR 4312.6	Personnel Files			
BP 4112.9	Employee Notifications			
E(1) 4112.9	Employee Notifications			
BP 4212.9	Employee Notifications			
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BP 4312.9	Employee Notifications			
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AR 4200	Classified Personnel	**OPTION 1:** ☒ **OPTION 2:** ☐		M

CSBA UPDATE CHECKLIST – May 2026

District Name: **Gustine Unified School District**

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BP 5141.7	Sun Safety	**Delete BP ☒Yes ☐No**		
BP 5141.75	Weather Safety	**NEW BOARD POLICY**		M
BP 5142	Safety			M
AR 5142	Safety			
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E(1) 5145.6	Parent/Guardian Notifications			
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AR 5148	Child Care and Development	**Fill in Blanks** **Stacia Orr, District Nurse** **1500 Meredith Ave., Gustine, CA 95322** **209-600-2102 sorr@gustineusd.org**		CM
BP 5148.3	Preschool/Early Childhood Education			CM
AR 5148.3	Preschool/Early Childhood Education			CM
BP 7110	Facilities Master Plan			
BB 9200	Limits of Board Member Authority			

CSBA POLICY GUIDE SHEET

May 2026

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

Board Policy 1240 - Volunteer Assistance

Policy updated to align with law the list of characteristics for which harassment of a volunteer is prohibited. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which provides that a volunteer who is over 18 years of age who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee is a mandated reporter and subject to the requirements of The Child Abuse and Neglect Reporting Act, including, but not limited to, notification, training and reporting requirements.

Administrative Regulation 1240 - Volunteer Assistance

Regulation updated in conjunction with the accompanying Board policy.

Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures

Regulation updated to more closely align with the California Department of Education's federal program monitoring instrument.

Exhibit (1) 1312.4 - Williams Uniform Complaint Procedures

Exhibit updated to clarify that the notice provided by the exhibit applies to all grade levels, including transitional kindergarten.

Exhibit (2) 1312.4 - Williams Uniform Complaint Procedures

Exhibit updated to clarify that the form provided by the exhibit applies to all grade levels, including transitional kindergarten.

Board Policy 2110 - Superintendent Responsibilities and Duties

Policy updated to expand the Governing Board's philosophical statement. Additionally, policy updated to reflect **NEW LAW (SB 827, 2025)**, which requires the Superintendent to receive specified training in ethics once every two years, with a specific timeline for Superintendents who begin service with the district after January 1, 2026.

Administrative Regulation 3517 - Facilities Inspection

Regulation updated to more closely align with code language. Additionally, regulation updated to, in regard to all-gender restrooms for student use, differentiate between the signage requirements and the requirements for the restroom itself. In addition, regulation updated to reflect **NEW LAW (AB 927, 2025)** which requires the County Superintendent of Schools to prioritize reviewing, within the first four weeks of the school year where practicable, schools for which the County Superintendent has received information from a survey, a complaint filed pursuant to specified state law, or any other reliable source, that a facility of a school poses an emergency or urgent threat to the health or safety of students or staff or is not in good repair, as specified.

Exhibit (1) 3517 - Facilities Inspection

Exhibit updated in conjunction with the accompanying administrative regulation.

NEW - Exhibit (2) 3517 - Facilities Inspection

New exhibit provides a notice regarding all-gender restrooms, which is required to be posted in a prominent and conspicuous location outside of at least one all-gender restroom.

Board Policy 4100 - Certificated Personnel

Policy updated for consistency, as appropriate, with Board Policy/Administrative Regulation 4200 - Classified Personnel and Board Policy 4300 -Administrative and Supervisory Personnel, including material related to professional development; the "filling" of certificated positions; clearly defined and communicated duties, responsibilities, and expectations for each certificated position; and employee responsibilities and performance evaluations. Additionally, policy updated to delete language regarding the availability and administration of policies, rules, and regulations related to certificated personnel, as being unnecessary due to its very general nature.

Board Policy 4111/4211/4311 - Recruitment and Selection

Policy updated to clarify that (1) recruitment and selection processes and procedures be consistent with applicable law, Board policy, and collective bargaining agreements and be designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and in compliance with applicable antidiscrimination laws, (2) recruitment and selection processes and procedures include the recruitment of a diverse pool of qualified applicants, consistent with applicable law, (3) job announcements are disseminated in a manner reasonably designed to reach a broad pool of qualified candidates, and (4) hiring procedures be developed and maintained to identify qualified candidates who meet district needs. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, policy updated to reflect the prohibition from requiring an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district.

Administrative Regulation 4112 - Appointment and Conditions of Employment

Regulation updated to reference case law, where the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), and (2) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, regulation updated to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment.

Administrative Regulation 4112.5/4212.5/4312.5 - Criminal Record Check

Regulation updated to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of

those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC.

Exhibit (1) 4112.5/4212.5/4312.5 - Criminal Record Check

Exhibit updated to align with the Department of Justice's current Employee Statement Form, "Conditions for Release of Criminal Offender Record Information."

Administrative Regulation 4112.6/4212.6/4312.6 - Personnel Files

Regulation updated to delete unnecessary cross reference to administrative regulation 3515.3 - District Police/Security Department. Additionally, regulation updated to expand material to include former employees. In addition, regulation updated to reflect **NEW LAW (AB 495, 2025)** which prohibits district staff, to the extent practicable, from disclosing or providing most personnel records in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement, and **NEW LAW (SB 513, 2025)** which (1) clarifies that personnel records relating to an employee's or former employee's performance include education and training records and (2) requires districts that maintain education and training records to ensure that those records include specified information, unless covered by a valid collective bargaining agreement which expressly provides for specified terms. Regulation also updated to delete an exception which does not apply to districts, related to when personnel records are made available for inspection. Additionally, regulation updated to create new section "Egregious Misconduct" which reflects **NEW LAW (SB 848, 2025)** requiring districts, (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, regulation updated to more closely align with law.

Board Policy 4112.9/4212.9/4312.9 - Employee Notifications

Policy updated in conjunction with the accompanying exhibit, which is reviewed and updated annually.

Exhibit (1) 4112.9/4212.9/4312.9 - Employee Notifications

Exhibit updated to reflect **NEW LAW (SB 98, 2025)** which requires the comprehensive school safety plan to include procedures specifically designed to notify district staff when the school confirms the presence of immigration enforcement on the school site, **NEW LAW (SB 568, 2025)** which updates the term from "auto-injectable epinephrine" to "emergency epinephrine delivery systems", and **NEW LAW (SB 848, 2025)** which requires volunteers to be notified of specified information related to their status as mandated reporters.

Board Policy 4200 - Classified Personnel

Policy updated for consistency, as appropriate, with Board Policy 4100 - Certificated Personnel and Board Policy 4300 - Administrative and Supervisory Personnel, including material related to professional development; the "filling" of classified positions; clearly defined and communicated duties, responsibilities, and expectations for each classified position; and employee responsibilities and performance evaluations.

Administrative Regulation 4200 - Classified Personnel

Regulation updated in conjunction with the accompanying Board policy.

Administrative Regulation 4212 - Appointment and Conditions of Employment

Regulation updated to reference case law, where the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (2) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to the Commission on Teacher Credentialing. In addition, regulation update to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment.

Board Policy 4300 - Administrative and Supervisory Personnel

Policy updated for consistency, as appropriate, with Board Policy 4100 - Certificated Personnel and Board Policy/Administrative Regulation 4200 - Classified Personnel, including material related to professional development; the selection, recommendation, and Governing Board ratification of qualified candidates for administrative and supervisory positions; defined and communicated duties, responsibilities, and expectations for each administrative and supervisory position; and employee responsibilities and evaluations. Additionally, policy updated to delete language regarding the adoption of policies related to administrative and supervisory personnel, insofar as the policies are needed to comply with law and describe terms of employment, as being unnecessary due to its very general nature. In addition, policy updated to reflect case law which held that a classified employee can only obtain senior management status if that employee is designated a senior manager by the Board.

Administrative Regulation 4300 - Administrative and Supervisory Personnel

Regulation updated to delete material related to collective bargaining since management employees do not have collective bargaining rights pursuant to the Educational Employment Relations Act.

Board Policy 5131.4 - Student Disturbances

Policy updated to add to the Governing Board's philosophical statement the recognition that student disturbances interfere with a positive school environment and interrupt learning, and to delete material related to requesting assistance from law enforcement as that material is covered in the development of a school's disturbance management plan (formerly disturbance response plan). Additionally, policy updated to expand material related to a school's disturbance management plan, including who the Superintendent or designee may consult with when developing the plan, and creating a list of items that the plan may include. In addition, policy updated to provide that discipline for students who participate in a disturbance be in accordance with specified discipline related policies.

Administrative Regulation 5131.4 - Student Disturbances

Regulation updated to delete headings as unnecessary, reorganize and clarify the list of prohibited activities for which a student involved or attempting to be involved in may be subject to discipline, and include the requirement that a middle or high school student be permitted one excused absence per school year due to participation in a civic or political event.

Board Policy 5141.4 - Child Abuse Prevention and Reporting

Policy updated to reflect that the Superintendent or designee may collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which authorizes any instructional program on child abuse offered by the district to include, in addition to instruction on sexual abuse and human trafficking prevention, instruction on sexual assault,. In addition, policy updated to clarify that parent(s)/guardian(s) have the right to excuse their child from all or part of abuse, including sexual abuse, and human trafficking prevention education, and assessments related to that education, in accordance with law and Board policy. Policy also updated to reflect the requirement that districts that issue student identification cards for students in grades 7-12 have printed on them (1) the 988 Suicide and Crisis Lifeline, (2) the National Domestic Violence Hotline, and (3) as required by **NEW LAW (AB 727, 2025)** The Trevor Project's LGBTQ+ suicide hotline, and may have printed on them a quick response (QR) code that links to the county's mental health resources website.

Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting

Regulation updated to reflect **NEW LAW (SB 848, 2025)** which (1) adds to the definition of "mandated reporter" a Governing Board member, or volunteer who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee, (2) requires volunteers to be provided mandated reporter training within six weeks of commencing volunteer services, and (3) adds specified training and notice requirements.

DELETE - **Board Policy 5141.7 - Sun Safety**

Policy deleted as unnecessary, with content being moved to new Board Policy 5141.75 - Weather Safety.

NEW - **Board Policy 5141.75 - Weather Safety**

New policy addresses safety related to various forms of inclement weather, and reflects requirement for districts to, by July 1, 2026, develop, adopt, and implement weather protocols for extreme weather conditions. Additionally, policy reflects CDE's "Senate Bill 1248: Extreme Weather Guidelines," and incorporates content from former Board Policy 5141.7 - Sun Safety.

Board Policy 5142 - Safety

Policy updated to add to the Governing Board's philosophical statement that the Board recognizes the importance of student engagement and safe use of technology to a safe school environment. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which mandates districts to, by July 1, 2026, adopt written (1) policies that promote safe environments for student learning and engagement, with specified components related to professional boundaries, and (2) policies, plans, or specifications regarding school facilities that address classroom and nonclassroom environments to promote safe environments for learning and engagement that are easily supervised.

Administrative Regulation 5142 - Safety

Regulation updated to reflect **NEW LAW (AB 727, 2025)** which requires districts that issue student identification cards for students in grades 7-12 to have printed on them, in addition to other required safety and mental health resources, the Trevor Project's LGBTQ+ suicide hotline. Additionally, regulation updated to clarify that the Superintendent or designee may permit students to avoid overexposure to sun and extreme weather conditions in accordance with Board Policy 5141.75 - Weather Safety and Board Policy/Administrative Regulation 6142.7- Physical Education and Activity. In addition, regulation updated to add material related to a "personal transportation device," which includes, in addition to standard bicycles, scooters, skateboards, and roller skates, electric bicycles (e-bikes) and electric scooters (e-scooters), and requires that (1) students follow all laws and regulations regarding proper usage, speed limits, age, licensing, and equipment requirements, (2) personal transportation devices that do not meet legal standards for use on public roads or paths not be permitted on school campuses, (3) riding a personal transportation device is not permitted on school campus during the school day, and (4) while on campus, a personal transportation device should be walked to designated parking areas and secured.

Board Policy 5145.6 - Parent/Guardian Notifications

Policy updated in conjunction with the accompanying exhibit, which is reviewed and updated annually.

Exhibit (1) 5145.6 - Parent/Guardian Notifications

Exhibit updated to reflect (1) **NEW LAW (AB 495, 2025)** which requires the Governing Board to notify parents/guardians of, and post specified information in administrative buildings, related to response to immigration enforcement, (2) **NEW LAW (SB 715, 2025)** which has specified notification requirements related to discrimination, (3) the requirement to notify parents/guardians prior to administering any psychological test involving their child and the ability to opt-out, (4) the requirement to notify parents/guardians when a child is absent from school without permission, (5) **NEW LAW (SB 98, 2025)** which requires parents/guardians to be notified when that school confirms the presence of immigration enforcement on a school site, and (6) **NEW COURT DECISION (Mahmoud v. Taylor)** regarding the right to opt out of instructional content that substantially interferes with religious development.

Board Policy 5148 - Child Care and Development

Policy updated to reflect **NEW LAW (SB 568, 2025)** which requires the Superintendent or designee to make epinephrine delivery systems available at each child care program operated by or under contract with the district for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Additionally, policy updated to add section "Response to Immigration Enforcement" to reflect requirements of **NEW LAW (AB 495, 2025)** which requires districts that operate a child care and development program to (1) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (3) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Administrative Regulation 5148 - Child Care and Development

Regulation updated to reflect **NEW LAW (AB 753, 2025)** which permits the district to employ assistant teacher permitholders to assist in the care, development, and instruction of children, so long as the number of assistant teacher permitholders employed by the district at one site does not exceed 50 percent of the number of classrooms at that site, and the district does not assign more than one assistant teacher to each classroom. Additionally, regulation updated to specify that in addition to any other required training, at least one director or teacher at each child care and development center have at least 15 hours of health and safety training, including training in a pediatric first aid or pediatric cardiopulmonary resuscitation (CPR) course that includes instruction in the prevention and treatment of anaphylaxis, including the emergency use of epinephrine auto-injectors. In addition, regulation updated to reflect **NEW LAW (SB 120, 2025)** which specifies that if a family already receiving services adds an additional child to the family size and the family requests services for that child during the current eligibility period, the family's eligibility period be extended, as necessary, to ensure that the additional child receives at least 12 months of eligibility for services before a redetermination of eligibility. Regulation also updated to reflect **NEW LAW (SB 792, 2025)** which specifies that (1) a family receiving services pursuant to specified law may be exempt from family fees for up to 24 months, rather than the previous 12 months, (2) absences due to medical or educational appointments are considered excused, and (3) for purposes of reimbursement, the district may claim attendance for days that the district is required to hold a space for a child during the period that a family is assumed to have abandoned care or is engaging in the appeal process based on disenrollment for abandoning care. Additionally, regulation updated to reflect **NEW LAW (AB 495, 2025)** which requires districts that operate a child care and development program to (1) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (3) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to delete language related to concurrent enrollment of an early enrollment transitional kindergarten student in the district's California State Preschool Program (CSPP), as that language is no longer operative. Additionally, policy updated to add section "Response to Immigration Enforcement" to reflect **NEW LAW (AB 495, 2025)** which requires districts that offer a CSPP to (1) update their policies, by July 1, 2026, with language regarding responding to requests by immigration officials that is equivalent to the model policy language developed by the California Attorney General in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies, (3) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (4) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to delete definition and other material related to an "early enrollment child" to correspond with the deletion of such content in the accompanying Board policy.

Board Policy 7110 - Facilities Master Plan

Policy updated to clarify in the Governing Board's philosophical statement that long-range planning is important for carrying out the district's vision, mission, and goals. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which requires the Board to, by July 1, 2026, adopt written policies, plans or specifications for the design and construction of facilities, including furnishing of such facilities, that promote safe environments for learning and engagement.

Board Bylaw 9200 - Limits of Board Member Authority

Bylaw updated to clarify the Governing Board's expectations that individual Board members conduct themselves specifically in accordance with Board Bylaw 9000 - Role of the Board and Board Bylaw 9005 - Governance Standards. Additionally, bylaw updated to include that (1) individual Board members do not have the authority to direct staff or represent the Board or the district, (2) individual Board members do not have the authority to investigate, resolve, or otherwise actively engage with community members with respect to complaints, personnel or student matters, or legal issues, (3) any Board member who receives a communication regarding such a topic shall forward the communication to or otherwise inform the Superintendent or Board president, and (4) individual Board members are permitted to engage with community members, including responding to general inquiries or expressions of opinion so long as such engagement is consistent with Board policies and bylaws such as Board Bylaw 9010 - Public Statements and Board Bylaw 9012 - Board Member Electronic Communications. In addition, bylaw updated to provide additional limitations, procedures, and expectations related to instances when an individual Board member observes and/or volunteers in a school or classroom, including in the school or classroom in which the Board member's child is enrolled.

Policy 1240: Volunteer Assistance

Status: ADOPTED

Original Adopted Date: 03/01/2010 **| Last Revised Date:** ~~12~~05/01/~~2014~~2026 **| Last Reviewed Date:** ~~12~~05/01/~~2014~~2026

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, ~~and~~ contribute to school safety, and support the district in providing for the well-being of district students, while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. ~~He/she may also~~ Additionally, the Superintendent or designee may recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

CSBA NOTE: Government Code 12940~~, as amended by AB 1443 (Ch. 302, Statutes of 2014),~~ prohibits harassment of a volunteer on the basis of the characteristics listed below. ~~Also~~For more information regarding the prohibition of discrimination in district programs and activities, see BP 0410 - Nondiscrimination in District Programs and Activities. For more information specific to the protection against discrimination as related to employees, unpaid interns, job applicants, and volunteers, see BP 4030 - Nondiscrimination in Employment and BP 4119.11/4219.11/4319.11 - Sexual Harassment.

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, reproductive health decisionmaking, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military ~~and veteran~~ status. (Government Code 12940)

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities.

CSBA NOTE: Pursuant to Penal Code 11165.7, as amended by SB 848 (Ch. 460, Statutes of 2025), a volunteer who is over 18 years of age who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee is a mandated reporter and subject to the requirements of The Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3). These obligations include the requirement to make a report, as specified, whenever the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. For more information regarding mandatory training requirements, see AR 5141.4 -Child Abuse Prevention and Reporting.

Additionally, volunteers who are over 18 years of age and who interact with students outside of the immediate supervision and control of the student's parent/guardian or a school employee shall, as

mandated reporters, receive the notification and training required of mandated reporters as specified in Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting.

A volunteer who is a mandated reporter shall make a report, as specified in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting, whenever such volunteer has knowledge of or observes a child whom the volunteer knows or reasonably suspects has been the victim of child abuse or neglect.

Volunteers shall act in accordance with law, district policies and administrative regulations, including Board Policy and Administrative Regulation 4119.24/4219.24/4319.24 – Maintaining Appropriate Adult-Student Interactions, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer work shall be limited to those projects that do not replace the normal duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school and comply with ~~employee negotiated~~collective bargaining agreements.

CSBA NOTE: Education Code 45347 and 45349 require certain volunteers, depending on the types of duties they will be performing, to meet qualifications pertaining to basic skills proficiency, tuberculosis testing, and/or criminal background checks~~;~~. For more information regarding such qualifications, see the accompanying administrative regulation. Additionally, Health and Safety Code 1596.7995~~, as added by SB 792 (Ch. 807, Statutes of 2015),~~ requires volunteers who provide care and supervision to children at a child care and development center or preschool to be immunized against influenza, pertussis, and measles, and to subsequently receive an influenza vaccination between August 1 and December 1 of each year~~;~~. For more information regarding child care and development programs and early childhood education see AR 5148 - Child Care and Development and AR 5148.3 - Preschool/Early Childhood Education.

See AR 5148.2 - Before/After School Programs for information about health screening and fingerprint clearance requirements for volunteers in the After School Education and Safety program and 21st Century Community Learning Center program pursuant to Education Code 8483.4 and 35021.3.

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

~~Volunteers shall act in accordance with district policies, regulations, and school rules.~~

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Workers' Compensation Insurance

CSBA NOTE: The following optional section is for use by districts that choose to extend workers' compensation insurance to volunteers as authorized, but not required, pursuant to Labor Code 3352 and 3364.5. Labor Code 3364.5 requires that the Governing Board adopt a resolution to provide such insurance to volunteers.

The Board desires to provide a safe environment for volunteers and minimize the district's exposure to liability.

Upon the adoption of a resolution by the Board, volunteers shall be entitled to workers' compensation benefits for any injury sustained while engaged in the performance of service for the district. (Labor Code 3364.5)

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

State	Description
22 CCR 101170	Criminal record clearance
22 CCR 101216	Health screening; volunteers in child care centers
Ed. Code 35021	Volunteer aides
Ed. Code 35021.1	Automated records check
Ed. Code 35021.3	Registry of volunteers for before/after school programs
Ed. Code 44010	Sex offense; definition
Ed. Code 44814-44815	Supervision of students during lunch and other nutrition periods
Ed. Code 45125	Fingerprinting requirements
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45340-45349	Instructional aides
Ed. Code 45360-45367	Teacher aides
Ed. Code 48981	~~Parental~~Parent/guardian notifications
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49406	TB risk assessment
Ed. Code 8482-8484.6	After School Education and Safety ~~Program~~program
Ed. Code 8484.7-8484.9	21st Century Community Learning Center program
Gov. Code 12940	Unlawful discriminatory employment practices

Gov. Code 3543.5	Prohibited interference with employees' rights
H&S Code 1596.7995	Immunization requirements for volunteers in child care and development center or preschool
H&S Code 1596.871	Fingerprints of individuals in contact with child day care facility clients
Lab. Code 1720.4	Public works; exclusion of volunteers from prevailing wage law
Lab. Code 3352	Workers' compensation; definitions
Lab. Code 3364.5	Authority to provide workers' compensation insurance for volunteers
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 290	Registration of sex offenders
Pen. Code 290.4	Information regarding sex offenders
Pen. Code 290.95	Disclosure by person required to register as sex offender
Pen. Code 626.81	Sex offender; permission to volunteer at school

Management Resources	**Description**
PERB Decision	Whisman Elementary School District (1991) PERB Decision No. 868
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Justice, Megan's Law
Website	California Department of Education, Parents/Family and Community
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California State Parent Teacher Association

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0500	Accountability
1000	Concepts And Roles
1100	Communication With The Public
1150	Commendations And Awards
1250	Visitors/Outsiders

1250	Visitors/Outsiders
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3541.1	Transportation For School-Related Trips
3541.1-E(1)	Transportation For School-Related Trips
3541.1-E(2)	Transportation For School-Related Trips
3543	Transportation Safety And Emergencies
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4119.~~21~~11	~~Professional Standards~~Sexual Harassment
~~4119.21-E(1)~~	~~Professional Standards~~
4119.24	Maintaining Appropriate Adult-Student Interactions
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development
4141	Collective Bargaining Agreement

4157.1	Work-Related Injuries
4212	Appointment And Conditions Of Employment
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4217.3	Layoff/Rehire
4219.~~21~~11	~~Professional Standards~~Sexual Harassment
~~4219.21-E(1)~~	~~Professional Standards~~
4219.24	Maintaining Appropriate Adult-Student Interactions
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4241	Collective Bargaining Agreement
4257.1	Work-Related Injuries
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4319.~~21~~11	~~Professional Standards~~Sexual Harassment
~~4319.21-E(1)~~	~~Professional Standards~~
4319.24	Maintaining Appropriate Adult-Student Interactions
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4331	Staff Development
4357.1	Work-Related Injuries
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention

5141.52	Suicide Prevention
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6020	Parent Involvement
6020	Parent Involvement
6116	Classroom Interruptions
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6163.1	Library Media Centers
6171	Title I Programs
6171	Title I Programs
6184	Continuation Education
6184	Continuation Education
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services

Regulation 1240: Volunteer Assistance

Status: ADOPTED

Original Adopted Date: 03/01/2010 **| Last Revised Date:** ~~12~~05/01/~~2014~~2026 **| Last Reviewed Date:** ~~12~~05/01/~~2014~~2026

Duties of Volunteers

The Superintendent or designee may assign volunteers to:

1. Assist certificated personnel in the performance of their duties, including in the supervision of students and in the performance of instructional tasks which, in the judgment of the certificated personnel to which the volunteer is assigned, may be performed by a person not licensed as a classroom teacher (Education Code 35021, 45343, 45344, 45349)

2. Serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities (Education Code 35021)

3. Supervise students during lunch, breakfast, or other nutritional periods (Education Code 35021, 44814, 44815)

4. Work on short-term facilities projects pursuant to ~~the section below entitled~~ "Volunteer Facilities Projects~~"~~," below

5. Perform other duties in support of district or school operations as approved by the Superintendent or designee

Volunteers shall not be authorized to assign grades to students, and shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021, 45344)

Basic Skills Proficiency Requirement

Volunteers who supervise or provide instruction to students pursuant to Education Code 45349 shall submit evidence of basic skills proficiency to the Superintendent or designee. (Education Code 45344.5, 45349)

Criminal Background Check

CSBA NOTE: Pursuant to Education Code 49024 ~~requires that~~, prior to beginning volunteer duties working with students in a student activity program, as defined below, a volunteer ~~must~~is required to either (1) clear a Department of Justice and Federal Bureau of Investigation criminal background check, or (2) obtain an Activity Supervisor Clearance Certificate from the Commission on Teacher

Credentialing. The following paragraph gives individual volunteers discretion to choose which method to use to meet the requirement, and should be modified by districts that choose to require that a particular method be used by all volunteers in student activity programs.

Education Code 45125.01 authorizes multiple districts within a county or within contiguous counties to enter into an agreement to share criminal record information of noncertificated employees and volunteers working in a student activity program. For more information regarding the employment of a person who has been convicted of specified felonies and offenses, see AR 4112.5/4212.5/4312.5 - Criminal Record Check.

Prior to assuming a volunteer position working with students in a district-sponsored student activity program, a volunteer shall obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. At ~~his/her~~the volunteer's discretion, the volunteer may choose to meet this requirement by obtaining an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing. Student activity programs include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. (Education Code 49024)

The Superintendent or designee shall determine which volunteer positions in the district are subject to the above requirement.

The criminal background check requirement shall not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to volunteer nonteaching aides under the immediate supervision and direction of certificated personnel pursuant to Education Code 35021, including parents/guardians volunteering in a classroom or on a field trip or community members providing noninstructional services. (Education Code 49024)

~~CSBA NOTE: Education Code 45125.01 authorizes multiple districts within a county or within contiguous counties to enter into an agreement to share criminal record information of noncertificated employees and volunteers working in a student activity program; see AR 4112.5/4212.5/4312.5 - Criminal Record Check.~~

Registered Sex Offenders

CSBA NOTE: To determine whether a potential volunteer is a registered sex offender, the district may check the Department of Justice's Megan's Law ~~web site~~website, request a background check from law enforcement pursuant to Education Code 35021.1, and/or require volunteers to certify as to their status. The following paragraph should be modified to reflect district practice.

The Superintendent or designee may require all volunteers to disclose whether they are a registered sex offender and/or to provide the district with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law ~~web site~~website.

CSBA NOTE: Penal Code 626.81~~, as amended by SB 326 (Ch. 279, Statutes of 2013),~~ requires principals to notify parents/guardians of students at the school whenever a registered sex offender is granted permission to volunteer at the school, as provided below. For more information regarding sex offender notifications, see BP/AR 3515.5 – Sex Offender Notification.

The principal may grant a registered sex offender, who is not the parent/guardian of a student at the school, permission to come into a school building or upon school grounds to volunteer at the

school. At least 14 days prior to the first date for which permission has been granted, the principal or designee shall notify the parent/guardian of each student at the school, using one of the methods specified in Education Code 48981, that a person who is required to register as a sex offender pursuant to Penal Code 290 has been granted permission to come into a school building or upon school grounds, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. (Penal Code 626.81)

However, no person who is required to register as a sex offender pursuant to Penal Code 290 shall be assigned as a volunteer to assist certificated personnel in the performance of their duties; supervise students during lunch, breakfast, or other nutritional period; or serve as a nonteaching aide to perform noninstructional tasks. ~~In addition~~Additionally, a person who is required to register as a sex offender because of a conviction for a crime ~~where~~when the victim was a minor under 16 years of age ~~16~~ shall not serve as a volunteer in any capacity in which ~~he/she~~the volunteer would be working directly and in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

Tuberculosis Assessment/Examination

CSBA NOTE: ~~As amended by AB 1667 (Ch. 329, Statutes of 2014),~~ Education Code 49406 requires school volunteers, with certain authorized exceptions, to submit to a tuberculosis risk assessment as developed by the California Department of Public Health. If risk factors are identified, then the volunteer is required to submit to an intradermal (skin) tuberculin test or other tuberculin test recommended by the Centers for Disease Control and Prevention.

Upon initial volunteer assignment, a volunteer shall have on file with the school a certificate showing that ~~he/she~~the volunteer has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. (Education Code 49406)

CSBA NOTE: The following paragraph is optional pursuant to Education Code 49406.

The Superintendent or designee may exempt from the tuberculosis risk assessment and/or examination those volunteers whose functions do not require frequent or prolonged contact with students. (Education Code 49406)

~~CSBA NOTE: See AR 5148.2 - Before/After School Programs for information about health screening and fingerprint clearance requirements for volunteers in the After School Education and Safety program and 21st Century Community Learning Center program pursuant to Education Code 8483.4 and 35021.3.~~

Volunteer Facilities Projects

CSBA NOTE: The following optional section should be revised to reflect district practice. Pursuant to Labor Code 1720.4, volunteers are exempt from laws requiring workers employed in public works projects (e.g., construction and repair work) to be paid at least the general prevailing rate of per diem wages.

All volunteer facilities projects shall have approximate start and completion dates and shall be approved by the principal in advance. ~~Projects also~~Additionally, projects shall be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions, or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling, or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet, playground equipment, benches, sprinkler systems, marquees or signs
7. Paving
8. Tree planting, pruning, or removal

The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise required for the project. ~~He/she shall also~~Additionally, the Superintendent or designee shall ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary.

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Policy Reference Disclaimer:
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State	Description
22 CCR 101170	Criminal record clearance
22 CCR 101216	Health screening; volunteers in child care centers
Ed. Code 35021	Volunteer aides
Ed. Code 35021.1	Automated records check
Ed. Code 35021.3	Registry of volunteers for before/after school programs
Ed. Code 44010	Sex offense; definition

Ed. Code 44814-44815	Supervision of students during lunch and other nutrition periods
Ed. Code 45125	Fingerprinting requirements
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45340-45349	Instructional aides
Ed. Code 45360-45367	Teacher aides
Ed. Code 48981	~~Parental~~Parent/guardian notifications
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49406	TB risk assessment
Ed. Code 8482-8484.6	After School Education and Safety ~~Program~~program
Ed. Code 8484.7-8484.9	21st Century Community Learning Center program
Gov. Code 12940	Unlawful discriminatory employment practices
Gov. Code 3543.5	Prohibited interference with employees' rights
H&S Code 1596.7995	Immunization requirements for volunteers in child care and development center or preschool
H&S Code 1596.871	Fingerprints of individuals in contact with child day care facility clients
Lab. Code 1720.4	Public works; exclusion of volunteers from prevailing wage law
Lab. Code 3352	Workers' compensation; definitions
Lab. Code 3364.5	Authority to provide workers' compensation insurance for volunteers
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 290	Registration of sex offenders
Pen. Code 290.4	Information regarding sex offenders
Pen. Code 290.95	Disclosure by person required to register as sex offender
Pen. Code 626.81	Sex offender; permission to volunteer at school
Management Resources	**Description**
PERB Decision	Whisman Elementary School District (1991) PERB Decision No. 868
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Justice, Megan's Law
Website	California Department of Education, Parents/Family and Community

Website	Commission on Teacher Credentialing
Website	CSBA
Website	California State Parent Teacher Association

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0500	Accountability
1000	Concepts And Roles
1100	Communication With The Public
1150	Commendations And Awards
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3541.1	Transportation For School-Related Trips
3541.1-E(1)	Transportation For School-Related Trips
3541.1-E(2)	Transportation For School-Related Trips
3543	Transportation Safety And Emergencies

4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4119.~~21~~11	~~Professional Standards~~Sexual Harassment
~~4119.21-E(1)~~	~~Professional Standards~~
4119.24	Maintaining Appropriate Adult-Student Interactions
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development
4141	Collective Bargaining Agreement
4157.1	Work-Related Injuries
4212	Appointment And Conditions Of Employment
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4217.3	Layoff/Rehire
4219.~~21~~11	~~Professional Standards~~Sexual Harassment
~~4219.21-E(1)~~	~~Professional Standards~~
4219.24	Maintaining Appropriate Adult-Student Interactions
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4241	Collective Bargaining Agreement
4257.1	Work-Related Injuries
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check

4319.~~21~~11	~~Professional Standards~~Sexual Harassment
~~4319.21-E(1)~~	~~Professional Standards~~
4319.24	Maintaining Appropriate Adult-Student Interactions
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4331	Staff Development
4357.1	Work-Related Injuries
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6020	Parent Involvement
6020	Parent Involvement
6116	Classroom Interruptions
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity

6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6163.1	Library Media Centers
6171	Title I Programs
6171	Title I Programs
6184	Continuation Education
6184	Continuation Education
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
9200	Limits Of Board Member Authority

Regulation 1312.4: Williams Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/01/2010 **| Last Revised Date:** ~~09~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2024~~2026

CSBA NOTE: Education Code 35186 **mandates** that districts establish policies and procedures to address complaints regarding insufficiency of textbooks and instructional materials, teacher vacancy or misassignment, and emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff. When such a complaint is filed with the district, the district is required to investigate and resolve the complaint in accordance with the Williams uniform complaint procedures established pursuant to 5 CCR 4680-4687.

It is recommended that districts use these procedures only for complaints specified in law and this administrative regulation. ~~See BP/AR 1312.3 - Uniform Complaint Procedures for a discussion of~~For more information regarding the types of complaints subject to the uniform complaint procedures established pursuant to 5 CCR 4600-4670, and for license-exempt preschool programs pursuant to 5 CCR 4690-4694~~.~~, see BP/AR 1312.3 - Uniform Complaint Procedures. For procedures related to complaints ~~about~~which involve employees, see BP/AR 1312.1 - Complaints Concerning District Employees. For complaints concerning the district's adoption and selection of specific instructional materials, see BP/AR 1312.2 - Complaints Concerning Instructional Materials. For complaints regarding the district's nutrition program, see BP 3555 - Nutrition Program Compliance.

Types of Complaints

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

CSBA NOTE: Pursuant to Education Code 242, ~~as added by AB 1078 (Ch. 229, Statutes of 2023), requires~~ the California Department of Education (CDE) ~~to develop, by July 1, 2025,~~has developed guidance and public educational materials ~~to ensure that all Californians can access information~~ about ~~educational~~ laws and policies that safeguard the right to an accurate and inclusive curriculum, which are available on CDE's website.

Pursuant to Education Code 60119, ~~boards are~~the Governing Board is required to hold a public hearing annually regarding the sufficiency of instructional materials. If, at the public hearing, the ~~Governing~~ Board makes a determination of "insufficient materials~~",~~," Education Code 1240~~, as amended by AB 1078, requires~~ and 60119 require the Board to take certain actions and ~~specifies~~specify potential consequences for not remedying the deficiency as required by law~~;~~. For more information related to the sufficiency of instructional materials and the annual public hearing, see BP 6161.1 - Selection and Evaluation of Instructional Materials. For more information regarding the Board's responsibilities regarding the sufficiency of instructional materials, see CSBA's Governance Brief, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," and Fact Sheet, "Instructional Materials Adoptions: Local governing board responsibilities."

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)

   a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class

   b. A student does not have access to textbooks or instructional materials to use at home or after school

      This does not require two sets of textbooks or instructional materials for each student.

   c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage

   d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials

2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)

   a. A semester begins and a teacher vacancy exists

   CSBA NOTE: Education Code 35186~~, as amended by SB 114 (Ch. 48, Statutes of 2023),~~ requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class. 5 CCR 4682 has not yet been amended to align with Education Code 35186 in this regard.

   b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class

   c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency

   CSBA NOTE: Education Code 44258.9, as amended by AB 121 (Ch. 8, Statutes of 2025), does not alter the definition of "vacancy" for purposes of Education Code 35186.

   Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an

entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the time period from the first day students attend classes for a year-long course or semester-long course, though not later than 20 business days afterwards. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)

   a. A condition poses an emergency or urgent threat to the health or safety of students or staff

      Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

   b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5

      Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

      ~~CSBA NOTE: Pursuant to Education Code 35292.5, as amended by SB 760 (Ch. 227, Statutes of 2023), districts may temporarily close a restroom for a documented student safety concern, an immediate threat to student safety, or to repair the facility.~~

      Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for a documented student safety concern, an immediate threat to student safety, or to repair the facility. (Education Code 35292.5)

CSBA NOTE: The following optional paragraph is for use by districts that maintain any of grades 3-12, and may be revised to reflect the grade levels served by the district.

~~Pursuant to~~ Education Code 35292.6~~, as amended by AB 230 (Ch. 421, Statutes~~ requires schools that serve students in any of ~~2023),~~ ~~the requirement~~grades 3-12 to stock the school's restrooms with menstrual products, for use in connection with the menstrual cycle, free of charge ~~has been expanded to include schools that serve students in any of grades 3-12. See~~. For more information regarding this requirement, see AR 3517 - Facilities Inspection.

Although Education Code 35292.6 does not require a complaint process, it is recommended that the Williams uniform complaint procedures be used to address any allegation of noncompliance with Education Code 35292.6 in order to ensure consistency in the procedures that districts use to address allegations of noncompliance with all restroom maintenance requirements. However, pursuant to 5 CCR 4610, CDE will not accept an appeal of any such complaint .

In any school serving students any of grades 3-12, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to, at all times, stock and make available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom. (Education Code 35292.6)

CSBA NOTE: Beginning July 1, 2026, Education Code 35292.5~~, as amended by SB 760,~~ requires each school to provide and maintain at least one all-gender restroom for student use, as described below. The district is required to ensure that an employee is designated as a point of contact to implement these requirements for each school, and that a notice regarding the requirements be posted in a prominent and conspicuous location outside the all-gender restroom, including contact information for the designated point of contact. CDE is required to post on its website guidance for implementation of the requirements specified in Education Code 35292.5, including examples of signage and best practices.

As with Education Code 35292.6 described above, Education Code 35292.5~~, as amended by SB 760,~~ does not require a complaint process. However, it is recommended that the Williams uniform complaint procedures be used to address allegations of noncompliance with Education Code 35292.5 in order to ensure consistency in the procedures districts use to address allegations of noncompliance with all restroom maintenance requirements. Like complaints alleging noncompliance with Education Code 35292.6, CDE will not accept an appeal of a complaint alleging noncompliance with Education Code 35292.5.

Additionally, starting July 1, 2026, in any school that has more than one female and more than one male restroom designated exclusively for student use, a complaint may be filed alleging noncompliance with the requirements specified in Education Code 35292.5 to maintain at least one all-gender restroom for student use. (Education Code 35292.5)

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

CSBA NOTE: Education Code 35186 requires that the district's complaint form contain the elements stated in the following paragraph. ~~In addition~~Additionally, Education Code 35186 requires that a notice be posted in each classroom in each school in the district, as specified below. See the accompanying exhibits for a sample complaint form and classroom notice.

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall post in each classroom in each school a notice containing the components specified in Education Code 35186. (Education Code 35186)

Filing of Complaint

CSBA NOTE: Education Code 35186 requires that complaints be investigated and resolved within the timelines specified below. During the Federal Program Monitoring (FPM) process, CDE staff will expect to see statements regarding the filing of the complaint, the investigation, timelines, and the complainant's right to appeal to the Board and to appeal facilities complaints to ~~CDE,~~the Superintendent of Public Instruction (SPI), as detailed in the following section and ~~the section~~in "Investigation and Response~~,~~"," below.

A complaint alleging any condition(s) specified in ~~the section~~ "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. A complaint about problems beyond the authority of the principal shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 35186; 5 CCR 4680)

CSBA NOTE: Pursuant to Education Code 35186, ~~as amended by AB 1078,~~ complaints related to instructional materials alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Board, or the Board's failure to remedy the deficiency, may be filed with the ~~Superintendent of Public Instruction (SPI)~~SPI directly in addition to or in lieu of being filed with the district, and the SPI may directly intervene without waiting for an investigation, as described below.

Pursuant to Education Code 60150, ~~as added by AB 1078,~~ if the SPI finds that a district has not provided sufficient textbooks or instructional materials as required, CDE is required to take all remedial actions as specified in Education Code 1240, including purchasing textbooks and instructional materials. Additionally, the SPI is required to assess a financial penalty against the district's local control funding formula allocation, the calculation of which is specified in Education Code 60151, as amended by AB 121.

A complaint alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction (SPI) directly in addition to or in lieu of being filed with the district. Any such complaint shall identify the basis and provide evidence to support its filing directly with the SPI. (Education Code 35186)

If the Superintendent or designee becomes aware that a complaint alleging insufficient textbooks or instructional materials has been filed directly with the SPI but not with the district, the Superintendent or designee may initiate an investigation in accordance with this administrative regulation, as described below, if there is sufficient evidence to do so.

Investigation and Response

The principal or ~~a~~Superintendent's designee ~~of the Superintendent~~ shall make all reasonable efforts to investigate any problem within the principal's or designee's authority. (Education Code 35186; 5 CCR 4685)

The principal or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal or Superintendent's designee shall send written resolution of the complaint to the mailing address of the complainant as indicated on the complaint within 45 working days of the initial filing of the complaint. If the principal makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

CSBA NOTE: Education Code 48985 specifies that, when 15 percent or more of the students enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such students be written in English and in the primary language. Education Code 35186 requires that, when Education Code 48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed.

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the ~~Governing~~ Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in Item #3a in ~~the section~~ "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the SPI within 15 calendar days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4610, 4687)

However, no other type of complaint regarding the condition of school facilities as described in ~~the section~~ "Types of Complaints" above may be appealed to the SPI. (Education Code 35186; 5 CCR 4610, 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

Reports

CSBA NOTE: During the FPM process, CDE staff will expect to see the following statement.

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools, summarized data on the

nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 35186; 5 CCR 4686)

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State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4600-4687	Uniform complaint procedures and Williams complaints
5 CCR 4690-4694	Health and safety complaints in license-exempt preschool programs
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17592.72	School Facility Emergency Repair Account; urgent or emergency repairs
Ed. Code 200-~~262.4~~4280	Prohibition of discrimination (https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=1.&...)
~~Ed. Code 234.1~~	~~Student protections relating to discrimination, harassment, intimidation, and bullying~~
Ed. Code 33126	School accountability report card
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 35292.5-35292.6	Restrooms; maintenance and cleanliness
Ed. Code 44258.9	Monitoring of educator assignments
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 48985	Notices to parents/~~guardians~~guardian in language other than English
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60119	Hearing on sufficiency of instructional materials

Ed. Code 60150-60152	Penalty for insufficiency of textbooks and instructional materials

Federal	**Description**
20 USC 6314	Title I schoolwide program

Management Resources	**Description**
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, January 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, Governance Brief, February 2024
CSBA Publication	Instructional Materials Adoptions: Local governing board responsibilities, Fact Sheet, February 2024
Website	California County Superintendents Educational Services Association (http://www.ccsesa.org/)
Website	CSBA District and County Office of Education Legal Services
Website	State Allocation Board, Office of Public School Construction
Website	Department of Justice
Website	U.S. Department of Education, Office for Civil Rights
Website	CSBA
Website	California Department of Education

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3514	Environmental Safety
3514	Environmental Safety
3514.2	Integrated Pest Management
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
4112.2	Certification
4112.2	Certification
4112.22	Staff Teaching English Learners
4113	Assignment
4113	Assignment
4144	Complaints
4144	Complaints
4244	Complaints
4244	Complaints
4344	Complaints
4344	Complaints
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.92	Mathematics Instruction
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials

6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
9000	Role Of The Board
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9322	Agenda/Meeting Materials

Exhibit 1312.4-E(1): Williams Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/01/2007 **| Last Revised Date:** ~~09~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2024~~2026

CSBA NOTE: Education Code 35186 requires that the following notice be posted in each ~~K-12~~ classroom in each school in the district. During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that a notice is placed in each classroom in each school and that the notice contains all the information described below.

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:
~~K-12~~ COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials

   That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.

~~CSBA NOTE: Pursuant to Education Code 35292.5, as amended by SB 760 (Ch. 227, Statutes of 2023), districts may temporarily close a restroom for (1) a documented student safety concern, (2) an immediate threat to student safety, or (3) to repair the facility.~~

2. School facilities must be clean, safe, and maintained in good repair

   This includes the identification and resolution of emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff.

CSBA NOTE: Education Code 35186~~, as amended by SB 114 (Ch. 48, Statutes of 2023),~~ requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class. 5 CCR 4682 has not yet been amended to align with Education Code 35186 in this regard.

3. There should be no teacher vacancies or misassignments

   There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

   Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

CSBA NOTE: Education Code 35186 requires that the notice inform parents/guardians of the location to obtain a complaint form and provides that posting a notice downloadable from CDE's website will satisfy this requirement. The law does not require that the complaint form be placed in any specific location. The following paragraph lists locations where complaint forms may be available and should be modified to reflect district practice, including adding the school and district website addresses.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district website. ~~You~~Additionally, you may ~~also~~ download a copy of the California Department of Education (CDE) complaint form from CDE's~~,~~ website, when available. However, a complaint need not be filed using either the district's complaint form or the complaint form from CDE.

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State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4600-4687	Uniform complaint procedures and Williams complaints
5 CCR 4690-4694	Health and safety complaints in license-exempt preschool programs
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17592.72	School Facility Emergency Repair Account; urgent or emergency repairs
Ed. Code 200-~~262.4~~4280	Prohibition of discrimination (https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=1.&...)
~~Ed. Code 234.1~~	~~Student protections relating to discrimination, harassment, intimidation, and bullying~~
Ed. Code 33126	School accountability report card
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 35292.5-35292.6	Restrooms; maintenance and cleanliness
Ed. Code 44258.9	Monitoring of educator assignments

Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 48985	Notices to parents/~~guardians~~guardian in language other than English
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60119	Hearing on sufficiency of instructional materials
Ed. Code 60150-60152	Penalty for insufficiency of textbooks and instructional materials

Federal	**Description**
20 USC 6314	Title I schoolwide program

Management Resources	**Description**
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, January 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, Governance Brief, February 2024
CSBA Publication	Instructional Materials Adoptions: Local governing board responsibilities, Fact Sheet, February 2024
Website	California County Superintendents Educational Services Association (http://www.ccsesa.org/)
Website	CSBA District and County Office of Education Legal Services
Website	State Allocation Board, Office of Public School Construction
Website	Department of Justice
Website	U.S. Department of Education, Office for Civil Rights
Website	CSBA
Website	California Department of Education

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities

0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3514	Environmental Safety
3514	Environmental Safety
3514.2	Integrated Pest Management
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
4112.2	Certification
4112.2	Certification
4112.22	Staff Teaching English Learners
4113	Assignment
4113	Assignment
4144	Complaints
4144	Complaints
4244	Complaints

4244	Complaints
4344	Complaints
4344	Complaints
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.92	Mathematics Instruction
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
9000	Role Of The Board
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9322	Agenda/Meeting Materials

Exhibit 1312.4-E(2): Williams Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/01/2010 **| Last Revised Date:** ~~09~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2024~~2026

CSBA NOTE: Education Code 35186 creates the Williams uniform complaint procedures for the filing of complaints concerning deficiencies in textbooks or instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. ~~The~~Although complainants are not required to use the district's complaint form in order to file a complaint, the following form contains elements required by Education Code 35186 and 5 CCR 4681-4683. During the Federal Program Monitoring process, California Department of Education staff will check to ensure that the complaint form includes all of the elements specified below.

~~K-12~~ COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, including emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ___ Yes ___ No

Contact information: (if response is requested)
Name: _____
Address: _____
Phone number: Day: _____ Evening: _____
E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:
School name/address: _____
Course title/grade level and teacher name: _____
Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. [ ] Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

   a. [ ] A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class

   b. [ ] A student does not have access to textbooks or instructional materials to use at home or after school

      This does not require two sets of textbooks or instructional materials for each student

   c. [ ] Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage

   d. [ ] A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials

2. [ ] Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)

   a. [ ] A semester begins and a teacher vacancy exists

      A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (5 CCR 4600)

CSBA NOTE: Education Code 35186~~, as amended by SB 114 (Ch. 48, Statutes of 2023),~~ requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class. 5 CCR 4682 has not yet been amended to align with Education Code 35186 in this regard.

   b. [ ] A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class

      This does not relieve the district from complying with state or federal law regarding teachers of English Learners.

   c. [ ] A teacher is assigned to teach a class for which the teacher lacks subject matter competency

3. [ ] Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)

a. [ ] A condition exists that poses an emergency or urgent threat to the health or safety of students or staff while at school including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district

b. [ ] A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers

CSBA NOTE: The following optional item is for districts that ~~choose~~chose in the accompanying administrative regulation to use the Williams uniform complaint procedures to address complaints alleging noncompliance with the requirement to stock restrooms, at ~~certain~~ schools which serve students in any of grades 3-12, with menstrual products pursuant to Education Code 35292.6~~, which, as amended by AB 230 (Ch. 421, Statutes of 2023), has been expanded to include schools that serve students in any of grades 3-12; see the accompanying administrative regulation~~.

c. [ ] For a school serving students in any of grades 3-12, the school has not, at all times, stocked and made available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom

CSBA NOTE: The following optional item is for districts that ~~choose~~chose in the accompanying administrative regulation to use the Williams uniform complaint procedures to address complaints alleging noncompliance with the requirement, beginning July 1, 2026, to provide and maintain at least one all-gender restroom for student use pursuant to Education Code 35292.5~~, as amended by SB 760 (Ch. 227, Statutes of 2023); see the accompanying administrative regulation~~.

d. [ ] Starting July 1, 2026, for a school that has more than one female and more than one male restroom designated exclusively for student use, the school has not maintained at least one all-gender restroom for student use in accordance with Education Code 35292.5

~~CSBA NOTE: Pursuant to Education Code 35292.5, as amended by SB 760, districts may temporarily close a restroom for (1) a documented student safety concern, (2) an immediate threat to student safety, or (3) to repair the facility.~~

e. [ ] The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes

This does not apply when temporary closing of the restroom is necessary for a documented student safety concern, an immediate threat to student safety, or to repair the facility.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as you wish to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

_____
_____
_____
_____
_____
_____
_____

CSBA NOTE: Education Code 35186 requires that complaints be filed with the principal or designee and that the complaint form specify the location for filing the complaint. Districts should specify the name and/or location in the spaces below.

Please file this complaint at the following location:

_____
(principal or designee)
_____
(address)

CSBA NOTE: Pursuant to Education Code 35186, ~~as amended by AB 1078 (Ch. 229, Statutes of 2023),~~ complaints related to instructional materials alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction (SPI) directly, and the SPI may directly intervene without waiting for an investigation by the district~~;~~. For more information regard such direct filing with the SPI, see the accompanying administrative regulation. The following paragraph may be used by districts to inform complainants about the option to file complaints directly with the SPI.

Please be aware that you may file a complaint directly with the Superintendent of Public Instruction if you are alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency.

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

_____ _____
(Signature) (Date)

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

State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4600-4687	Uniform complaint procedures and Williams complaints
5 CCR 4690-4694	Health and safety complaints in license-exempt preschool programs
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17592.72	School Facility Emergency Repair Account; urgent or emergency repairs
Ed. Code 200-~~262.4~~280	Prohibition of discrimination (https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=1.&...)
~~Ed. Code 234.1~~	~~Student protections relating to discrimination, harassment, intimidation, and bullying~~
Ed. Code 33126	School accountability report card
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 35292.5-35292.6	Restrooms; maintenance and cleanliness
Ed. Code 44258.9	Monitoring of educator assignments
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 48985	Notices to parents/~~guardians~~guardian in language other than English
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60119	Hearing on sufficiency of instructional materials
Ed. Code 60150-60152	Penalty for insufficiency of textbooks and instructional materials

Federal	Description
20 USC 6314	Title I schoolwide program

Management Resources	Description

CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, January 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, Governance Brief, February 2024
CSBA Publication	Instructional Materials Adoptions: Local governing board responsibilities, Fact Sheet, February 2024
Website	California County Superintendents Educational Services Association (http://www.ccsesa.org/)
Website	CSBA District and County Office of Education Legal Services
Website	State Allocation Board, Office of Public School Construction
Website	Department of Justice
Website	U.S. Department of Education, Office for Civil Rights
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records

1340	Access To District Records
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3514	Environmental Safety
3514	Environmental Safety
3514.2	Integrated Pest Management
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
4112.2	Certification
4112.2	Certification
4112.22	Staff Teaching English Learners
4113	Assignment
4113	Assignment
4144	Complaints
4144	Complaints
4244	Complaints
4244	Complaints
4344	Complaints
4344	Complaints
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.92	Mathematics Instruction
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials

6163.1	Library Media Centers
9000	Role Of The Board
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9322	Agenda/Meeting Materials

Policy 2110: Superintendent Responsibilities And Duties

Status: ADOPTED

Original Adopted Date: 10/01/1994 **| Last Revised Date:** ~~07~~05/01/~~2005~~2026 **| Last Reviewed Date:** ~~07~~05/01/~~2005~~2026

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

The Governing Board desires to establish a productive and collaborative working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning ~~and~~, achievement, and well-being, and the attainment of the district's vision and goals. ~~The~~Additionally, the Board ~~also~~ desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

The Board shall ~~clarify~~set expectations and goals for the Superintendent at the beginning of every evaluation year.

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage ~~the~~all instructional and noninstructional operations ~~of~~. Additionally, the ~~schools.~~ ~~The~~ Superintendent ~~also~~ serves as a member of the district's governance team and has responsibilities to support Board operations and decision -making.

The Superintendent may delegate any of ~~his/her~~the Superintendent's responsibilities and duties to other district staff, but ~~he/she~~ remains accountable to the Board for all areas of operation under the Superintendent's authority.

CSBA NOTE: Government Code 53234-53235.2, as amended by SB 827 (Ch. 661, Statutes of 2025), requires the Superintendent to receive specified training in ethics once every two years. For a Superintendent who begins service with the district after January 1, 2026, the Superintendent is required to receive ethics training no later than six months from the first day of service with the district, and at least once every two years thereafter. The district is required to maintain records of such training, as specified.

Pursuant to Government Code 53235, the Fair Political Practices Commission, in consultation with the Attorney General, created and maintains an ethics training course, available on its website.

The Superintendent shall complete ethics training in accordance with Government Code 53234-53235.2 at least once every two years. (Government Code 53235)

If the Superintendent begins service with the district after January 1, 2026, the Superintendent is required to receive ethics training no later than six months from the first day of service with the district, and at least once every two years thereafter. (Government Code 53235.1)

The district shall maintain records of ethics training, which are public records subject to disclosure under the California Public Records Act, for at least five years after the Superintendent received the

training. The district shall post on its website clear instructions and contact information for the purpose of requesting these records. (Government Code 53235.2)

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Policy Reference Disclaimer:
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State	Description
Ed. Code 17604	Delegation of powers to agents
Ed. Code 17605	Delegation of authority to purchase supplies and equipment
Ed. Code 35020-35046	Officers and agents
Ed. Code 48900	Grounds for suspension or expulsion
Gov. Code 53234-53235.2	Ethics training

Management Resources	Description
CSBA Publication	Superintendent Governance Standards
Website	CSBA District and County Office of Education Legal Services
Website	American Association of School Administrators
Website	Association of California School Administrators
Website	CSBA
Website	Fair Political Practices Commission, Ethics Training (Ethics Training | FPPC)

Cross References

Code	Description
0000	Vision
2000	Concepts And Roles
2111	Superintendent Governance Standards
2120	Superintendent Recruitment And Selection
2121	Superintendent's Contract
2140	Evaluation Of The Superintendent
2210	Administrative Discretion Regarding Board Policy
4301	Administrative Staff Organization
9000	Role Of The Board
9005	Governance Standards

9010	Public Statements
9122	Secretary

Regulation 3517: Facilities Inspection

Status: ADOPTED

Original Adopted Date: 11/01/2006 **| Last Revised Date:** ~~09~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2024~~2026

CSBA NOTE: As part of the Williams litigation settlement, Education Code 17070.75 requires that each school district participating in the state's School Facility Program have a facility inspection system in place for all schools to ensure that school facilities are kept in good repair. Education Code 17002 defines "good repair" to mean that the facility is maintained in a manner that ~~ensures~~assures that it is clean, safe, and functional as determined pursuant to the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that uses the same criteria.

The Superintendent or designee shall inspect school facilities to ensure that they are maintained in good repair. At a minimum, the Superintendent or designee shall assess those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including, but not limited to, the following: (Education Code 17002, 35292.5)

1. Gas ~~Leaks~~Systems: Gas systems and pipes appear and smell safe, functional, and free of leaks

2. Mechanical Systems: Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges

3. Doors and Windows ~~and~~: Doors~~: Windows~~ and ~~doors~~windows are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed

4. Fences and Gates: Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others

   Locks and other security hardware function as designed.

5. Interior Surfaces: Walls, floors, and ceilings are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause

   Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.

6. Hazardous and Flammable Materials: Hazardous and flammable materials are stored properly

   No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There does not appear to be evidence of hazardous materials that may pose a threat to the health and safety of students or staff.

7. Structures: Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed

Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components.

8. Fire Safety and Emergency Alarm Systems and Equipment: Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly

   Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.

9. Electrical Systems: Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly

10. Lighting: Interior and exterior lighting appears to be adequate and working properly

    Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.

11. Pest/Vermin Infestation: No visible or odorous indicators of pest or vermin infestation are evident

12. Drinking Fountains: Interior and exterior drinking fountains are functional, accessible, and free of leaks

    Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.

CSBA NOTE: Pursuant to Education Code 35292.5, as amended by SB 760 (Ch. 227, Statutes of 2023), districts may temporarily close a restroom due to (1) a documented student safety concern, (2) an immediate threat to student safety, or (3) the need to repair the facility.

13. Restrooms: Restrooms and restroom fixtures are functional, fully operational, maintained and cleaned regularly, and stocked at all times with supplies, including toilet paper, soap, and paper towels or functional hand dryers, in accordance with Education Code 35292.5

    The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom due to a documented student safety concern, an immediate threat to student safety, or the need to repair the facility.

CSBA NOTE: Pursuant to Education Code 35292.6, as amended by AB 230 (Ch. 421, Statutes of 2023), the requirementany school serving students in any of grades 3-12 is required to stock the school's restrooms with free menstrual products for use in connection with the menstrual cycle, and to post a notice as described below, has been expanded to include schools that serve students in grades 3-12.. See the accompanying exhibitExhibit (1) for a sample notice. The following paragraph should be revised to reflect the grade levels served by the district.

Additionally, any school serving students in any of grades 3-12 shall, at all times, stock and make available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom. The district shall post in a prominent and conspicuous location in every restroom required to stock menstrual products a notice regarding this requirement that includes an email address and telephone number for a designated individual responsible for maintaining the requisite supply of menstrual products. (Education Code 35292.6)

CSBA NOTE: Beginning July 1, 2026, Education Code 35292.5~~, as amended by SB 760,~~ requires each school to provide and maintain at least one all-gender restroom for student use, as described below. The district is required to ensure that an employee is designated as a point of contact to implement these requirements for each school, and that a notice regarding the requirements be posted in a prominent and conspicuous location outside of the all-gender restroom, including contact information for the designated point of contact. The California Department of Education is required to post on its website guidance for implementation of the requirements specified in Education Code 35292.5, including examples of signage and best practices. See the accompanying Exhibit (2) for a sample notice.

In addition, starting July 1, 2026, any school that has more than one female and more than one male restroom designated exclusively for student use, excluding restrooms designated for students in transitional kindergarten or kindergarten, shall provide and maintain at least one all-gender restroom for student use. The district shall use signage that identifies the bathroom facility as being open to all genders and is in accordance with 24 CCR 11B-703~~;~~. The district shall ensure that ~~it~~the restroom is available for use consistent with the requirements specified ~~above~~in Education Code 35292.5 and is unlocked, unobstructed, easily accessible by any student, and consistent with existing access to sex-segregated restrooms; ~~stock the bathroom facility~~stocked with menstrual products in accordance with Education Code 35292.6~~, as specified above~~; and~~, ensure that the bathroom facility is~~ available during school hours and school functions when students are present. The district shall post in a prominent and conspicuous location outside of at least one all-gender restroom a notice regarding these requirements that includes contact information for the staff member designated as the point of contact responsible for implementing such requirements.

14. Sewers: The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly

15. Roofs: Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building

16. Drainage: School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets

17. Playground/School Grounds: Playground equipment, including exterior fixtures, seating, tables, and equipment, and school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards

18.Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly and are free of accumulated refuse and unabated graffiti

Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

CSBA NOTE: Although the FIT does not specifically require districts to test for the presence of lead in drinking water, soil, or painted surfaces, such testing is recommended by the U.S. Environmental Protection Agency due to the health risks posed by lead exposure, especially for young children. Schools and child care facilities that maintain their own public water systems ~~must~~are required to test for lead pursuant to the Safe Drinking Water Act (42 USC 300f-300j-27), and licensed day care centers located in buildings that were constructed before January 1, 2010 are required to test for lead pursuant to Health and Safety Code 1597.16. See AR 3514 - Environmental Safety for further information about lead testing and abatement in schools.

Additionally, to ensure the health and safety of students, the Superintendent or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of lead and/or other harmful substances, in accordance with state and federal standards, Board policy, and administrative regulations.

The Superintendent or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

CSBA NOTE: Education Code 35186 provides that the Williams uniform complaint procedures should be used for any complaint alleging a school facility condition that poses an emergency or urgent threat, as defined in Education Code 17592.72, or any complaint that a school restroom is not clean, maintained, or kept open, as defined in Education Code 35292.5~~:~~. For more information regarding these requirements, see AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, stocked, or kept open, shall be addressed in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

CSBA NOTE: Education Code 1240 requires the County Superintendent of Schools to visit low-performing schools to determine (1) the status of any facility condition that may create an emergency or urgent threat to the health or safety of students or staff, and (2) the accuracy of data reported on the school accountability report card with respect to the safety, cleanliness, and adequacy of school facilities~~.~~ , including good repair. Additionally, Education Code 1240, as amended by AB 927 (Ch. 45, Statutes of 2025), requires the County Superintendent to prioritize reviewing, within the first four weeks of the school year where practicable, schools for which the County Superintendent has received information from a survey, a complaint filed pursuant to Education Code 35186, or any other reliable source that a facility of a school (1) poses an emergency or urgent threat to the health or safety of students or staff as described in Board policy or Education Code 17592.72, or (2) is not in good repair, as specified in Education Code 17002 and required by Education Code 17014, 17032.5, 17070.75, and 17089.

Education Code 1240 requires that the County Superintendent provide a quarterly report to the Governing Board on the results of any county office of education (COE) visit. Education Code 1240 provides that, if the County Superintendent determines that a facility condition poses an emergency or urgent threat, or is not in good repair, the County Superintendent may return to the school to verify repairs and/or prepare a report that identifies areas of noncompliance if the district has not provided evidence that the repairs will be made within 30 days or, for major repairs, in a timely manner. The County Superintendent may then present the report to the Board at a public meeting and post the report on the COE's website.

The Superintendent or designee shall provide the Governing Board with regular reports regarding the district's facility inspections and updates of any visits to district schools by the County Superintendent of Schools to review school facilities.

If a County Superintendent provides a report to the Board, it shall be presented at a regularly scheduled meeting held in accordance with law.

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State	Description
2 CCR 1859.300-1859.330	Emergency Repair Program
24 CCR 11B-703	Signage for all gender restrooms
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 17010-17039.2	State School Building Lease-Purchase Law; good repair, working order, and condition
Ed. Code 17070.10-17077.10	Leroy F. Greene School Facilities Act of 1998
Ed. Code 17089	Emergency School Classroom Law of 1979; good repair, working order, and condition
Ed. Code 17565-~~17591~~17590	Property maintenance and control; duties of governing board
Ed. Code 17592.72	School Facility Emergency Repair Account; urgent or emergency repairs
Ed. Code 33126	School accountability report card

Ed. Code 35186	Complaints related to instructional materials, teacher vacancy or misassignment, and facility conditions that pose emergency or urgent threat
Ed. Code 35292.5-35292.6	Restrooms; maintenance and cleanliness
Ed. Code 47614	Charter school operation; operation in district facility
Health and Safety Code 1597.16	Licensed day care centers; testing for lead in water

Federal	**Description**
20 USC 6314	Schoolwide programs
42 USC 300f-300j-27	Safe Drinking Water Act

Management Resources	**Description**
State Allocation Board, Public School Construction	Facility Inspection Tool: School Facility Conditions Evaluation
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Williams Case
Website	State Allocation Board, Office of Public School Construction
Website	Coalition for Adequate School Housing
Website	California County Superintendents (http://www.ccsesa.org/)
Website	CSBA

Cross References

Code	**Description**
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0510	School Accountability Report Card
0510	School Accountability Report Card
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1330.1	Joint Use Agreements
3000	Concepts And Roles
3311	Bids
3311	Bids
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management

3514	Environmental Safety
3514	Environmental Safety
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6117	Year-Round Schedules
7110	Facilities Master Plan
7111	Evaluating Existing Buildings
9000	Role Of The Board

Exhibit 3517-E(1): Facilities Inspection

Status: ADOPTED

Original Adopted Date: 06/01/2022 **| Last Revised Date:** ~~09~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2024~~2026

CSBA NOTE: Education Code 35292.6 requires that the following notice be posted in a prominent and conspicuous location in each restroom where menstrual products are required to be stocked.

NOTICE REGARDING MENSTRUAL PRODUCTS

~~Education Code 35292.6 requires that:~~Education Code 35292.6 requires that:

~~CSBA NOTE: Pursuant to Education Code 35292.6, as amended by AB 230 (Ch. 421, Statutes of 2023),~~ the ~~requirement to stock the school's restrooms with free menstrual products for use in connection with the menstrual cycle has been expanded to include schools that serve students in grades 3-12.~~

a. On or before the start of the 2024-25 school year, a public school, including a school operated by a school district, county office of education, or charter school, maintaining any combination of classes from grades 3 to 12, inclusive, shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom

b. A public school described in subdivision (a) shall not charge for any menstrual products provided to ~~pupils~~students

c. A public school described in subdivision (a) shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section

   This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

d. For purposes of this section, "menstrual products" means menstrual pads and tampons for use in connection with the menstrual cycle

e. This section shall become operative on July 1, 2024

The name and contact information for the individual responsible for maintaining the requisite supply of menstrual products is:

_____
(name and/or title/position)
_____
(telephone number)
_____
(email address)

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Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 17010-17039.2	State School Building Lease-Purchase Law; good repair, working order, and condition
Ed. Code 17070.10-17077.10	Leroy F. Greene School Facilities Act of 1998
Ed. Code 17089	Emergency School Classroom Law of 1979; good repair, working order, and condition
Ed. Code 17565-~~17591~~17590	Property maintenance and control; duties of governing board
Ed. Code 17592.72	School Facility Emergency Repair Account; urgent or emergency repairs
Ed. Code 33126	School accountability report card
Ed. Code 35186	Complaints related to instructional materials, teacher vacancy or misassignment, and facility conditions that pose emergency or urgent threat
Ed. Code 35292.5-35292.6	Restrooms; maintenance and cleanliness
Ed. Code 47614	Charter school operation; operation in district facility
Health and Safety Code 1597.16	Licensed day care centers; testing for lead in water
Federal	**Description**
20 USC 6314	Schoolwide programs
42 USC 300f-300j-27	Safe Drinking Water Act
Management Resources	**Description**
State Allocation Board, Public School Construction	Facility Inspection Tool: School Facility Conditions Evaluation
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Williams Case
Website	State Allocation Board, Office of Public School Construction

Website	Coalition for Adequate School Housing
Website	California County Superintendents (http://www.ccsesa.org/)
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Cross References

Code	Description
0460	Local Control And Accountability Plan
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5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6117	Year-Round Schedules
7110	Facilities Master Plan
7111	Evaluating Existing Buildings
9000	Role Of The Board

Exhibit 3517-E(2): Facilities Inspection

Status: ADOPTED

Original Adopted Date: 05/01/2026 **| Last Reviewed Date:** 05/01/2026

CSBA NOTE: Education Code 35292.5 requires each school serving students in any of grades 1-12 that has more than one female and more than one male restroom designated exclusively for student use, excluding restrooms designated for students in transitional kindergarten or kindergarten, to provide and maintain at least one all-gender restroom for student use. Education Code 35292.5 requires that the following notice be posted in a prominent and conspicuous location outside of at least one all-gender restroom, including contact information for the person designated as point of contact for implementation of the requirements pursuant to Education Code 35292.5.

NOTICE REGARDING ALL-GENDER RESTROOM

Education Code 35292.5 requires that:

Each school district, county office of education, and charter school, including charter schools operating in a school district facility pursuant to Education Code 47614, maintaining any combination of classes from grades 1 to 12, inclusive, shall comply with the following for each of its school sites that, before July 1, 2026, has more than one female restroom and more than one male restroom designated exclusively for student use, excluding restrooms designated for students in transitional kindergarten or kindergarten:

1. Provide and maintain at least one all-gender restroom for student use that meets the following requirements:

   a. Has signage identifying the bathroom facility as being open to all genders and in conformity with 24 CCR 11B-703

   b. Is available for student use, consistent with the requirements of Education Code 35292.5(a), as unlocked, unobstructed, easily accessible by any student, and consistent with existing student access to sex-segregated restrooms

   c. Is consistent with the requirements specified in Education Code 35292.6

   d. Is available during school hours and school functions when students are present

2. Designate a staff member to serve as a point of contact for implementation of Education Code 35292.5

3. Post a notice regarding the requirements of Education Code 35292.5(b)(1) in a prominent and conspicuous location outside of at least one all-gender restroom, including contact information for the person designated as a point of contact pursuant to Education Code 35292.5(b)(1)(B)

The name and contact information for the individual designated to serve as point of contact for implementation of Education Code 35292.5 is:

_____
(name and/or title/position)
_____
(telephone number)
_____
(email address)

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Ed. Code 17592.72	School Facility Emergency Repair Account; urgent or emergency repairs
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Health and Safety Code 1597.16	Licensed day care centers; testing for lead in water
Federal	**Description**

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5145.6-E(1)	Parent/Guardian Notifications
6117	Year-Round Schedules
7110	Facilities Master Plan
7111	Evaluating Existing Buildings
9000	Role Of The Board

Policy 4100: Certificated Personnel

Status: ADOPTED

Original Adopted Date: 01/01/1985 **| Last Revised Date:** ~~10~~05/01/~~1996~~2026 **| Last Reviewed Date:** ~~10~~05/01/~~1996~~2026

CSBA NOTE: The following optional policy may be revised to reflect district practice and for consistency with any applicable collective bargaining agreements. For more information regarding collective bargaining agreements for certificated personnel, see BP 4140/4240/4340 – Bargaining Units.

The Governing Board ~~recognizes~~believes that ~~teachers and other~~the district's certificated ~~personnel work closely with students in~~employees are essential for carrying out the district's educational goals~~.~~ and supporting the academic achievement, personal growth, and well-being of district students. Additionally, the Board acknowledges that certificated personnel benefit from professional development in fulfilling the expectations for their position and expects certificated employees to engage in ongoing professional growth to improve their skills and pursue excellence.

The Superintendent or designee shall ~~ensure that~~ fill each of its certificated positions with individuals who meet applicable credentialing requirements and district qualifications, consistent with position requirements.

The Superintendent or designee shall define and communicate the duties, responsibilities, and ~~district's~~ expectations for each certificated ~~positions are clearly defined and made known to each member of the certificated staff~~position.

Each certificated ~~staff member~~employee shall be ~~held accountable~~responsible for ~~duties~~completing assigned ~~to him/her~~duties consistent with the applicable job description and shall ~~undergo regular performance evaluations~~be evaluated in accordance with law ~~and negotiated agreements.~~

~~The Board strongly encourages certificated staff to continually improve their skills and pursue excellence within their profession.~~

~~Policies, rules and~~ , Board policies, administrative regulations, and collective bargaining agreements, as appropriate.

The Superintendent or designee may provide professional development opportunities to certificated staff for the purpose of continual improvement of knowledge and skills related to ~~certificated personnel shall be available to all concerned and shall be administered in a fair and equitable manner.~~ the employee's position.

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State	Description
Ed. Code 44006	Certificated person
Ed. Code 90	Definition; certificated and certified
Gov. Code 3543.2	Scope of representation

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
4111	Recruitment And Selection
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4131	Staff Development
4140	Bargaining Units
4141	Collective Bargaining Agreement
4211	Recruitment And Selection
4240	Bargaining Units
4241	Collective Bargaining Agreement
4311	Recruitment And Selection
4340	Bargaining Units

Policy 4111: Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 07/01/2012 **| Last Revised Date:** ~~03~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2024~~2026

CSBA NOTE: The following optional policy may be revised to reflect district practice and should be aligned with relevant collective bargaining agreement provisions.

Additionally, the Governing Board should ensure that district hiring procedures are aligned with law, Board policy, and collective bargaining agreements. In *C.A. v. William S. Hart Union High School District*, the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student.

The following paragraph reflects concepts from the California Department of Education's (CDE) publication, "How to Increase the Diversity of California's Educator Workforce," and the California Commission on Teacher Credentialing's (CTC) publication, "Strategic Plan: Ensuring Educator Excellence," related to the benefits students receive when staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop ~~equitable, fair, and transparent~~ recruitment and selection processes ~~and procedures~~, consistent with applicable law, Board policy, and collective bargaining agreements, that ~~ensure~~are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and ~~not on any bias, personal preference, or unlawful discrimination~~in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures~~, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees~~ and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ disseminate job announcements in a manner reasonably designed to ~~ensure~~reach a ~~wide range~~broad pool of qualified candidates.

CSBA NOTE: Pursuant to Labor Code 432.3, an employer with 15 or more employees is required to include the pay scale for a position in any job posting.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.~~2~~3)

The Superintendent shall develop and maintain appropriate hiring procedures to identify ~~the best possible~~qualified candidates ~~for a position~~who meet district needs. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be treated as confidential ~~and~~to the extent consistent with law.

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant and, as amended by SB 848 (Ch. 460, Statutes of 2025), a diagnostic center operated by CDE, or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was required to be reported to CTC. Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. In addition, pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified), and regarding the employment of a person who has been convicted of specified felonies and offenses, see AR/E(1) 4112.5/4212.5/4312.5 – Criminal Record Check.

On or before July 1, 2027, CTC is required to, upon appropriation, develop a statewide data system for a LEA to provide specified information regarding the employment, investigation of egregious misconduct, and departure of classified employees.

When considering an applicant for a certificated position, the district shall inquire with each district, county office of education (COE), charter school, state special school or diagnostic center operated by the California Department of Education (CDE), or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was reported to the Commission on Teacher Credentialing (CTC). (Education Code 44939.5)

Additionally, when considering an applicant for a classified position, the district shall inquire with each district, COE, charter school, state special school or diagnostic center operated by CDE, or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. (Education Code 44051)

Upon receipt of an inquiry from another district, COE, charter school, state special school or diagnostic center operated by CDE, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to CTC within its possession in regard to

such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

CSBA NOTE: Pursuant to Government Code 12954, the district may not discriminate against a person in hiring based on the person's use of cannabis when off the job or away from the workplace. Additionally, Government Code 12954~~, as amended by SB 700 (Ch. 408, Statutes of 2023),~~ prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information. However, Government Code 12954 does not interfere with the district's right to maintain drug-free schools or to prohibit employees from possessing, being impaired by, or using cannabis while at work. Government Code 12954 does not preempt state or federal laws requiring applicants to be tested for controlled substances as a condition of employment or to applicants in the building and construction trades or for positions requiring a federal background investigation. The district may utilize drug screenings that do not rely on nonpsychoactive cannabis metabolite results. ~~Districts~~It is recommended that districts with questions about applicant cannabis use or screening ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

CSBA NOTE: Labor Code 432.3 prohibits districts from seeking a job applicant's salary history information and from relying on salary history as a factor in determining whether to offer employment to an applicant or the salary to offer. However, if the applicant discloses salary history information voluntarily and without prompting, the district is not prohibited from considering or relying on such information in determining the salary for that applicant. Labor Code 432.3 is not applicable to salary history information that is disclosable pursuant to the California Public Records Act (Government Code 7920.000 - 7930.170) or the Freedom of Information Act (5 USC 552).

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3)

CSBA NOTE: Government Code 12940 generally prohibits a district from requiring any job applicant to have a driver's license, unless the district reasonably (1) expects driving to be a job function for the position, and (2) believes that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. While the district

would be prohibited from requiring an applicant to have a driver's license for many positions, the district would be able to require a job applicant for a bus driver position to have a driver's license. For more information regarding bus driver qualification requirements, see AR 3542 – School Bus Drivers.

The Superintendent or designee shall not require an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. (Government Code 12940)

CSBA NOTE: The following paragraph should be modified to reflect district practice.

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

CSBA NOTE: Consistent with any applicable collective bargaining agreements, the district may offer incentives (e.g., signing bonuses, assistance with beginning teacher induction costs, assistance with the process of obtaining a clear credential including covering credential costs, a mentoring program, additional compensation, and/or subsidized housing) to recruit teachers, administrators, or other employees in accordance with district needs.

~~SB~~ ~~114~~ ~~(Ch.~~ ~~48,~~ ~~Statutes~~ ~~of~~ ~~2023)~~ ~~establishes~~ ~~the~~CTC's Diverse Education Leaders Pipeline Initiative was established to train, place, and retain culturally responsive school administrators to improve student outcomes and meet the needs of California's education workforce.

Health and Safety Code 53573 permits districts to establish and implement programs that address the housing needs of teachers and other district employees who face challenges in securing affordable housing. Health and Safety Code 53574 enables housing projects on district property restricted to rentals for district employees to qualify for both federal and state low-income housing tax credits. For more information regarding housing for district employees, see the Center for Cities Schools (UC Berkeley), cityLAB (UCLA), and the Terner Center for Housing Innovation's (UC Berkeley), "Education Workforce Housing Handbook."

The following optional section may be revised to reflect local incentive programs.

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

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State	Description
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 44051	Noncertificated employees; report of egregious misconduct
Ed. Code 44066	Limitations on certification requirements
Ed. Code 44259	Teaching credential, exception; designated subjects; minimum requirements
Ed. Code 44750	Teacher recruitment resource center
Ed. Code 44830-44831	Employment of certificated persons
Ed. Code 44858	Age or marital status in certificated positions
Ed. Code 44859	Prohibition against certain rules and regulations regarding residency
Ed. Code 44939.5	Certificated employees; report of egregious misconduct
Ed. Code 45103-45139	Employment; classified employees
Ed. Code 49406	TB risk assessment
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 815.2	Liability of public entities and public employees
H&S Code 53570-53574	Teacher Housing Act of 2016
Lab. Code 432.3	Salary information

Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act
34 CFR 106.51-106.61	Nondiscrimination on the basis of sex in employment in education program or activities
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
5 USC 552	Freedom of Information Act
8 USC 1324a	Unlawful employment of aliens
8 USC 1324b	Unfair immigration related employment practices

Management Resources	Description
CA Commission on Teacher Credentialing Publication	Strategic Plan: Ensuring Educator Excellence, 2023
California County Superintendents Publication	Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017
California Department of Education Publication	How to Increase the Diversity of California's Educator Workforce, April 2022
Court Decision	C.A. v William S. Hart Union High School District et al. (2012) 138 Cal.Rptr.3d 1
Ctr for Cities + Schools, cityLAB & Terner Ctr Pub	Education Workforce Housing in California: Developing the 21st Century Campus, 2021
Ctr for Cities + Schools, cityLAB & Terner Ctr Pub	Education Workforce Housing in California: The Handbook
Website	University of California Los Angeles, cityLAB
Website	University of California Berkeley, Terner Center for Housing Innovation
Website	University of California Berkeley, Center for Cities + Schools
Website	CSBA District and County Office of Education Legal Services
Website	Commission on Teacher Credentialing
Website	Education Job Opportunities Information Network
Website	Teach USA
Website	California County Superintendents
Website	California Civil Rights Department
Website	U.S. Department of Education
Website	U.S. Equal Employment Opportunity Commission
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
2230	Representative And Deliberative Groups
3542	School Bus Drivers
4000	Concepts And Roles

4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation
4100	Certificated Personnel
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.21	Interns
4112.21	Interns
4112.22	Staff Teaching English Learners
4112.23	Special Education Staff
4112.5	Criminal Record Check
4112.61	Employment References
4112.8	Employment Of Relatives
4113	Assignment
4113	Assignment
4117.14	Postretirement Employment
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.24	Maintaining Appropriate Adult-Student Interactions
4200	Classified Personnel
4200	Classified Personnel
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.61	Employment References
4212.8	Employment Of Relatives
4219.21	Professional Standards

4219.21-E(1)	Professional Standards
4219.24	Maintaining Appropriate Adult-Student Interactions
4300	Administrative And Supervisory Personnel
4300	Administrative And Supervisory Personnel
4311.2	Legal Status Requirement
4311.2	Legal Status Requirement
4312.1	Contracts
4312.5	Criminal Record Check
4312.61	Employment References
4312.8	Employment Of Relatives
4317.14	Postretirement Employment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.24	Maintaining Appropriate Adult-Student Interactions
4331	Staff Development
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6171	Title I Programs
6171	Title I Programs
9000	Role Of The Board

Regulation 4112: Appointment And Conditions Of Employment

Status: ADOPTED

Original Adopted Date: 03/01/2002 | **Last Revised Date:** 05/01/~~2016~~2026 | **Last Reviewed Date:** 05/01/~~2016~~2026

CSBA NOTE: The following optional regulation summarizes the legal conditions for appointment of certificated staff. The list below should be modified to reflect any additional conditions as determined by the Governing Board and upon consultation with CSBA's District and County Office of Education Legal Services or district legal counsel.

In *C.A. v William S. Hart Union HS District*, the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student.

Upon recommendation from the Superintendent or designee, the Governing Board shall approve the appointment of all certificated personnel. The position and the salary classification shall be reported to the Board at a regular meeting.

Individuals appointed to the certificated staff shall:

1. Possess the appropriate certification qualifications and register the certification document in accordance with law and Board policy (Education Code 44250-44279, 44330)

2. Demonstrate proficiency in basic skills as required by law and Board policy (Education Code 44252.5, 44830)

3. Submit to fingerprinting and criminal background clearance as required by law (Education Code 44830.1)

4. Not have been convicted of a violent or serious felony as defined in Penal Code 667.5 or 1192.7, unless the individual has received a certificate of rehabilitation and pardon (Education Code 44830.1)

CSBA NOTE: Education Code 44010, as amended by SB 848 (Ch. 460, Statutes of 2025), expands the definition of "sex offense" to include offenses described in Penal Code 288.3, 288.4, and 647.6.

5. Not have been convicted of any sex offense as defined in Education Code 44010 (Education Code 44836)

6. Not have been required to register as a sex offender pursuant to Penal Code 290 because of a conviction for a crime where the victim was a minor under the age of 16 (Penal Code

290.95)

7. Not have been determined to be a sexual psychopath pursuant to Welfare and Institutions Code 6300-6332 (Education Code 44837)

8. Not have been convicted of any controlled substance offense as defined in Education Code 44011 (Education Code 44836)

9. Submit to a physical examination, tuberculosis testing/risk assessment, and~~/or provide a medical certificate as~~ any required ~~by~~ medical examinations or certifications in accordance with law and Board policy (Education Code 44839, 49406)

CSBA NOTE: Optional ~~item~~Item #10 below is for use by districts that require pre-employment drug and alcohol testing for employees.

10. Submit to drug and alcohol testing ~~as required by~~in accordance with law, Board policy and collective bargaining agreement, as applicable

11. Furnish a statement of military service and, if any was rendered, a copy of the discharge or release from service or, if no such document is available, other suitable evidence of the termination of service (Education Code 44838)

12. File the oath or affirmation of allegiance required by Government Code 3100-3109

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant including, as amended by SB 848, a diagnostic center operated by the California Department of Education or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialling (CTC). Pursuant to Education Code 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the hiring of suitable and qualified individuals, including egregious misconduct inquiries, see BP 4111/4211/4311/ - Recruitment and Selection, regarding the legal conditions for appointment of classified staff, see AR 4212 – Appointment and Conditions of Employment, and regarding the employment of a person who has been convicted of specified felonies and offenses, see AR/E(1) 4112.5/4212.5/4312.5 – Criminal Record Check.

For county offices of education that have an elected, rather than appointed, County Superintendent of Schools, there are additional legal conditions for appointment that need to be met. For instance, Government Code 1021.5, as amended by SB 521 (Ch. 92, Statutes of 2025), provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or

theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Since Government Code 1021.5 defines a "public employee" as any person employed at will for the purposes of providing services to an elected public officer who takes public office, or is reelected to public office, on or after January 1, 2013, this disqualification would apply to an applicant being considered for employment by an elected County Superintendent.

13. Fulfill any other requirements as specified by law, collective bargaining agreement, Board policy, or administrative regulation, including any reports of egregious misconduct in accordance with Board Policy 4111/4211/4311 – Recruitment and Selection or otherwise related to credentialing, assignment, and misconduct reporting

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Policy Reference Disclaimer:
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State	Description
Ed. Code 35161	Board delegation of any powers or duties
Ed. Code 44008	Effect of termination of probation
Ed. Code 44009	Conviction of specified crimes
Ed. Code 44010	Sex offense; ~~definition~~definitions
Ed. Code 44011	Controlled substance offense~~; definition~~
Ed. Code 44066	Limitations on certification requirements
Ed. Code 44250-44277	Credentials and assignment of teachers
Ed. Code 44330	Effect of registration of certification document
Ed. Code 44830	Employment
Ed. Code 44830.1	Criminal record summary; certificated employees
Ed. Code 44836	Employment of certificated persons convicted of sex offense or controlled substance offense
Ed. Code 44837	Employment of sexual sociopath
Ed. Code 44838	Statement of military service
Ed. Code 44839	Medical certificate; periodic medical examination
Ed. Code 44839.5	Requirements for employment of retirant
Ed. Code 44939.5	Report of egregious misconduct

Ed. Code 49406	TB risk assessment
Gov. Code 1021.5	Disqualification for employment
Gov. Code 12940-12950	Unlawful employment practices
Gov. Code 3100-3109	Oath or affirmation of allegiance
H&S Code 1596.7995	Immunization requirements for employees in child care and development center or preschool
H&S Code 1597.055	Teachers in day care centers
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 288.3	Contacting a minor
Pen. Code 288.4	Meeting a minor
Pen. Code 290	Registration of sex offenders
Pen. Code 290.95	Disclosure by persons required to register as sex offenders
Pen. Code 647.6	Miscellaneous offenses
Pen. Code 667.5	Prior prison terms; enhancement of prison terms
W&I Code 6300-6332	Sexual psychopaths

Management Resources	**Description**
Court Decision	C.A. v William S. Hart Union High School District et al. (2012) 138 Cal.Rptr.3d 1
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
4020	Drug And Alcohol-Free Workplace
4111	Recruitment And Selection
4112.2	Certification
4112.2	Certification
4112.21	Interns
4112.21	Interns
4112.3	Oath Or Affirmation
4112.3-E(1)	Oath Or Affirmation
4112.4	Health Examinations

4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.8	Employment Of Relatives
4117.14	Postretirement Employment
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4211	Recruitment And Selection
4212	Appointment and Conditions of Employment
4212.3	Oath Or Affirmation
4212.3-E(1)	Oath Or Affirmation
4212.4	Health Examinations
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.8	Employment Of Relatives
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4311	Recruitment And Selection
4312.3	Oath Or Affirmation
4312.3-E(1)	Oath Or Affirmation
4312.4	Health Examinations
4312.41	Employee Drug Testing

4312.41	Employee Drug Testing
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.8	Employment Of Relatives
4317.14	Postretirement Employment
~~4319.21~~	~~Professional~~ ~~Standards~~
~~4319.21-E(1)~~	~~Professional~~ ~~Standards~~
~~4319.24~~	~~Maintaining~~ ~~Appropriate~~ ~~Adult-Student~~ ~~Interactions~~
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education

Regulation 4112.5: Criminal Record Check

Status: ADOPTED

Original Adopted Date: 10/01/1998 **| Last Revised Date:** ~~03~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2024~~2026

CSBA NOTE: Education Code 44830.1, 44836, 45122.1, and 45123 prohibit the district from hiring or retaining in employment, in a certificated or classified position, a person who has been convicted of or pleads no contest to a violent or serious felony, sex offense, or controlled substance offense, as defined. Education Code 44010, as amended by SB 848 (Ch. 460, Statutes of 2025), expands the definition of "sex offense" to include offenses described in Penal Code 288.3, 288.4, 647.6. Exceptions specified in law are reflected in Items #1-5 below.

~~These~~ Pursuant to Education Code 44830.1 and 45122.1, these requirements apply to job applicants, temporary employees, substitute employees, and probationary employees serving before March 15 of their second year. Employees with permanent status ~~may only be suspended or dismissed~~are subject to the requirements specified in Education Code 44836 and 45123, however any disciplinary action is required to be in accordance with the grounds and procedures specified in BP/AR 4118 - Dismissal/Suspension/Disciplinary Action or BP/AR 4218 - Dismissal/Suspension/Disciplinary Action, as applicable.

However, pursuant to Government Code 12954, the district may not discriminate against a person in hiring, termination, or any term or condition of employment based on the person's use of cannabis when off the job or away from the workplace. Additionally, Government Code 12954~~, as amended by SB 700 (Ch. 408, Statutes of 2023),~~ prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information. Certain employees may be subject to stricter laws related to drug testing. ~~Districts~~It is recommended that districts with questions about drug testing employees ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel.

For county offices of education (COE) that have an elected, rather than appointed, County Superintendent of Schools, there are additional legal conditions for appointment that need to be met. For instance, Government Code 1021.5, as amended by SB 521 (Ch. 92, Statutes 2025), provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Since Government Code 1021.5 defines a "public employee" as any person employed at will for the purposes of providing services to an elected public officer who takes public office, or is reelected to public office, on or after January 1, 2013, this disqualification would apply to an applicant being considered for employment by an elected County Superintendent.

The Superintendent or designee shall not hire or retain in employment, in a certificated or classified position, a person who has been convicted of a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c), a controlled substance offense as defined in Education Code 44011, or a sex

offense as defined in Education Code 44010. However, the Superintendent or designee shall not deny or terminate employment solely on the basis that the person has been: (Education Code 44830.1, 44836, 45122.1, 45123)

1. Convicted of a violent or serious felony, controlled substance offense, or sex offense, and the conviction is reversed and the person is acquitted of the offense in a new trial or the charges against the person are dismissed, unless the sex offense for which the conviction is dismissed pursuant to Penal Code 1203.4 involves a victim who was a minor

2. Convicted of a violent or serious felony and has obtained a certificate of rehabilitation or a pardon

3. Convicted of a serious felony, that is not also a violent felony, and has proven to the sentencing court that rehabilitation for purposes of school employment has been attained for at least one year

4. Convicted of a controlled substance offense and is applying for or is employed in a certificated position and has a credential issued by the Commission on Teacher Credentialing (CTC)

5. Convicted of a controlled substance offense and is applying for or is employed in a classified position and has been determined by the Governing Board, from the evidence presented, to have been rehabilitated for at least five years

A certificated employee may be hired by the district without obtaining a criminal record summary if that employee is employed as a certificated employee in another California school district and became a permanent employee of another California school district as of October 1, 1997. (Education Code 44830.1, 44836)

CSBA NOTE: The following optional paragraph is for use by districts that issue temporary certificates pursuant to Education Code 44332.5 to authorize salary payments while a certificated employee's credential application is being processed. If the issuance of temporary certificates is handled by the ~~county office of education~~COE, the following paragraph should be deleted.

The Superintendent or designee shall not issue a temporary certificate of clearance to a person whose application for a credential, certificate, or permit is being processed by ~~the Commission on Teacher Credentialing~~CTC if that person has been convicted of a violent or serious felony, unless the person is otherwise exempt pursuant to Education Code 44332.6 or 44830.1. (Education Code 44332.5, 44332.6)

Pre-Employment Record Check

~~CSBA NOTE: The following section may be revised to reflect district practice. To fulfill the requirement for a criminal record check through the California Department of Justice (DOJ) and Federal Bureau of Investigation, the applicant is required to submit fingerprints using the electronic Live Scan process. Locations offering the Live Scan service are listed on the DOJ's website. The DOJ provides the results to the district via email, or by U.S. mail if no email is available.~~
~~While the DOJ normally does not provide notice of a conviction for which relief has been granted, pursuant to Penal Code 11105, the Commission on Teacher Credentialing will receive every conviction rendered against an applicant, retroactive to January 1, 2020, regardless of relief granted. However, notwithstanding the above, pursuant to Penal Code 1203.425, information for a~~

~~conviction for a controlled substance offense listed in Health and Safety Code 11350 or 11377, or former Health and Safety Code 11500 or 11500.5, that is more than five years old, for which relief is granted, is prohibited from being disseminated.~~

~~The Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.~~

~~When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)~~

1. ~~The applicant has not resided in California for at least one year immediately preceding the application for employment.~~
2. ~~The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor.~~

~~The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)~~

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant including, as amended by SB 848, a diagnostic center operated by the California Department of Education or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialling (CTC). Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. Pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the hiring of suitable and qualified individuals, including egregious misconduct inquiries, see BP 4111/4211/4311/ - Recruitment and Selection, and regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified).

Prior to offering employment, the Superintendent or designee shall, when considering an applicant for employment, inquire if the applicant was subject to complaints of egregious misconduct, in accordance with Board Policy 4111/4211/4311 – Recruitment and Selection.

CSBA NOTE: To fulfill the requirement for a criminal record check through the California Department of Justice (DOJ) and Federal Bureau of Investigation, the applicant is required to submit

fingerprints using the electronic Live Scan process. Locations offering the Live Scan service are listed on the DOJ's website. The DOJ provides the results to the district via email, or by U.S. mail if no email is available.

While the DOJ normally does not provide notice of a conviction for which relief has been granted, pursuant to Penal Code 11105, CTC will receive every conviction rendered against an applicant, retroactive to January 1, 2020, regardless of relief granted. However, notwithstanding the above, pursuant to Penal Code 1203.425, information for a conviction for a controlled substance offense listed in Health and Safety Code 11350 or 11377, or former Health and Safety Code 11500 or 11500.5, that is more than five years old, for which relief is granted, is prohibited from being disseminated.

Additionally, the Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.

When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)

1. The applicant has not resided in California for at least one year immediately preceding the application for employment

2. The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor

The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)

Subsequent Arrest Notification

CSBA NOTE: Pursuant to Education Code 44830.1 and 45125, the district is required to sign up for "subsequent arrest notification" from the DOJ in accordance with Penal Code 11105.2. Forms available for this purpose are available on DOJ's website.

The Superintendent or designee shall enter into a contract with the DOJ to receive notification of subsequent arrests resulting in conviction of any person whose fingerprints have been submitted to the DOJ. (Education Code 44830.1, 45125; Penal Code 11105.2)

Upon telephone or email notification by the DOJ that a current temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay. (Education Code 44830.1, 45122.1)

When the district receives written electronic notification by the DOJ of the fact of conviction, the temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year shall be terminated automatically unless the employee challenges the DOJ record and the DOJ withdraws its notification in writing. Upon receipt of the written withdrawal of notification by the DOJ, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits for the period of time from the suspension without pay to the reinstatement if the employee is still employed by the district. (Education Code 44830.1, 45122.1)

The Superintendent or designee shall immediately notify the DOJ whenever a person whose fingerprints are maintained by the DOJ is terminated. (Penal Code 11105.2)

Notification of Applicant/Employee

The Superintendent or designee shall expeditiously furnish a copy of any DOJ notification to the applicant or employee to whom it relates if the information is a basis for an adverse employment decision. The copy shall be delivered in person or to the last contact information provided by the applicant or employee. (Penal Code 11105, 11105.2)

Maintenance of ~~Records~~Criminal Record Offender Notification

CSBA NOTE: To be qualified to obtain Criminal ~~Record~~ Offender Record Information (CORI) for the purpose of employment decisions, the district is required to apply to the DOJ for authorization and is required to designate at least one custodian of records who is responsible for the security, storage, dissemination, and destruction of criminal records furnished to the district.

The Superintendent shall designate at least one custodian of records who shall be responsible for the security, storage, dissemination, and destruction of all Criminal Offender Record Information (CORI) furnished to the district and shall serve as the primary contact for the DOJ for any related issues. (Penal Code 11102.2)

An employee designated as custodian of records shall receive a criminal background check clearance from the DOJ prior to serving in that capacity. (Penal Code 11102.2)

CSBA NOTE: The DOJ requires every person with access to CORI, including the custodian of records, to complete an Employee Statement Form acknowledging an understanding of the law governing CORI. The custodian of records is required to return such form to the DOJ and to retain any forms completed by other district staff. The Employee Statement Form is reproduced in the accompanying Exhibit.

The custodian of records shall sign and return to the DOJ the Employee Statement Form acknowledging an understanding of the laws prohibiting misuse of CORI. ~~In addition~~Additionally, the custodian of records shall ensure that any individual with access to CORI has on file a signed Employee Statement Form.

To ensure its confidentiality, CORI shall be accessible only to the custodian of records and shall be kept in a locked file separate from other files. CORI shall be used only for the purpose for which it is requested and its contents shall not be disclosed or reproduced. (Education Code 44830.1, 45125)

Once a hiring determination is made, the applicant's CORI shall be destroyed to the extent that the identity of the individual can no longer be reasonably ascertained. (Education Code 44830.1, 45125; 11 CCR 708)

The Superintendent or designee shall immediately notify the DOJ whenever a designated custodian of records ceases to serve in that capacity. (Penal Code 11102.2)

Egregious Misconduct Inquiries

The Superintendent or designee shall disclose to any inquiring local educational agency (LEA) or private school regarding an applicant for employment to that LEA, all relevant information related to any report to CTC of egregious misconduct. (Education Code 44051, 44939.5)

Interagency Agreement

CSBA NOTE: The following optional section is for use by any district that has been designated to act on behalf of other school districts within the same county or in contiguous counties to share CORI as authorized by Education Code 44830.2 and 45125.01. Districts that have not entered into an agreement to share such information, or for whom another district or the County Superintendent of Schools has been designated to receive and share the information, should delete this section.

Pursuant to Education Code 45125.01, any district that participates in such an interagency agreement may use this arrangement to conduct criminal background checks for a noncertificated candidate for a paid or volunteer position in a student activity program pursuant to Education Code 49024~~;~~. For more information regarding criminal background checks related to volunteers, see BP/AR 1240 - Volunteer Assistance, and related to noncertificated employees or volunteers assigned as temporary athletic team coaches, see BP/AR 4127/4227/4327 - Temporary Athletic Team Coaches.

Subject to an interagency agreement with other school districts, the district shall submit and receive CORI on behalf of all participating districts. (Education Code 44830.2, 45125.01)

Upon receipt from the DOJ of a report of conviction of a serious or violent felony, the district shall communicate that fact to participating districts and shall remove the affected employee from the common list of persons eligible for employment. (Education Code 44830.2, 45125.01)

~~In addition~~Additionally, upon receipt from the DOJ of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the district shall give notice to the ~~superintendent~~Superintendent of any participating district, or the person designated in writing by that ~~superintendent~~Superintendent, that the report is available for inspection on a confidential basis by the ~~superintendent~~Superintendent or the authorized designee. The report shall be made available at the district office for 30 days following the receipt of the notice. (Education Code 44830.2, 45125.01)

The district shall not release a copy of that information to any participating district or any other person. ~~In addition~~Additionally, the district shall retain or dispose of the information in the manner specified in law and in this administrative regulation after all participating districts have had an opportunity to inspect it in accordance with law. (Education Code 44830.2, 45125.01)

The district shall maintain a record of all persons to whom the information has been shown and shall make this record available to the DOJ. (Education Code 44830.2, 45125.01)

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State	Description
11 CCR 701-708	Criminal offender record information
11 CCR 720-724	Incomplete criminal history information
11 CCR 994-994.15	Certification of individuals who take fingerprint impressions
Ed. Code 44010	Sex offense; ~~definition~~definitions
Ed. Code 44011	Controlled substance offense~~; definition~~
Ed. Code 44051	Employment history
Ed. Code 44332-44332.6	Temporary certificate of clearance
Ed. Code 44346.1	Applicants for credential; conviction of a violent or serious felony
Ed. Code 44830.1	Criminal record summary; certificated employees
Ed. Code 44830.2	Certificated employees; interagency agreement for sharing criminal record information
Ed. Code 44836	Employment of certificated persons convicted of sex offense or controlled substance offense
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated employees; report of egregious misconduct
Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 45125	Use of personal identification cards to ascertain conviction of crime
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45125.5	Automated records check
Ed. Code 45126	Duty of Department of Justice to furnish information
Ed. Code 49024	Activity Supervisor Clearance Certificate
Gov. Code 1021.5	Disqualification for employment
Gov. Code 12954	Employment discrimination; cannabis use

H&S Code 11350	Offenses Involving Controlled Substances Formerly Classified as Narcotics
H&S Code 11377	Offenses Involving Controlled Substances Formerly Classified as Restricted Dangerous Drugs
Pen. Code 11075-11081	Criminal record dissemination
Pen. Code 11102.2	Maintenance of criminal offender records; custodian of records
Pen. Code 11105	Access to criminal history information
Pen. Code 11105.2	Subsequent arrest notification
Pen. Code 11105.3	Record of conviction involving sex crimes, drug crimes, or crimes of violence
Pen. Code 11140-11144	Furnishing of state criminal history information
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 1203.4	Dismissal of conviction
Pen. Code 1203.425	Conviction relief
Pen. Code 13300-13305	Local summary criminal history information
Pen. Code 288.3	Contacting a minor
Pen. Code 288.4	Meeting a minor
Pen. Code 647.6	Miscellaneous offenses
Pen. Code 667.5	Prior prison terms; enhancement of prison terms

Federal	**Description**
28 CFR 50.12	Exchange of FBI identification records

Management Resources	**Description**
Court Decision	Central Valley Chapter of the 7th Step Foundation Inc. v. Evelle J. Younger (1989) 214 Cal. App. 3d 145
Website	CSBA District and County Office of Education Legal Services
Website	Office of the Attorney General, Department of Justice, Background Checks
Website	Office of the Attorney General, Department of Justice, Applicant Agency Justice Connection (https://oag.ca.gov/fingerprints/aajc)
Website	CSBA

Cross References

Code	**Description**

1240	Volunteer Assistance
1240	Volunteer Assistance
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4111	Recruitment and selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
4119.23	Unauthorized Release Of Confidential/Privileged Information
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches

4200	Classified Personnel
4200	Classified Personnel
4211	Recruitment and selection
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
4219.23	Unauthorized Release Of Confidential/Privileged Information
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4311	Recruitment and selection
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
~~4319.21~~	~~Professional Standards~~
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4319.23	Unauthorized Release Of Confidential/Privileged Information
~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education

5148.3	Preschool/Early Childhood Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9011	Disclosure Of Confidential/Privileged Information

Exhibit 4112.5-E(1): Criminal Record Check

Status: ADOPTED

Original Adopted Date: 10/01/1997 **| Last Revised Date:** ~~03~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2024~~2026

CSBA NOTE: The following is based on the sample Employee Statement Form provided by the California Department of Justice. Such a form ~~must~~is required to be signed by an employee designated as custodian of records of criminal history information and any other individual granted access to this information by the custodian of records~~;~~. For more information regarding criminal offender record information, see the accompanying administrative regulation.

SAMPLE EMPLOYEE STATEMENT FORM
~~USE~~CONDITIONS FOR RELEASE OF CRIMINAL ~~JUSTICE~~OFFENDER RECORD INFORMATION

~~As an employee/volunteer of _____ School District, you may have access to confidential criminal record information which is controlled by state and federal statutes. Misuse of such information may adversely affect the individual's civil rights and violate constitutional rights of privacy. Penal Code 502 prescribes the penalties relating to computer crimes. Penal Code 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be disseminated. Penal Code 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information. Government Code 6200 prescribes felony penalties for misuse of public records. Penal Code 11142 and 13300 state:~~

~~"Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor."~~

~~Civil Code 1798.53, Invasion of Privacy, states:~~

~~"Any person who intentionally discloses information, not otherwise public, which they know or should reasonably know was obtained from personal or confidential information maintained by a state agency or from records within a system of records maintained by a federal government agency, shall be subject to a civil action, for invasion of privacy, by the individual."~~

~~CIVIL, CRIMINAL, AND ADMINISTRATIVE PENALTIES:~~

- ~~Penal Code 11141: DOJ furnishing to unauthorized person (misdemeanor)~~
- ~~Penal Code 11142: Authorized person furnishing to other (misdemeanor)~~
- ~~Penal Code 11143: Unauthorized person in possession (misdemeanor)~~

- California Constitution, Article I, Section 1 (Right to Privacy)

- Civil Code 1798.53, Invasion of Privacy

- Title 18 USC 641, 1030, 1951, and 1952

Any employee who is responsible for such misuse may be subject to immediate dismissal. Violations of this law may result in criminal and/or civil action.

I HAVE READ THE ABOVE AND UNDERSTAND THE POLICY REGARDING MISUSE OF CRIMINAL RECORD INFORMATION.

Signature _____ Date _____

Printed Name _____ Title _____

Name of District _____

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should maintain these forms.

To uphold the standards of security specified in the Federal Bureau of Investigation's, "CJIS Security Policy," for all personnel accessing or viewing criminal offender record information (CORI), controlled by state and federal statutes, please review and acknowledge the terms below. Misuse of CORI may violate constitutional rights of privacy, result in the suspension or loss of your employment, and prosecution for state and federal crimes. **Once acknowledged, this form shall be kept on file by the Custodian of Records and not returned to the California Department of Justice (DOJ).**

_____ I recognize that CORI and related data are sensitive and have the potential for great harm if misused

_____ I acknowledge I will complete the basic security awareness training required within six months of initial assignment and biennially thereafter

_____ I acknowledge that access to CORI and related data is limited to the purpose(s) for which my district is authorized to receive it for (Penal Code 11105; 28 CFR 50.12)

_____ I understand that in order to be given direct access to the web-based portal, Applicant Agency Justice Connection (AAJC), I must become a confirmed Custodian of Records with the DOJ

If confirmed, my login information to the portal shall not be shared with anyone

_____ I understand that accessing the AAJC for an appropriate purpose and then disseminating the information received for another purpose constitutes misuse (Penal Code 11142, 11143)

_____ I understand that misuse of the AAJC may include but not be limited to: accessing it without authorization; exceeding authorized access; accessing it for an improper purpose; using or

disseminating information without authorization, and may subject me to administrative and criminal penalties

____ I understand I am required to report any security events and weaknesses as quickly as possible to the district's Custodian of Records

____ I further understand that the occurrence of misuse does not depend upon whether I receive compensation for the unauthorized activity

I hereby acknowledge and understand the terms listed above and agree to uphold the standards of security when accessing or viewing criminal offender record information.

Signature:_____ Date: _____

Printed Name: _____

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Policy Reference Disclaimer:
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State	Description
11 CCR 701-708	Criminal offender record information
11 CCR 720-724	Incomplete criminal history information
11 CCR 994-994.15	Certification of individuals who take fingerprint impressions
Ed. Code 44010	Sex offense; ~~definition~~definitions
Ed. Code 44011	Controlled substance offense~~; definition~~
Ed. Code 44051	Employment history
Ed. Code 44332-44332.6	Temporary certificate of clearance
Ed. Code 44346.1	Applicants for credential; conviction of a violent or serious felony
Ed. Code 44830.1	Criminal record summary; certificated employees
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Ed. Code 49024	Activity Supervisor Clearance Certificate
Gov. Code 1021.5	Disqualification for employment
Gov. Code 12954	Employment discrimination; cannabis use
H&S Code 11350	Offenses Involving Controlled Substances Formerly Classified as Narcotics
H&S Code 11377	Offenses Involving Controlled Substances Formerly Classified as Restricted Dangerous Drugs
Pen. Code 11075-11081	Criminal record dissemination
Pen. Code 11102.2	Maintenance of criminal offender records; custodian of records
Pen. Code 11105	Access to criminal history information
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Pen. Code 1203.4	Dismissal of conviction
Pen. Code 1203.425	Conviction relief
Pen. Code 13300-13305	Local summary criminal history information
Pen. Code 288.3	Contacting a minor
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5148.3	Preschool/Early Childhood Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9011	Disclosure Of Confidential/Privileged Information

Regulation 4112.6: Personnel Files

Status: ADOPTED

Original Adopted Date: 03/01/2001 **| Last Revised Date:** ~~03~~05/01/~~2016~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2016~~2026

CSBA NOTE: The following optional administrative regulation should be revised to reflect district practice and any related provisions of negotiated agreements.

The Superintendent or designee shall maintain personnel files for all current employees at the district's central office or at the location where the employee works.

The Superintendent or designee shall determine the types of information to be included in personnel files, including, but not limited to, records required by law, and shall process all material to be placed in such files.

CSBA NOTE: The following paragraph is for use by districts that maintain their own police or security department~~;~~. For more information regarding the maintenance of district police or a security department to protect the safety of district students and staff, and the security of district property, see BP/AR 3515.3 - District Police/Security Department.

Personnel files for district police or security officers shall be maintained and accessed in accordance with Government Code 3305-3306.5 ~~and AR 3515.3 - District Police/Security Department~~.

Placement of Material in Personnel Files

Any supervisor or administrator who places written material or drafts written material for placement in an employee's file shall sign the material and indicate the date of the placement.

When an employee is asked to sign any material that is to be placed in ~~his/her~~the employee's file, ~~he/she~~the employee shall be informed that the signature only signifies that ~~he/she~~the employee has read the material and does not necessarily indicate that ~~he/she~~the employee agrees with its contents.

Any request by an employee to include materials in ~~his/her~~the employee's personnel file ~~must~~shall be approved by the Superintendent or designee.

CSBA NOTE: Pursuant to Education Code 44663, certificated employees have the right to provide a written reaction to ~~their~~the employee's evaluation and this response becomes a permanent attachment to ~~their~~the employee's personnel file. The following paragraph extends this right to all employees and may be revised to reflect district practice.

An employee may initiate a written reaction or response to ~~his/her~~the employee's performance evaluation. The response shall be permanently attached to the evaluation and placed in the employee's personnel file. (Education Code 44663)

Derogatory Information

CSBA NOTE: Education Code 44031 requires that an employee be given an opportunity to review and comment on any derogatory information before such information is placed in the employee's personnel file, as provided below. Pursuant to 5 CCR 16023, derogatory information ~~must~~is required to be retained as a Class 1 (permanent) record only when the time for filing a grievance has passed or the document has been sustained by the grievance process~~;~~. For more information regarding the classification and retention requirements for district records, see AR 3580 - District Records.

Information of a derogatory nature shall not be entered into an employee's personnel file unless and until the employee is given notice and an opportunity to review and comment on that information. Such a review shall take place during normal business hours. The employee shall be released from duty for this purpose without a salary reduction. The employee may enter ~~his/her~~the employee's own comments and have them attached to the derogatory statement. (Education Code 44031)

Persons with Authorized Access

CSBA NOTE: The following section should be revised to reflect district practice. Pursuant to Government Code 7927.700, districts may refuse to disclose personnel records when such disclosure would constitute an unwarranted invasion of personal privacy, although such disclosure is not prohibited. In *Marken v. Santa Monica-Malibu Unified School District*, the court, relying on *Bakersfield City School District v. Superior Ct.*, held that "if a complaint is of a substantial nature and there is reasonable cause to believe the complaint or charge of misconduct is well-founded," then the public's right to know outweighs the employee's right to privacy. The ruling emphasized that balancing the public's right to know with the employee's privacy rights must be determined on a case-by-case basis. ~~Districts should consult~~It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to disclosing an individual's personnel records.

The Superintendent or designee shall maintain the confidentiality of any personnel records which, if inappropriately disclosed, would constitute an unwarranted invasion of the employee's privacy.

Access to an employee's personnel file shall be granted only to the employee or former employee, persons authorized by the employee, district personnel, and others with a valid "right to know" or "need to know" who are authorized access by the Superintendent or designee.

CSBA NOTE: The following optional paragraph is consistent with BB 9005 - Governance Standards and BB 9200 - Limits of Board Member Authority, which reflect an understanding that the Governing Board's authority rests with the Board as a whole and not with individual Board members.

~~Individual~~An individual Governing Board ~~members~~member shall not access or be ~~allowed~~given access to ~~access~~an employee's or former employee's personnel files, but the Board may request pertinent information from an employee's or former employee's file in ~~cases~~the case of a personnel action.

CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), prohibits district staff, to the extent practicable, from disclosing or providing in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement most personnel records. For more information regarding the prohibition

against disclosing personnel records as it relates to immigration enforcement, and limited exceptions, see BP/AR 1445 - Response to Immigration Enforcement.

Additionally, an employee or former employee's personnel files shall only be disclosed to an officer or employee of an agency conducting immigration enforcement in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Any authorized reviewer shall maintain strict confidence of the contents of a personnel file. Personnel files shall be reviewed and replaced within the shortest time possible. In no case shall a personnel file be left unattended or left unsecured overnight.

File Review by Employee

Any employee or former employee wishing to inspect ~~his/her~~the employee's or former employee's personnel record shall contact the Superintendent or designee.

CSBA NOTE: Labor Code 1198.5, as amended by SB 513 (Ch. 654, Statutes of 2025), clarifies that personnel records relating to an employee's or former employee's performance include education and training records, and requires districts that maintain education and training records to ensure that those records include specified information. The requirements of Labor Code 1198.5 do not apply to an employee covered by a valid collective bargaining agreement if the agreement expressly provides for (1) the wages, hours of work, and working conditions of employees, (2) a procedure for the inspection and copying of personnel records, (3) premium wage rates for all overtime hours worked, and (4) a regular rate of pay of not less than 30 percent more than the state minimum wage rate. Because the applicability of Labor Code 1198.5 is dependent upon the terms of a district's collective bargaining agreement(s), it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when making this determination, and revise the following paragraphs, accordingly.

~~With the exceptions noted~~ Unless there is an exception as specified below, all personnel records related to the employee's or former employee's performance, including education or training records, or to any grievance concerning the employee or former employee shall be made available for inspection by the employee~~.~~ or former employee. Noncredentialed employees shall have access to any numerical scores obtained as a result of written examinations. (Education Code 44031; Labor Code 1198.5)

The Superintendent or designee shall not be required to make available to the employee or former employee: (Education Code 44031; Labor Code 1198.5)

1. Records related to the investigation of a possible criminal offense

2. Letters of reference

3. Ratings, reports, or records that were obtained prior to the employee's employment, prepared by identifiable examination committee members, or obtained in connection with a promotional examination

CSBA NOTE: Education Code 44031 and Labor Code 1198.5 require districts to make the contents of personnel files available to an employee at reasonable intervals and at reasonable times, ~~as specified below. The law does not define the term "reasonable interval" or "reasonable time." If~~

~~questions arise, districts should consult with legal counsel as appropriate.~~with specified time limitations as reflected below.

Personnel records related to the employee's, or former employee's, job performance or to any grievance concerning ~~him/her~~the employee shall be made available to the employee for inspection at reasonable intervals and at reasonable times, but not later than 30 calendar days from the date the district receives a written request, unless the current or former employee, or the employee's representative, and the Superintendent or designee agree in writing to a date beyond 30 calendar days to inspect the records, and the agreed-upon date does not exceed 35 calendar days from the district's receipt of the written request. (Education Code 44031; Labor Code 1198.5)

For current employees, the Superintendent or designee shall make the records available for inspection at the place where the employee reports to work, or at another mutually agreeable location. If the Superintendent or designee requires the employee to inspect the records at a location other than the place where the employee reports to work, there shall be no loss of compensation to the employee. The Superintendent or designee shall not be required to make such records available at a time when the employee is required to render services to the district~~, unless the employee is required to view the file where it is stored.~~. (Education Code 44031; Labor Code 1198.5)

~~The Superintendent or designee shall do one of the following: (Labor Code 1198.5)~~

~~1. Keep a copy of each employee's personnel records at~~For former employees, the ~~place where~~Superintendent or designee shall make the ~~employee reports to work~~

~~2. Make the employee's personnel~~ records available ~~at the place where the employee reports to work within a reasonable period of time following the employee's request~~

~~3. Permit the employee to inspect the personnel records~~ for inspection at the location where the district stores the records unless a different location is mutually agreed to. If a former employee was terminated for violation of law, or an employment-related policy, involving harassment or workplace violence, the Superintendent or designee may make the personnel records available at a location other than the workplace that is within a reasonable driving distance of the former employee's residence, or provide a copy of the personnel records~~, with no loss of compensation to~~ by mail. (Labor Code 1198.5)

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

~~The~~ If the employee has, in writing, authorized a representative, the employee may be accompanied by ~~a~~that representative ~~of his/her choice~~ while reviewing ~~his/her~~the employee's personnel records. The Superintendent or designee may take reasonable steps to verify the identity of a current or former employee or the employee's authorized representative. (Labor Code 1198.5)

Inspection shall take place in the presence of the Superintendent or designee. The Superintendent or designee shall keep a record of the date and time the file was reviewed and the name and title of the person(s) present during the review.

In no instance shall any material be removed from the records. ~~Requests for copies of material in a personnel record must be made in writing.~~

~~Record Retention~~

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

Upon a written request from a current or former employee, or their representative, the Superintendent or designee shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, no later than 30 calendar days from the date the district receives the request. The deadline to provide a copy of the records may be extended to a date beyond 30 calendar days if the current or former employee, or their representative, and the Superintendent or designee agree in writing, as long as the agreed-upon date does not exceed 35 calendar days from the receipt of the written request. The Superintendent or designee shall provide any copy of a personnel file at the place described above for inspection. A former employee may receive a copy by mail if the employee reimburses the district for actual postal expenses. (Labor Code 1198.5)

Record Retention

Personnel records for current and former employees shall be retained in accordance with 5 CCR 16023.

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

Egregious Misconduct

The Superintendent or designee shall not expunge from an employee's personnel file, nor enter into an agreement that would authorize expunging from an employee's personnel file, credible complaints of, substantiated investigations into, or discipline for egregious misconduct as defined in Education Code 44932. However, such documentation may be removed if, during a hearing before the Board, an arbiter, personnel commission, Commission on Professional Competence, or administrative law judge, the employee prevailed, the allegations were determined to be false, not credible, or unsubstantiated, or a determination was made that the discipline was not warranted. (Education Code 44939.5)

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant and, as amended by SB 848 (Ch. 460, Statutes of 2025), a diagnostic center operated by the California Department of Education, or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was required to be reported to the Commission on Teacher Credentialing (CTC). Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. In addition, pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the hiring of

suitable and qualified individuals, including egregious misconduct inquiries, see BP 4111/4211/4311 - Recruitment and Selection, regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified), and regarding the employment of a person who has been convicted of specified felonies and offenses, see AR/E(1) 4112.5/4212.5/4312.5 – Criminal Record Check.

Upon receipt of an inquiry from another district, county office of education, charter school, state special school or diagnostic center operated by the California Department of Education, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to the Commission on Teacher Credentialing within its possession in regard to such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

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State	Description
5 CCR 16020-16022	Records; general provisions
5 CCR 16023-16027	District records; retention and destruction
Ed. Code 234.7	Protections relating to immigration and citizenship status
Ed. Code 35253	Regulations to destroy records
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44051	Noncertificated employees; report of egregious misconduct
Ed. Code 44663	Certificated employees; ~~Performance appraisals~~performance evaluations and related materials
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated employees; ~~Report~~report of egregious misconduct
Gov. Code 3305-3306.5	District police officers; personnel files
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 7927.700	Exemption for personnel records if invasion of personal privacy

Gov. Code 7928.300	Disclosure of employee contact information to employee organization
Lab. Code 1198.5	Personnel records related to performance and grievance
Pen. Code 11165.14	Report of investigation of child abuse complaint

Management Resources	**Description**
~~Attorney General Opinion~~	~~Cal. Atty. Gen., Indexed Letter, no. IL 75-73 (June 6, 1975)~~
Court Decision	Bakersfield City School District v. Superior Ct. (2004) 118 Cal.App.4th 1041
Court Decision	Marken v. Santa Monica-Malibu Unified School District (2012) 202 Cal.App.4th 1250
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0440	District Technology Plan
0441	Artificial Intelligence
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1340	Access To District Records
1340	Access To District Records
1445	Response to Immigration Enforcement
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3580	District Records

3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation
4111	Recruitment and Selection
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112	Appointment and Conditions of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.61	Employment References
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4117.5	Termination Agreements
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
4119.23	Unauthorized Release Of Confidential/Privileged Information
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4131.1	Teacher Support And Guidance
4131.1	Teacher Support And Guidance
4144	Complaints

4144	Complaints
4151	Employee Compensation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4211	Recruitment and Selection
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212	Appointment and Conditions of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.61	Employment References
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4215	Evaluation/Supervision
4217.5	Termination Agreements
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
4219.23	Unauthorized Release Of Confidential/Privileged Information
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4251	Employee Compensation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4311	Recruitment and Selection
4311.2	Legal Status Requirement

4311.2	Legal Status Requirement
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.61	Employment References
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4315	Evaluation/Supervision
4317.5	Termination Agreements
~~4319.21~~	~~Professional Standards~~
~~4319.21-E(1)~~	~~Professional Standards~~
4319.23	Unauthorized Release Of Confidential/Privileged Information
~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4344	Complaints
4344	Complaints
4351	Employee Compensation
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5125	Student Records
5125	Student Records
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education

9011	Disclosure Of Confidential/Privileged Information
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 4112.9: Employee Notifications

Status: ADOPTED

Original Adopted Date: 06/01/1994 **| Last Revised Date:** ~~06~~05/01/~~2025~~2026 **| Last Reviewed Date:** ~~06~~05/01/~~2025~~2026

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

The Governing Board believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing ~~their~~ job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications the Superintendent or designee believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

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

State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling; limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination; pregnancy, childbirth, and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security
Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members

Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 234.1	Educational ~~Equity~~equity: Federal Program Monitoring (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=234.1.&lawCode=EDC)
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code ~~3550~~32282	~~Insurance carrier notice~~Comprehensive school safety plan
Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices; certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures; districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified; administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45117	Notice of layoff; classified employees
Ed. Code 45169	Employee salary data; classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees

Ed. Code 45195	Additional leave
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48851.3	Education of students in foster care and students who are homeless
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher~~,~~; student who has engaged in acts ~~re:~~regarding grounds for suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Ed. Code 51225.25	Student participating in a newcomer program; definition
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12945.8	Accommodations and leave for victims of a qualifying act of violence
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees ~~re~~regarding AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications~~: Workers'~~; workers' compensation benefits
Lab. Code 5401	Workers' compensation; claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act; notification requirement
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect

Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
W&I Code 827	Limited exception to juvenile court record

Federal	**Description**
20 USC 2354	Local application for career and technical education programs
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 100	Nondiscrimination under programs receiving federal assistance
34 CFR 104.8	Nondiscrimination; Section 504 of the Rehabilitation Act of 1973
34 CFR 106.8	Title IX; Designation of coordinator, dissemination of policy, and adoption of grievance procedures
34 CFR 106.9	Severability
34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act; notice requirement
40 CFR 763.84	Asbestos inspections, response actions, and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1445	Response to Immigration Enforcement

2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.14	Postretirement Employment
4117.3	Personnel Reduction
4117.7	Employment Status Reports

4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.43	Universal Precautions
4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157	Employee Safety
4157	Employee Safety
4157.1	Work-Related Injuries
4158	Employee Security
4158	Employee Security
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.2	Personal Leaves
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment

4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257	Employee Safety
4257	Employee Safety
4257.1	Work-Related Injuries
4258	Employee Security
4258	Employee Security
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.2	Personal Leaves
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions
4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits

4357	Employee Safety
4357	Employee Safety
4357.1	Work-Related Injuries
4358	Employee Security
4358	Employee Security
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.2	Personal Leaves
4361.5	Military Leave
4361.8	Family Care And Medical Leave
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6117	Year-Round Schedules
6146.3	Reciprocity of Academic Credits
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6178	Career Technical Education
6178	Career Technical Education
9310	Board Policies
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Exhibit 4112.9-E(1): Employee Notifications

Status: ADOPTED

Original Adopted Date: 05/01/2016 | **Last Revised Date:** ~~06~~05/01/~~2025~~2026 | **Last Reviewed Date:** ~~06~~05/01/~~2025~~2026

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

This exhibit is a non-exhaustive list of notices that the law explicitly requires be provided to employees. Other notices may exist and be identified in the future.

I. To All Employees

When/Whom to Notify: At the beginning of school year or upon employment
Education or Other Legal Code: Education Code 231.5, Government Code 12950
Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11
Subject: The district's policy on sexual harassment, legal remedies, complaints

When/Whom to Notify: Annually and 72 hours before pesticide application
Education or Other Legal Code: Education Code 17612
Board Policy/Administrative Regulation #: AR 3514.2
Subject: Use of pesticide products, active ingredients, ~~Internet address to access information on pesticides~~ internet address to access information on pesticides

When/Whom to Notify: When the school confirms the presence of immigration enforcement on the school site
Education or Other Legal Code: Education Code 32282
Board Policy/Administrative Regulation #: AR 0450, AR 1445
Subject: Presence of immigration enforcement on school site

When/Whom to Notify: Prior to implementing year-round schedule
Education or Other Legal Code: Education Code 37616
Board Policy/Administrative Regulation #: BP 6117
Subject: Public hearing on implementing year-round program schedule

When/Whom to Notify: Prior to implementing alternative schedule
Education or Other Legal Code: Education Code 46162
Board Policy/Administrative Regulation #: BP 6112
Subject: Public hearing on alternative schedule in secondary grades

When/Whom to Notify: Annually
Education or Other Legal Code: Education Code 49013; 5 CCR 4622
Board Policy/Administrative Regulation #: AR 1312.3~~;~~, BP 0460~~;~~, BP 3260
Subject: Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When to Notify: Annually
Education or Other Legal Code: Education Code 49069.5, 51225.1, 51225.25
Board Policy/Administrative Regulation #: AR ~~6173, AR 6173.1, 6173.3, 6175~~6146.3
Subject: Transfer of coursework and credits for foster youth, students experiencing homelessness, former juvenile court school students, children of military family, students who are migratory, and students participating in a newcomer program

When/Whom to Notify: Annually
Education or Other Legal Code: Education Code 49414
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer emergency epinephrine ~~auto-injectors~~delivery systems

When/Whom to Notify: At least once per school year
Education or Other Legal Code: Education Code 49414.7
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer stock albuterol inhalers

When/Whom to Notify: At least once per school year
Education or Other Legal Code: Education Code 49468.2
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer anti-seizure medication

When/Whom to Notify: At least once per year
Education or Other Legal Code: Education Code 49414.3
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer opioid antagonist

When to Notify: When a parent/guardian requests for district designation of volunteers is received for training on emergency use of anti-seizure medication for a student diagnosed with seizures
Education or Other Legal Code: Education Code 49468.2
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained in recognition and response to seizures, including administration of emergency anti-seizure medication, description of training, right to rescind offer to volunteer, prohibition against retaliation.

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 1126
Board Policy/Administrative Regulation #: BP 4136/4236/4336
Subject: Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210
Board Policy/Administrative Regulation #: BP 4020, BP 4159/4259/4359
Subject: District's drug- and alcohol-free workplace; actions that will be taken if violated; available employee assistance programs

When/Whom to Notify: Upon employment
Education or Other Legal Code: Government Code 21029
Board Policy/Administrative Regulation #: None
Subject: Right to purchase PERS service credit for military service performed prior to public employment

When/Whom to Notify: Upon placement of automated external defibrillator (AED) in school, annually thereafter
Education or Other Legal Code: Health and Safety Code 1797.196
Board Policy/Administrative Regulation #: AR 5141
Subject: Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan

When/Whom to Notify: If the district receives Tobacco-Use Prevention Education funds
Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: AR 3513.3
Subject: District's tobacco-free schools policy and enforcement procedures

When/Whom to Notify: Annually, or more frequently if there is new information
Education or Other Legal Code: Health and Safety Code 120875, 120880
Board Policy/Administrative Regulation #: BP 4119.43/4219.43/4319.43
Subject: AIDS and hepatitis B, methods to prevent exposure

When/Whom to Notify: To new employees upon hire, all employees annually, and upon request, in districts with 25 or more employees
Education or Other Legal Code: Government Code 12945.8
Board Policy/Administrative Regulation #: AR 4161.2/4261.2/4361.2
Subject: Rights pursuant to Government Code 12945.8 pertaining to leaves and accommodations for victims of a qualifying act of violence

When/Whom to Notify: With each paycheck
Education or Other Legal Code: Labor Code 246
Board Policy/Administrative Regulation #: AR 4161.1/4261.1/4361.1
Subject: Amount of sick leave available

When/Whom to Notify: Upon hire, in employee handbook, and upon request for parental leave
Education or Other Legal Code: Labor Code 1034
Board Policy/Administrative Regulation #: BP 4033
Subject: The district's policy on lactation accommodation

When/Whom to Notify: To covered employees and former employees
Education or Other Legal Code: Labor Code 2800.2
Board Policy/Administrative Regulation #: AR 4154/4254/4354
Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

When/Whom to Notify: To employees participating in a flexible spending account

Education or Other Legal Code: Labor Code 2810.7
Board Policy/Administrative Regulation #: None
Subject: Deadline to withdraw funds from account before the end of the plan year

When/Whom to Notify: Post and keep posted in a conspicuous location frequented by employees where the notice may be easily read by employees during the hours of the workday
Education or Other Legal Code: Labor Code 3550
Board Policy/Administrative Regulation #: AR 4157.1
Subject: Current compensation insurance carrier of the employer, or when appropriate, statement that the employer is self-insured, and who is responsible for claims adjustment

When/Whom to Notify: To every new employee, either at the time employee is hired or by end of first pay period
Education or Other Legal Code: Labor Code 3551
Board Policy/Administrative Regulation #: AR 4157.1/4257.1/4357.1
Subject: Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify: Prior to beginning employment or volunteering
Education or Other Legal Code: Penal Code 11165.7, 11166.5
Board Policy/Administrative Regulation #: AR 5141.4
Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law

When/Whom to Notify: Upon employment and when leaving work due to pregnancy or nonoccupational sickness or injury
Education or Other Legal Code: Unemployment Insurance Code 2613
Board Policy/Administrative Regulation #: AR 4154/4254/4354
Subject: Disability insurance rights and benefits

When/Whom to Notify: To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when the ~~superintendent~~Superintendent or designee believes the employee needs the information for the protection of self or others when working with the student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses
Education or Other Legal Code: Welfare and Institutions Code 827
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff

When/Whom to Notify: To all employees and job applicants
Education or Other Legal Code: 2 CCR 11023; 34 CFR 104.8, 106.~~9~~8,
Board Policy/Administrative Regulation #: BP 0410, AR 4030
Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: To all employees via employee handbook, or to each new employee
Education or Other Legal Code: 2 CCR 11091, 11095; 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible

When/Whom to Notify: Post and keep posted on premises or via electronic posting, in conspicuous places where employees are employed
Education or Other Legal Code: 2 CCR 11095
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: A notice explaining the CFRA's provisions and procedures for filing complaints of violations of the Act with the Civil Rights Department.

When/Whom to Notify: To all employees
Education or Other Legal Code: 8 CCR 3203
Board Policy/Administrative Regulation #: AR 4157/4257/4357
Subject: The right and procedure to access the injury and illness prevention program

When/Whom to Notify: To all employees
Education or Other Legal Code: 34 CFR 106.8
Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11
Subject: Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights

When/Whom to Notify: Annually
Education or Other Legal Code: 40 CFR 763.84, 763.93
Board Policy/Administrative Regulation #: AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When/Whom to Notify: Prior to the beginning of school year or upon employment
Education or Other Legal Code: 20 USC 2354; 34 CFR 100 Appendix B, 104.8
Board Policy/Administrative Regulation #: AR 6178
Subject: All career and technical education opportunities are offered without regard to race, color, national origin, sex, or disability in accordance with 34 CFR 100

II. To Certificated Employees

When/Whom to Notify: Prominently display in location frequented by certificated employees who serve students in any of grades 7-12
Education or Other Legal Code: Education Code 234.1
Board Policy/Administrative Regulation #: BP 5145.3
Subject: Information on existing school site and community resources related to the support of students who may face bias or bullying

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire
Education or Other Legal Code: Education Code 22455.5
Board Policy/Administrative Regulation #: AR 4121
Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: Upon employment of a retired certificated individual
Education or Other Legal Code: Education Code 22461
Board Policy/Administrative Regulation #: AR 4117.14/4317.14
Subject: Postretirement earnings limitation or employment restriction; monthly report of compensation

When/Whom to Notify: To certificated employees
Education or Other Legal Code: Education Code 35171
Board Policy/Administrative Regulation #: AR 4115, BP 4315
Subject: District regulations related to performance evaluations

When/Whom to Notify: 30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated
Education or Other Legal Code: Education Code 44663
Board Policy/Administrative Regulation #: AR 4115
Subject: Copy of employee's evaluation

When/Whom to Notify: To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee
Education or Other Legal Code: Education Code 44664
Board Policy/Administrative Regulation #: AR 4115
Subject: Notice and description of the unsatisfactory performance

When/Whom to Notify: By May 30, if district elects to issue reemployment notices to certificated employees
Education or Other Legal Code: Education Code 44842
Board Policy/Administrative Regulation #: AR 4112.1
Subject: Request that the employee notify district of intent to remain in service next year

When/Whom to Notify: To probationary and temporary certificated employees upon employment and every July thereafter
Education or Other Legal Code: Education Code 44916
Board Policy/Administrative Regulation #: AR 4112.1, AR 4121
Subject: Employment status and salary

When/Whom to Notify: To probationary employee, by March 15
Education or Other Legal Code: Education Code 44929.21, 44929.23, 44948.5
Board Policy/Administrative Regulation #: BP 4116
Subject: Whether ~~or not~~ employee is reelected for next school year

When/Whom to Notify: When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year
Education or Other Legal Code: Education Code 44934, 44934.1, 44936
Board Policy/Administrative Regulation #: BP ~~4118;~~ /AR 4118
Subject: Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice

When/Whom to Notify: To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings
Education or Other Legal Code: Education Code 44940.5
Board Policy/Administrative Regulation #: AR 4118
Subject: Notice of intent to dismiss 30 days from notice unless employee demands hearing

When/Whom to Notify: To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second- year probationary employee
Education or Other Legal Code: Education Code 44948.3
Board Policy/Administrative Regulation #: AR 4118
Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15
Education or Other Legal Code: Education Code 44949, 44955
Board Policy/Administrative Regulation #: BP 4117.3
Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Governing Board decision ~~re:~~regarding termination

When/Whom to Notify: Before the end of the school year to temporary employee who served 75 percent of school year but will be released
Education or Other Legal Code: Education Code 44954
Board Policy/Administrative Regulation #: BP 4121
Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Governing Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated
Education or Other Legal Code: Education Code 44955.5
Board Policy/Administrative Regulation #: BP 4117.3
Subject: Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Governing Board

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

When/Whom to Notify: To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion
Education or Other Legal Code: Education Code 48201
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct
Education or Other Legal Code: 5 CCR 80303
Board Policy/Administrative Regulation #: AR 4117.7/4317.7
Subject: Contents of state regulation ~~re:~~regarding report to Commission on Teacher Credentialing

III. To Classified Employees

When/Whom to Notify: When a classified employee is subject to disciplinary action for cause, in a nonmerit district
Education or Other Legal Code: Education Code 45113
Board Policy/Administrative Regulation #: AR 4218
Subject: Notice of charges, right to hearing, timeline for requesting hearing

When/Whom to Notify: By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15
Education or Other Legal Code: Education Code 45117
Board Policy/Administrative Regulation #: AR 4217.3
Subject: Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination

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

When/Whom to Notify: At least 60 days prior to the effective date of layoff, if the employee's position must be eliminated due to the expiration of a specially funded program
Education or Other Legal Code: Education Code 45117
Board Policy/Administrative Regulation #: AR 4217.3

Subject: Notice of layoff date, displacement and reemployment rights

When/Whom to Notify: Upon employment and upon each change in classification
Education or Other Legal Code: Education Code 45169
Board Policy/Administrative Regulation #: AR 4212
Subject: Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek

When/Whom to Notify: To permanent employee whose leave is exhausted
Education or Other Legal Code: Education Code 45192, 45195
Board Policy/Administrative Regulation #: AR 4261.1, AR 4261.11
Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To school bus drivers and school activity bus drivers prior to expiration of specified documents
Education or Other Legal Code: 13 CCR 1234
Board Policy/Administrative Regulation #: AR 3542
Subject: Expiration date of driver's license, driver's certificate and medical certificate; need to renew

When/Whom to Notify: To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter
Education or Other Legal Code: 13 CCR 2480
Board Policy/Administrative Regulation #: AR 3542
Subject: Limitations on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment
Education or Other Legal Code: 49 CFR 382.113, 382.601
Board Policy/Administrative Regulation #: AR 4112.42/4212.42/4312.42
Subject: Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test

When/Whom to Notify: To school bus drivers, prior to operating school bus
Education or Other Legal Code: 49 CFR 382.303
Board Policy/Administrative Regulation #: AR 4112.42/4212.42/4312.42
Subject: Post accident information, procedures, and instruction

IV. To Administrative/Supervisory Personnel

When/Whom to Notify: To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract
Education or Other Legal Code: Education Code 35031
Board Policy/Administrative Regulation #: BP 2121, BP 4312.1
Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position
Education or Other Legal Code: Education Code 44896

Board Policy/Administrative Regulation #: AR 4313.2
Subject: Statement of the reasons for the reassignment

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year
Education or Other Legal Code: Education Code 44951
Board Policy/Administrative Regulation #: AR 4313.2
Subject: Notice that employee may be released or reassigned the following school year

V. To Individual Employees Under Special Circumstances

When/Whom to Notify: In the event of a breach of security of district records to affected employees
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: BP 3580
Subject: Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

When/Whom to Notify: Prior to placing derogatory information in personnel file
Education or Other Legal Code: Education Code 44031
Board Policy/Administrative Regulation #: AR 4112.6/4212.6/4312.6
Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: To employees who volunteer to administer emergency epinephrine ~~auto-injector~~delivery systems
Education or Other Legal Code: Education Code 49414
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Defense and indemnification from civil liability by the district

When/Whom to Notify: To district police officer, within 30 days of decision to impose discipline
Education or Other Legal Code: Government Code 3304
Board Policy/Administrative Regulation #: AR 3515.3
Subject: Decision to impose discipline, including the date that discipline will be imposed

When/Whom to Notify: New employees upon hire, to all employees annually, at any time upon request, and any time an employee informs an employer that the employee or the employee's family member is a victim
Education or Other Legal Code: Government Code 12945.8
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Accommodations and leave for victims of a qualifying act of violence

When/Whom to Notify: To employee returning from military leave of absence, within 30 days of return
Education or Other Legal Code: Government Code 20997
Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5
Subject: Right to receive PERS service credit for military service; application form

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or

charges against employee
Education or Other Legal Code: Government Code 54957
Board Policy/Administrative Regulation #: BB 9321
Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: When taking disciplinary action against employee for disclosure of confidential information
Education or Other Legal Code: Government Code 54963
Board Policy/Administrative Regulation #: BP 4119.23/4219.23/4319.23
Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: Within one working day of work-related injury or victimization of crime
Education or Other Legal Code: Labor Code 3553, 5401
Board Policy/Administrative Regulation #: AR 4157.1/4257.1/4357.1
Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: When adverse employment action is based on DOJ criminal history information or subsequent arrest notification
Education or Other Legal Code: Penal Code 11105, 11105.2
Board Policy/Administrative Regulation #: AR 4112.5/4212.5/4312.5
Subject: Copy of DOJ notification

When/Whom to Notify: To any employee with exposure to blood or potentially infectious materials, upon initial employment and at least annually thereafter
Education or Other Legal Code: 8 CCR 3204
Board Policy/Administrative Regulation #: AR 4119.42/4219.42/4319.42
Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee assigned to a work area in a laboratory setting where hazardous chemicals are present, within 15 working days after receiving a monitoring result related to an employee exposure determination
Education or Other Legal Code: 8 CCR 5191
Board Policy/Administrative Regulation #: AR 3514.1
Subject: Contents of 8 CCR 5191, including location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area
Education or Other Legal Code: 8 CCR 5194
Board Policy/Administrative Regulation #: AR 3514.1
Subject: Requirements of 8 CCR 5194, including any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights

When/Whom to Notify: To employee eligible for military leave
Education or Other Legal Code: 38 USC 4334
Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5

Subject: Notice of rights, benefits, and obligations under military leave

When/Whom to Notify: Within five business days of employee's request for family care and medical leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave
Education or Other Legal Code: 29 CFR 825.300; 2 CCR 11049, 11091
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice

When/Whom to Notify: Whenever notice of eligibility for FMLA is provided to employee
Education or Other Legal Code: 29 CFR 825.300
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Rights and responsibilities ~~re:~~regarding use of FMLA; consequences of failure to meet obligations

When/Whom to Notify: To all employees working with families experiencing homelessness
Education or Other Legal Code: Education Code 48851.3, 42 USC 11432
Board Policy/Administrative Regulation #: AR 6173
Subject: Duties of district liaison for homeless students and availability of training and services

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
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State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling; limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination; pregnancy, childbirth, and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security

Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members
Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 234.1	Educational ~~Equity~~equity: Federal Program Monitoring (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=234.1.&lawCode=EDC)
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code ~~3550~~32282	~~Insurance carrier notice~~Comprehensive school safety plan
Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices; certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures; districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified; administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45117	Notice of layoff; classified employees

Ed. Code 45169	Employee salary data; classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48851.3	Education of students in foster care and students who are homeless
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher~~,~~; student who has engaged in acts ~~re:~~regarding grounds for suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Ed. Code 51225.25	Student participating in a newcomer program; definition
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12945.8	Accommodations and leave for victims of a qualifying act of violence
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees ~~re~~regarding AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications~~: Workers'~~; workers' compensation benefits
Lab. Code 5401	Workers' compensation; claim form and notice of potential eligibility

Pen. Code 11165.7	Child Abuse and Neglect Reporting Act; notification requirement
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
W&I Code 827	Limited exception to juvenile court record

Federal	**Description**
20 USC 2354	Local application for career and technical education programs
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 100	Nondiscrimination under programs receiving federal assistance
34 CFR 104.8	Nondiscrimination; Section 504 of the Rehabilitation Act of 1973
34 CFR 106.8	Title IX; Designation of coordinator, dissemination of policy, and adoption of grievance procedures
34 CFR 106.9	Severability
34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act; notice requirement
40 CFR 763.84	Asbestos inspections, response actions, and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
1312.3	Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1445	Response to Immigration Enforcement
2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status

4116	Probationary/Permanent Status
4117.14	Postretirement Employment
4117.3	Personnel Reduction
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.43	Universal Precautions
4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157	Employee Safety
4157	Employee Safety
4157.1	Work-Related Injuries
4158	Employee Security
4158	Employee Security
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.2	Personal Leaves
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files

4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257	Employee Safety
4257	Employee Safety
4257.1	Work-Related Injuries
4258	Employee Security
4258	Employee Security
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.2	Personal Leaves
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions

4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4357	Employee Safety
4357	Employee Safety
4357.1	Work-Related Injuries
4358	Employee Security
4358	Employee Security
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.2	Personal Leaves
4361.5	Military Leave
4361.8	Family Care And Medical Leave
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6117	Year-Round Schedules
6146.3	Reciprocity of Academic Credits
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6178	Career Technical Education
6178	Career Technical Education
9310	Board Policies
9321	Closed Session
9321-E(1)	Closed Session

Policy 4200: Classified Personnel

Status: ADOPTED

Original Adopted Date: 10/01/1996 **| Last Revised Date:** ~~12~~05/01/~~2017~~2026 **| Last Reviewed Date:** ~~12~~05/01/~~2017~~2026

CSBA NOTE: The following ~~Board~~optional policy may be revised to reflect district practice, for consistency with ~~district~~ any applicable collective bargaining agreements ~~and~~, or, for districts that have incorporated the merit system pursuant to Education Code 45220-45320, with the rules and regulations of the personnel commission. For more information regarding collective bargaining agreements for classified personnel, see BP 4140/4240/4340 – Bargaining Units.

The Governing Board ~~recognizes~~believes that classified ~~personnel~~employees provide essential services that support and enhance the district's educational program~~. The~~ , including the academic achievement, personal growth, and well-being of district students. Additionally, the Board acknowledges that classified employees benefit from professional development in fulfilling the expectations for their position and expects classified employees to engage in ongoing professional development to improve their skills and pursue excellence.

The Superintendent or designee shall fill each of its classified positions with ~~qualified persons~~individuals who meet applicable requirements and district qualifications, consistent with position requirements.

The Superintendent or designee shall define and communicate the duties, responsibilities, and expectations for each classified position.

The Superintendent or designee may provide professional development opportunities to classified staff for the purpose of continual improvement of knowledge and skills related to the employee's position.

CSBA NOTE: The following paragraphs reflect requirements of Education Code 45103-45104 and are for use by non-merit system districts. In merit system districts, classification of positions is a responsibility of the personnel commission pursuant to Education Code 45256.

The Board shall classify all employees and positions not requiring certification qualifications as the classified service, except for those employees and positions specifically exempt from classified service. (Education Code 45103)

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. (Education Code 45104)

Each classified position shall have a designated title and regular minimum number of assigned hours per day, days per week, and months per year.

Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions and collective

bargaining agreements.

Each classified employee shall be ~~held accountable~~responsible for ~~duties~~completing assigned ~~to him/her~~duties consistent with the applicable job description and shall ~~undergo regular performance evaluations~~be evaluated in accordance with law, Board policies, administrative regulations, and collective bargaining agreements, as appropriate.

Substitute and Short-Term Employees

The district may employ a substitute employee to replace a classified employee who is temporarily absent from duty. (Education Code 45103)

If the district is in the process of hiring a permanent employee to fill a classified position, the Board may fill the vacancy with one or more substitute employees for no more than 60 calendar days, unless the applicable collective bargaining agreement provides for a different period of time. (Education Code 45103)

CSBA NOTE: Pursuant to Education Code 45103, the district may employ short-term employees for ~~no more~~less than 75 percent of the school year. As defined in Education Code 45103, 75 percent of the school year is 195 work days, which is equivalent to 75 percent of the number of work days in a full year.

The district may employ a short-term employee to perform a service for the district when that service or similar services will not be extended or needed on a continuing basis. Before employing a short-term employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 195 work days per year, including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day. (Education Code 45103)

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State	Description
Ed. Code 45100-45139	Employment of classified staff
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45190-45210	Leaves of absence; classified
Ed. Code 45220-45320	Merit system; classified employees
Ed. Code 49406	TB risk assessment
Ed. Code 51760-51769.5	Work experience education

Management Resources	Description

Website	CSBA District and County Office of Education Legal Services
Website	California School Employees Association

Cross References

Code	Description
0200	Goals For The School District
3312	Contracts
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
4111	Recruitment And Selection
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4140	Bargaining Units
4141	Collective Bargaining Agreement
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4215	Evaluation/Supervision
4217.3	Layoff/Rehire
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4231	Staff Development
4240	Bargaining Units
4241	Collective Bargaining Agreement
4311	Recruitment And Selection
4312.4	Health Examinations
4312.5	Criminal Record Check

4312.5-E(1) Criminal Record Check

4340 Bargaining Units

Regulation 4200: Classified Personnel

Status: ADOPTED

Original Adopted Date: 11/01/2002 **| Last Revised Date:** ~~12~~05/01/~~2018~~2026 **| Last Reviewed Date:** ~~12~~05/01/~~2018~~2026

Exemption from Classified Service

CSBA NOTE: Education Code 45106 **mandates** the Governing Board to adopt a rule or regulation that contains the following paragraph.

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

CSBA NOTE: Positions that are exempted from the classified service vary depending on whether ~~or not~~ the district has incorporated the merit system pursuant to Education Code 45220-45320. The district should select the appropriate option below.

OPTION 1: Districts Not Incorporating the Merit System

Individuals hired solely for the following purposes shall not be part of the classified service: (Education Code 45103)

1. Substitute or short-term employees who are employed and paid for fewer than 195 work days per year, including holidays, sick leave, vacation, and other leaves of absences, irrespective of the number of hours worked per day

2. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment

3. Full-time students employed part time

4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district pursuant to Education Code 51760-51769.5 that is financed by state or federal funds

OPTION 1 ENDS HERE

OPTION 2: Merit System Districts

~~CSBA NOTE: AB 2160 (Ch. 488, Statutes of 2018) amended Education Code 45256 to eliminate the exemption of part-time playground positions (noon duty aides) from the classified service in merit system districts, thereby making those positions part of the classified service. Persons who were employed in part-time playground positions as of January 1, 2019 must be deemed permanent~~

~~employees of the district without having to serve a probationary period. These employees also are not subject to placement on an eligibility list and cannot be required to undergo examination through the personnel commission for such placement. Employees hired for part-time playground positions after January 1, 2019 may be required to serve a probationary period in accordance with BP 4216 - Probationary/Permanent Status.~~

~~In addition, AB 2261 (Ch. 297, Statutes of 2018) amended Education Code 45258 to eliminate the exemption from the classified service for positions established for the employment of community representatives in advisory or consulting capacities for not more than 90 working days, or a total of 720 hours, in a fiscal year.~~

Individuals hired solely for the following purposes shall not be part of the classified service: (Education Code 45256)

1. Apprentices

2. Professional experts employed by the Governing Board or the personnel commission on a temporary basis for a specific project

3. Full-time students employed part time

4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district pursuant to Education Code 51760-51769.5 that is financed by state or federal funds

OPTION 2 ENDS HERE

Restricted Positions

CSBA NOTE: The following section is for use by any district that has established "restricted" positions, pursuant to Education Code 45105 or 45108, which are available only to persons in low-income groups or residing in specific areas of the community.

Persons employed in restricted positions pursuant to Education Code 45105 or 45108 shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. Such persons shall be eligible for promotion into the regular classified service only after completing six months of satisfactory service and satisfactorily completing the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

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Policy Reference Disclaimer:
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State	Description

Ed. Code 45100-45139	Employment of classified staff
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45190-45210	Leaves of absence; classified
Ed. Code 45220-45320	Merit system; classified employees
Ed. Code 49406	TB risk assessment
Ed. Code 51760-51769.5	Work experience education

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	California School Employees Association

Cross References

Code	Description
0200	Goals For The School District
3312	Contracts
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
4111	Recruitment And Selection
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4140	Bargaining Units
4141	Collective Bargaining Agreement
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4215	Evaluation/Supervision
4217.3	Layoff/Rehire
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action

4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4231	Staff Development
4240	Bargaining Units
4241	Collective Bargaining Agreement
4311	Recruitment And Selection
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4340	Bargaining Units

Policy 4211: Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 07/01/2012 **| Last Revised Date:** ~~03~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2024~~2026

CSBA NOTE: The following optional policy may be revised to reflect district practice and should be aligned with relevant collective bargaining agreement provisions.

Additionally, the Governing Board should ensure that district hiring procedures are aligned with law, Board policy, and collective bargaining agreements. In *C.A. v. William S. Hart Union High School District*, the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student.

The following paragraph reflects concepts from the California Department of Education's (CDE) publication, "How to Increase the Diversity of California's Educator Workforce," and the California Commission on Teacher Credentialing's (CTC) publication, "Strategic Plan: Ensuring Educator Excellence," related to the benefits students receive when staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop ~~equitable, fair, and transparent~~ recruitment and selection processes ~~and procedures~~, consistent with applicable law, Board policy, and collective bargaining agreements, that ~~ensure~~are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and ~~not on any bias, personal preference, or unlawful discrimination~~in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures~~, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees~~ and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ disseminate job announcements in a manner reasonably designed to ~~ensure~~reach a ~~wide range~~broad pool of qualified candidates.

CSBA NOTE: Pursuant to Labor Code 432.3, an employer with 15 or more employees is required to include the pay scale for a position in any job posting.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.~~2~~3)

The Superintendent shall develop and maintain appropriate hiring procedures to identify ~~the best possible~~qualified candidates ~~for a position~~who meet district needs. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be treated as confidential ~~and~~to the extent consistent with law.

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant and, as amended by SB 848 (Ch. 460, Statutes of 2025), a diagnostic center operated by CDE, or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was required to be reported to CTC. Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. In addition, pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified), and regarding the employment of a person who has been convicted of specified felonies and offenses, see AR/E(1) 4112.5/4212.5/4312.5 – Criminal Record Check.

On or before July 1, 2027, CTC is required to, upon appropriation, develop a statewide data system for a LEA to provide specified information regarding the employment, investigation of egregious misconduct, and departure of classified employees.

When considering an applicant for a certificated position, the district shall inquire with each district, county office of education (COE), charter school, state special school or diagnostic center operated by the California Department of Education (CDE), or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was reported to the Commission on Teacher Credentialing (CTC). (Education Code 44939.5)

Additionally, when considering an applicant for a classified position, the district shall inquire with each district, COE, charter school, state special school or diagnostic center operated by CDE, or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. (Education Code 44051)

Upon receipt of an inquiry from another district, COE, charter school, state special school or diagnostic center operated by CDE, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to CTC within its possession in regard to

such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

CSBA NOTE: Pursuant to Government Code 12954, the district may not discriminate against a person in hiring based on the person's use of cannabis when off the job or away from the workplace. Additionally, Government Code 12954~~, as amended by SB 700 (Ch. 408, Statutes of 2023),~~ prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information. However, Government Code 12954 does not interfere with the district's right to maintain drug-free schools or to prohibit employees from possessing, being impaired by, or using cannabis while at work. Government Code 12954 does not preempt state or federal laws requiring applicants to be tested for controlled substances as a condition of employment or to applicants in the building and construction trades or for positions requiring a federal background investigation. The district may utilize drug screenings that do not rely on nonpsychoactive cannabis metabolite results. ~~Districts~~It is recommended that districts with questions about applicant cannabis use or screening ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

CSBA NOTE: Labor Code 432.3 prohibits districts from seeking a job applicant's salary history information and from relying on salary history as a factor in determining whether to offer employment to an applicant or the salary to offer. However, if the applicant discloses salary history information voluntarily and without prompting, the district is not prohibited from considering or relying on such information in determining the salary for that applicant. Labor Code 432.3 is not applicable to salary history information that is disclosable pursuant to the California Public Records Act (Government Code 7920.000 - 7930.170) or the Freedom of Information Act (5 USC 552).

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3)

CSBA NOTE: Government Code 12940 generally prohibits a district from requiring any job applicant to have a driver's license, unless the district reasonably (1) expects driving to be a job function for the position, and (2) believes that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. While the district

would be prohibited from requiring an applicant to have a driver's license for many positions, the district would be able to require a job applicant for a bus driver position to have a driver's license. For more information regarding bus driver qualification requirements, see AR 3542 – School Bus Drivers.

The Superintendent or designee shall not require an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. (Government Code 12940)

CSBA NOTE: The following paragraph should be modified to reflect district practice.

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

CSBA NOTE: Consistent with any applicable collective bargaining agreements, the district may offer incentives (e.g., signing bonuses, assistance with beginning teacher induction costs, assistance with the process of obtaining a clear credential including covering credential costs, a mentoring program, additional compensation, and/or subsidized housing) to recruit teachers, administrators, or other employees in accordance with district needs.

~~SB 114 (Ch. 48, Statutes of 2023) establishes the~~CTC's Diverse Education Leaders Pipeline Initiative was established to train, place, and retain culturally responsive school administrators to improve student outcomes and meet the needs of California's education workforce.

Health and Safety Code 53573 permits districts to establish and implement programs that address the housing needs of teachers and other district employees who face challenges in securing affordable housing. Health and Safety Code 53574 enables housing projects on district property restricted to rentals for district employees to qualify for both federal and state low-income housing tax credits. For more information regarding housing for district employees, see the Center for Cities Schools (UC Berkeley), cityLAB (UCLA), and the Terner Center for Housing Innovation's (UC Berkeley), "Education Workforce Housing Handbook."

The following optional section may be revised to reflect local incentive programs.

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

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State	Description
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 44051	Noncertificated employees; report of egregious misconduct
Ed. Code 44066	Limitations on certification requirements
Ed. Code 44259	Teaching credential, exception; designated subjects; minimum requirements
Ed. Code 44750	Teacher recruitment resource center
Ed. Code 44830-44831	Employment of certificated persons
Ed. Code 44858	Age or marital status in certificated positions
Ed. Code 44859	Prohibition against certain rules and regulations regarding residency
Ed. Code 44939.5	Certificated employees; report of egregious misconduct
Ed. Code 45103-45139	Employment; classified employees
Ed. Code 49406	TB risk assessment
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 815.2	Liability of public entities and public employees
H&S Code 53570-53574	Teacher Housing Act of 2016
Lab. Code 432.3	Salary information

Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act
34 CFR 106.51-106.61	Nondiscrimination on the basis of sex in employment in education program or activities
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
5 USC 552	Freedom of Information Act
8 USC 1324a	Unlawful employment of aliens
8 USC 1324b	Unfair immigration related employment practices

Management Resources	Description
CA Commission on Teacher Credentialing Publication	Strategic Plan: Ensuring Educator Excellence, 2023
California County Superintendents Publication	Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017
California Department of Education Publication	How to Increase the Diversity of California's Educator Workforce, April 2022
Court Decision	C.A. v William S. Hart Union High School District et al. (2012) 138 Cal.Rptr.3d 1
Ctr for Cities + Schools, cityLAB & Terner Ctr Pub	Education Workforce Housing in California: Developing the 21st Century Campus, 2021
Ctr for Cities + Schools, cityLAB & Terner Ctr Pub	Education Workforce Housing in California: The Handbook
Website	University of California Los Angeles, cityLAB
Website	University of California Berkeley, Terner Center for Housing Innovation
Website	University of California Berkeley, Center for Cities + Schools
Website	CSBA District and County Office of Education Legal Services
Website	Commission on Teacher Credentialing
Website	Education Job Opportunities Information Network
Website	Teach USA
Website	California County Superintendents
Website	California Civil Rights Department
Website	U.S. Department of Education
Website	U.S. Equal Employment Opportunity Commission
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
2230	Representative And Deliberative Groups
3542	School Bus Drivers
4000	Concepts And Roles

4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation
4100	Certificated Personnel
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.21	Interns
4112.21	Interns
4112.22	Staff Teaching English Learners
4112.23	Special Education Staff
4112.5	Criminal Record Check
4112.61	Employment References
4112.8	Employment Of Relatives
4113	Assignment
4113	Assignment
4117.14	Postretirement Employment
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.24	Maintaining Appropriate Adult-Student Interactions
4200	Classified Personnel
4200	Classified Personnel
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.61	Employment References
4212.8	Employment Of Relatives
4219.21	Professional Standards

4219.21-E(1)	Professional Standards
4219.24	Maintaining Appropriate Adult-Student Interactions
4300	Administrative And Supervisory Personnel
4300	Administrative And Supervisory Personnel
4311.2	Legal Status Requirement
4311.2	Legal Status Requirement
4312.1	Contracts
4312.5	Criminal Record Check
4312.61	Employment References
4312.8	Employment Of Relatives
4317.14	Postretirement Employment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.24	Maintaining Appropriate Adult-Student Interactions
4331	Staff Development
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6171	Title I Programs
6171	Title I Programs
9000	Role Of The Board

Regulation 4212: Appointment And Conditions Of Employment

Status: ADOPTED

Original Adopted Date: 10/01/1997 **| Last Revised Date:** ~~03~~05/01/~~2002~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2002~~2026

CSBA NOTE: The following optional regulation summarizes the legal conditions for appointment of classified staff. The list below should be modified to reflect any additional conditions as determined by the Governing Board and upon consultation with CSBA's District and County Office of Education Legal Services or district legal counsel.

In *C.A. v William S. Hart Union HS District*, the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student.

Upon recommendation of the Superintendent, the Governing Board shall approve the appointment of all classified employees. The position and the pay rate shall be reported to the Board at a regular meeting.

Individuals appointed to the classified staff shall, at a minimum:

CSBA NOTE: Education Code 45122.1 prohibits the district from hiring any person who has been convicted of a violent or serious felony as defined in Penal Code 667.5 and 1192.7, unless the individual has obtained a certificate of rehabilitation and pardon. If the district receives notification from the Department of Justice that a temporary, substitute, or probationary employee has been convicted of a violent or serious felony, the district ~~must~~is required to immediately terminate that employee, without regard for any other termination procedure specified in law or in the district's collective bargaining agreement. ~~See AR 4212~~For more information regarding the employment of a person who has been convicted of specified felonies and offenses, see AR 4112.5/4212.5/4312.5 - Criminal Record Check.

1. Submit to fingerprinting and criminal background clearance as required by law (Education Code 45125)

2. Not have been convicted of a violent or serious felony (Education Code 45122.1)

CSBA NOTE: Education Code 44010, as amended by SB 848 (Ch. 460, Statutes of 2025), expands the definition of "sex offense" to include offenses described in Penal Code 288.3, 288.4, and 647.6.

3. Not have been convicted of any sex offense as defined in Education Code 44010 (Education Code 45123)

4. Not have been determined to be a sexual psychopath pursuant to Welfare and Institutions Code 6300-6332 (Education Code 45124)

~~CSBA NOTE: Penal Code 290.95, as amended by SB 1192 (Ch. 224, Statutes of 2001), prohibits a district from hiring a person who is required to register as a sex offender as specified below.~~

5. If the individual will be working directly and in an unaccompanied setting with minor children on a more than incidental and occasional basis or will have supervision or disciplinary power over minor children, not ~~be~~have been required to register as a sex offender pursuant to Penal Code 290 because of a conviction for a crime where the victim was a minor under the age of 16 (Penal Code 290.95)

6. Not have been convicted of any controlled substance offense as defined in Education Code 44011 (Education Code 45123)

7. Submit to a physical examination, tuberculosis testing/risk assessment, or provide proof thereof as required by law and Board policy (Education Code 45122, 49406)

8. File the oath or affirmation of allegiance required by Government Code 3100-3109

CSBA NOTE: Item #9 below is for use by districts that require pre-employment drug and alcohol testing for employees.

9. Submit to drug and alcohol testing as required by Board policy

CSBA NOTE: Education Code 44051, as added by SB 848 (Ch. 460, Statutes of 2025), requires districts, when considering an applicant for a classified position, to inquire with each local educational agency (LEA) or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. Additionally, pursuant to Education Code 44051, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a classified position, the fact that a report of an employee's egregious misconduct was made to the Commission on Teacher Credentialing. For more information regarding the hiring of suitable and qualified individuals, including egregious misconduct inquiries, see BP 4111/4211/4311 – Recruitment and Selection, regarding the legal conditions for appointment of certificated staff, see AR 4112 – Appointment and Conditions of Employment, and regarding the employment of a person who has been convicted of specified felonies and offenses, see AR/E(1) 4112.5/4212.5/4312.5 – Criminal Record Check.

For county offices of education that have an elected, rather than appointed, County Superintendent of Schools, there are additional legal conditions for appointment that need to be met. For instance, Government Code 1021.5, as amended by SB 521 (Ch. 92, Statutes of 2025), provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Since Government Code 1021.5 defines a "public employee" as any

person employed at will for the purposes of providing services to an elected public officer who takes public office, or is reelected to public office, on or after January 1, 2013, this disqualification would apply to an applicant being considered for employment by an elected County Superintendent.

10. Fulfill any other requirements as specified by law, collective bargaining agreement, Board policy, or administrative regulation, including any reports of egregious misconduct in accordance with Board Policy 4111/4211/4311 – Recruitment and Selection or otherwise related to credentialing, assignment, and misconduct reporting

Notification of Classification and Compensation

When first employed and upon each subsequent change in classification, classified employees other than short-term, limited-term, or provisional employees shall be given two copies of their class specification, salary data, assignment or work location, duty hours and prescribed work week. Salary data shall specify pay period (monthly, semimonthly or other) and applicable rates of compensation (daily, hourly, overtime and differential rates). Employees shall keep one copy of this information and shall sign and date the other copy and return it to their supervisor. (Education Code 45169)

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State	Description
Ed. Code 35161	Board delegation of any powers or duties
Ed. Code 44010	Sex offense; ~~definition~~definitions
Ed. Code 44011	Controlled substance offense~~; definition~~
Ed. Code 44051	Report of egregious misconduct
Ed. Code 44066	Limitations on certification requirements
Ed. Code 45103	Classified service in districts not incorporating the merit system
Ed. Code 45104	Positions not requiring certification qualifications
Ed. Code 45105	Positions under various acts not requiring certification qualifications
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45122	Physical examinations
Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 45123	Employment after conviction of controlled substance offense

Ed. Code 45125	Use of personal identification cards to ascertain conviction of crime
Ed. Code 45169	Employee salary data; classified employees
Ed. Code 49406	TB risk assessment
~~Ed. Code 54108~~	~~Restricted positions~~
Gov. Code 1021.5	Disqualification for employment
Gov. Code 12940-12950	Unlawful employment practices
Gov. Code 3100-3109	Oath or affirmation of allegiance
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 1203.4	Dismissal of conviction
Pen. Code 288.3	Contacting a minor
Pen. Code 288.4	Meeting a minor
Pen. Code 290	Registration of sex offenders
Pen. Code 290.95	Disclosure by persons required to register as sex offenders
Pen. Code 647.6	Miscellaneous offenses
Pen. Code 667.5	Prior prison terms; enhancement of prison terms
W&I Code 6300-6332	Sexual psychopaths

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
1240	Volunteer Assistance
1240	Volunteer Assistance
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
4020	Drug And Alcohol-Free Workplace
4111	Recruitment And Selection
4112	Appointment and Conditions of Employment

4112.3	Oath Or Affirmation
4112.3-E(1)	Oath Or Affirmation
4112.4	Health Examinations
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.8	Employment Of Relatives
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4151	Employee Compensation
4200	Classified Personnel
4200	Classified Personnel
4211	Recruitment And Selection
4212.3	Oath Or Affirmation
4212.3-E(1)	Oath Or Affirmation
4212.4	Health Examinations
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.8	Employment Of Relatives
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~

~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4251	Employee Compensation
4311	Recruitment And Selection
4312.3	Oath Or Affirmation
4312.3-E(1)	Oath Or Affirmation
4312.4	Health Examinations
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.8	Employment Of Relatives
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
~~4319.21~~	~~Professional Standards~~
~~4319.21-E(1)~~	~~Professional Standards~~
~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4351	Employee Compensation

Regulation 4212.5: Criminal Record Check

Status: ADOPTED

Original Adopted Date: 10/01/1998 **| Last Revised Date:** ~~03~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2024~~2026

CSBA NOTE: Education Code 44830.1, 44836, 45122.1, and 45123 prohibit the district from hiring or retaining in employment, in a certificated or classified position, a person who has been convicted of or pleads no contest to a violent or serious felony, sex offense, or controlled substance offense, as defined. Education Code 44010, as amended by SB 848 (Ch. 460, Statutes of 2025), expands the definition of "sex offense" to include offenses described in Penal Code 288.3, 288.4, 647.6. Exceptions specified in law are reflected in Items #1-5 below.

~~These~~ Pursuant to Education Code 44830.1 and 45122.1, these requirements apply to job applicants, temporary employees, substitute employees, and probationary employees serving before March 15 of their second year. Employees with permanent status ~~may only be suspended or dismissed~~are subject to the requirements specified in Education Code 44836 and 45123, however any disciplinary action is required to be in accordance with the grounds and procedures specified in BP/AR 4118 - Dismissal/Suspension/Disciplinary Action or BP/AR 4218 - Dismissal/Suspension/Disciplinary Action, as applicable.

However, pursuant to Government Code 12954, the district may not discriminate against a person in hiring, termination, or any term or condition of employment based on the person's use of cannabis when off the job or away from the workplace. Additionally, Government Code 12954~~, as amended by SB 700 (Ch. 408, Statutes of 2023),~~ prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information. Certain employees may be subject to stricter laws related to drug testing. ~~Districts~~It is recommended that districts with questions about drug testing employees ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel.

For county offices of education (COE) that have an elected, rather than appointed, County Superintendent of Schools, there are additional legal conditions for appointment that need to be met. For instance, Government Code 1021.5, as amended by SB 521 (Ch. 92, Statutes 2025), provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Since Government Code 1021.5 defines a "public employee" as any person employed at will for the purposes of providing services to an elected public officer who takes public office, or is reelected to public office, on or after January 1, 2013, this disqualification would apply to an applicant being considered for employment by an elected County Superintendent.

The Superintendent or designee shall not hire or retain in employment, in a certificated or classified position, a person who has been convicted of a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c), a controlled substance offense as defined in Education Code 44011, or a sex

offense as defined in Education Code 44010. However, the Superintendent or designee shall not deny or terminate employment solely on the basis that the person has been: (Education Code 44830.1, 44836, 45122.1, 45123)

1. Convicted of a violent or serious felony, controlled substance offense, or sex offense, and the conviction is reversed and the person is acquitted of the offense in a new trial or the charges against the person are dismissed, unless the sex offense for which the conviction is dismissed pursuant to Penal Code 1203.4 involves a victim who was a minor

2. Convicted of a violent or serious felony and has obtained a certificate of rehabilitation or a pardon

3. Convicted of a serious felony, that is not also a violent felony, and has proven to the sentencing court that rehabilitation for purposes of school employment has been attained for at least one year

4. Convicted of a controlled substance offense and is applying for or is employed in a certificated position and has a credential issued by the Commission on Teacher Credentialing (CTC)

5. Convicted of a controlled substance offense and is applying for or is employed in a classified position and has been determined by the Governing Board, from the evidence presented, to have been rehabilitated for at least five years

A certificated employee may be hired by the district without obtaining a criminal record summary if that employee is employed as a certificated employee in another California school district and became a permanent employee of another California school district as of October 1, 1997. (Education Code 44830.1, 44836)

CSBA NOTE: The following optional paragraph is for use by districts that issue temporary certificates pursuant to Education Code 44332.5 to authorize salary payments while a certificated employee's credential application is being processed. If the issuance of temporary certificates is handled by the ~~county office of education~~COE, the following paragraph should be deleted.

The Superintendent or designee shall not issue a temporary certificate of clearance to a person whose application for a credential, certificate, or permit is being processed by ~~the Commission on Teacher Credentialing~~CTC if that person has been convicted of a violent or serious felony, unless the person is otherwise exempt pursuant to Education Code 44332.6 or 44830.1. (Education Code 44332.5, 44332.6)

Pre-Employment Record Check

~~CSBA NOTE: The following section may be revised to reflect district practice. To fulfill the requirement for a criminal record check through the California Department of Justice (DOJ) and Federal Bureau of Investigation, the applicant is required to submit fingerprints using the electronic Live Scan process. Locations offering the Live Scan service are listed on the DOJ's website. The DOJ provides the results to the district via email, or by U.S. mail if no email is available.~~
~~While the DOJ normally does not provide notice of a conviction for which relief has been granted, pursuant to Penal Code 11105, the Commission on Teacher Credentialing will receive every conviction rendered against an applicant, retroactive to January 1, 2020, regardless of relief granted. However, notwithstanding the above, pursuant to Penal Code 1203.425, information for a~~

~~conviction for a controlled substance offense listed in Health and Safety Code 11350 or 11377, or former Health and Safety Code 11500 or 11500.5, that is more than five years old, for which relief is granted, is prohibited from being disseminated.~~

~~The Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.~~

~~When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)~~

1. ~~The applicant has not resided in California for at least one year immediately preceding the application for employment.~~
2. ~~The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor.~~

~~The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)~~

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant including, as amended by SB 848, a diagnostic center operated by the California Department of Education or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialling (CTC). Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. Pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the hiring of suitable and qualified individuals, including egregious misconduct inquiries, see BP 4111/4211/4311/ - Recruitment and Selection, and regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified).

Prior to offering employment, the Superintendent or designee shall, when considering an applicant for employment, inquire if the applicant was subject to complaints of egregious misconduct, in accordance with Board Policy 4111/4211/4311 – Recruitment and Selection.

CSBA NOTE: To fulfill the requirement for a criminal record check through the California Department of Justice (DOJ) and Federal Bureau of Investigation, the applicant is required to submit

fingerprints using the electronic Live Scan process. Locations offering the Live Scan service are listed on the DOJ's website. The DOJ provides the results to the district via email, or by U.S. mail if no email is available.

While the DOJ normally does not provide notice of a conviction for which relief has been granted, pursuant to Penal Code 11105, CTC will receive every conviction rendered against an applicant, retroactive to January 1, 2020, regardless of relief granted. However, notwithstanding the above, pursuant to Penal Code 1203.425, information for a conviction for a controlled substance offense listed in Health and Safety Code 11350 or 11377, or former Health and Safety Code 11500 or 11500.5, that is more than five years old, for which relief is granted, is prohibited from being disseminated.

Additionally, the Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.

When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)

1. The applicant has not resided in California for at least one year immediately preceding the application for employment

2. The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor

The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)

Subsequent Arrest Notification

CSBA NOTE: Pursuant to Education Code 44830.1 and 45125, the district is required to sign up for "subsequent arrest notification" from the DOJ in accordance with Penal Code 11105.2. Forms available for this purpose are available on DOJ's website.

The Superintendent or designee shall enter into a contract with the DOJ to receive notification of subsequent arrests resulting in conviction of any person whose fingerprints have been submitted to the DOJ. (Education Code 44830.1, 45125; Penal Code 11105.2)

Upon telephone or email notification by the DOJ that a current temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay. (Education Code 44830.1, 45122.1)

When the district receives written electronic notification by the DOJ of the fact of conviction, the temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year shall be terminated automatically unless the employee challenges the DOJ record and the DOJ withdraws its notification in writing. Upon receipt of the written withdrawal of notification by the DOJ, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits for the period of time from the suspension without pay to the reinstatement if the employee is still employed by the district. (Education Code 44830.1, 45122.1)

The Superintendent or designee shall immediately notify the DOJ whenever a person whose fingerprints are maintained by the DOJ is terminated. (Penal Code 11105.2)

Notification of Applicant/Employee

The Superintendent or designee shall expeditiously furnish a copy of any DOJ notification to the applicant or employee to whom it relates if the information is a basis for an adverse employment decision. The copy shall be delivered in person or to the last contact information provided by the applicant or employee. (Penal Code 11105, 11105.2)

Maintenance of ~~Records~~Criminal Record Offender Notification

CSBA NOTE: To be qualified to obtain Criminal ~~Record~~ Offender Record Information (CORI) for the purpose of employment decisions, the district is required to apply to the DOJ for authorization and is required to designate at least one custodian of records who is responsible for the security, storage, dissemination, and destruction of criminal records furnished to the district.

The Superintendent shall designate at least one custodian of records who shall be responsible for the security, storage, dissemination, and destruction of all Criminal Offender Record Information (CORI) furnished to the district and shall serve as the primary contact for the DOJ for any related issues. (Penal Code 11102.2)

An employee designated as custodian of records shall receive a criminal background check clearance from the DOJ prior to serving in that capacity. (Penal Code 11102.2)

CSBA NOTE: The DOJ requires every person with access to CORI, including the custodian of records, to complete an Employee Statement Form acknowledging an understanding of the law governing CORI. The custodian of records is required to return such form to the DOJ and to retain any forms completed by other district staff. The Employee Statement Form is reproduced in the accompanying Exhibit.

The custodian of records shall sign and return to the DOJ the Employee Statement Form acknowledging an understanding of the laws prohibiting misuse of CORI. ~~In addition~~Additionally, the custodian of records shall ensure that any individual with access to CORI has on file a signed Employee Statement Form.

To ensure its confidentiality, CORI shall be accessible only to the custodian of records and shall be kept in a locked file separate from other files. CORI shall be used only for the purpose for which it is requested and its contents shall not be disclosed or reproduced. (Education Code 44830.1, 45125)

Once a hiring determination is made, the applicant's CORI shall be destroyed to the extent that the identity of the individual can no longer be reasonably ascertained. (Education Code 44830.1, 45125; 11 CCR 708)

The Superintendent or designee shall immediately notify the DOJ whenever a designated custodian of records ceases to serve in that capacity. (Penal Code 11102.2)

Egregious Misconduct Inquiries

The Superintendent or designee shall disclose to any inquiring local educational agency (LEA) or private school regarding an applicant for employment to that LEA, all relevant information related to any report to CTC of egregious misconduct. (Education Code 44051, 44939.5)

Interagency Agreement

CSBA NOTE: The following optional section is for use by any district that has been designated to act on behalf of other school districts within the same county or in contiguous counties to share CORI as authorized by Education Code 44830.2 and 45125.01. Districts that have not entered into an agreement to share such information, or for whom another district or the County Superintendent of Schools has been designated to receive and share the information, should delete this section.

Pursuant to Education Code 45125.01, any district that participates in such an interagency agreement may use this arrangement to conduct criminal background checks for a noncertificated candidate for a paid or volunteer position in a student activity program pursuant to Education Code 49024~~;~~. For more information regarding criminal background checks related to volunteers, see BP/AR 1240 - Volunteer Assistance, and related to noncertificated employees or volunteers assigned as temporary athletic team coaches, see BP/AR 4127/4227/4327 - Temporary Athletic Team Coaches.

Subject to an interagency agreement with other school districts, the district shall submit and receive CORI on behalf of all participating districts. (Education Code 44830.2, 45125.01)

Upon receipt from the DOJ of a report of conviction of a serious or violent felony, the district shall communicate that fact to participating districts and shall remove the affected employee from the common list of persons eligible for employment. (Education Code 44830.2, 45125.01)

~~In addition~~Additionally, upon receipt from the DOJ of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the district shall give notice to the ~~superintendent~~Superintendent of any participating district, or the person designated in writing by that ~~superintendent~~Superintendent, that the report is available for inspection on a confidential basis by the ~~superintendent~~Superintendent or the authorized designee. The report shall be made available at the district office for 30 days following the receipt of the notice. (Education Code 44830.2, 45125.01)

The district shall not release a copy of that information to any participating district or any other person. ~~In addition~~Additionally, the district shall retain or dispose of the information in the manner specified in law and in this administrative regulation after all participating districts have had an opportunity to inspect it in accordance with law. (Education Code 44830.2, 45125.01)

The district shall maintain a record of all persons to whom the information has been shown and shall make this record available to the DOJ. (Education Code 44830.2, 45125.01)

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

State	Description
11 CCR 701-708	Criminal offender record information
11 CCR 720-724	Incomplete criminal history information
11 CCR 994-994.15	Certification of individuals who take fingerprint impressions
Ed. Code 44010	Sex offense; ~~definition~~definitions
Ed. Code 44011	Controlled substance offense~~; definition~~
Ed. Code 44051	Employment history
Ed. Code 44332-44332.6	Temporary certificate of clearance
Ed. Code 44346.1	Applicants for credential; conviction of a violent or serious felony
Ed. Code 44830.1	Criminal record summary; certificated employees
Ed. Code 44830.2	Certificated employees; interagency agreement for sharing criminal record information
Ed. Code 44836	Employment of certificated persons convicted of sex offense or controlled substance offense
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated employees; report of egregious misconduct
Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 45125	Use of personal identification cards to ascertain conviction of crime
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45125.5	Automated records check
Ed. Code 45126	Duty of Department of Justice to furnish information
Ed. Code 49024	Activity Supervisor Clearance Certificate
Gov. Code 1021.5	Disqualification for employment
Gov. Code 12954	Employment discrimination; cannabis use

H&S Code 11350	Offenses Involving Controlled Substances Formerly Classified as Narcotics
H&S Code 11377	Offenses Involving Controlled Substances Formerly Classified as Restricted Dangerous Drugs
Pen. Code 11075-11081	Criminal record dissemination
Pen. Code 11102.2	Maintenance of criminal offender records; custodian of records
Pen. Code 11105	Access to criminal history information
Pen. Code 11105.2	Subsequent arrest notification
Pen. Code 11105.3	Record of conviction involving sex crimes, drug crimes, or crimes of violence
Pen. Code 11140-11144	Furnishing of state criminal history information
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 1203.4	Dismissal of conviction
Pen. Code 1203.425	Conviction relief
Pen. Code 13300-13305	Local summary criminal history information
Pen. Code 288.3	Contacting a minor
Pen. Code 288.4	Meeting a minor
Pen. Code 647.6	Miscellaneous offenses
Pen. Code 667.5	Prior prison terms; enhancement of prison terms

Federal	**Description**
28 CFR 50.12	Exchange of FBI identification records

Management Resources	**Description**
Court Decision	Central Valley Chapter of the 7th Step Foundation Inc. v. Evelle J. Younger (1989) 214 Cal. App. 3d 145
Website	CSBA District and County Office of Education Legal Services
Website	Office of the Attorney General, Department of Justice, Background Checks
Website	Office of the Attorney General, Department of Justice, Applicant Agency Justice Connection (https://oag.ca.gov/fingerprints/aajc)
Website	CSBA

Cross References

Code	**Description**

1240	Volunteer Assistance
1240	Volunteer Assistance
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4111	Recruitment and selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
4119.23	Unauthorized Release Of Confidential/Privileged Information
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches

4200	Classified Personnel
4200	Classified Personnel
4211	Recruitment and selection
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
4219.23	Unauthorized Release Of Confidential/Privileged Information
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4311	Recruitment and selection
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
~~4319.21~~	~~Professional Standards~~
~~4319.21-E(1)~~	~~Professional Standards~~
4319.23	Unauthorized Release Of Confidential/Privileged Information
~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education

5148.3	Preschool/Early Childhood Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9011	Disclosure Of Confidential/Privileged Information

Exhibit 4212.5-E(1): Criminal Record Check

Status: ADOPTED

Original Adopted Date: 10/01/1997 | **Last Revised Date:** 0305/01/20242026 | **Last Reviewed Date:** 0305/01/20242026

CSBA NOTE: The following is based on the sample Employee Statement Form provided by the California Department of Justice. Such a form mustis required to be signed by an employee designated as custodian of records of criminal history information and any other individual granted access to this information by the custodian of records;. For more information regarding criminal offender record information, see the accompanying administrative regulation.

SAMPLE EMPLOYEE STATEMENT FORM
USECONDITIONS FOR RELEASE OF CRIMINAL JUSTICEOFFENDER RECORD INFORMATION

As an employee/volunteer of _____ School District, you may have access to confidential criminal record information which is controlled by state and federal statutes. Misuse of such information may adversely affect the individual's civil rights and violate constitutional rights of privacy. Penal Code 502 prescribes the penalties relating to computer crimes. Penal Code 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be disseminated. Penal Code 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information. Government Code 6200 prescribes felony penalties for misuse of public records. Penal Code 11142 and 13300 state:

"Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor."

Civil Code 1798.53, Invasion of Privacy, states:

"Any person who intentionally discloses information, not otherwise public, which they know or should reasonably know was obtained from personal or confidential information maintained by a state agency or from records within a system of records maintained by a federal government agency, shall be subject to a civil action, for invasion of privacy, by the individual."

CIVIL, CRIMINAL, AND ADMINISTRATIVE PENALTIES:

- Penal Code 11141: DOJ furnishing to unauthorized person (misdemeanor)
- Penal Code 11142: Authorized person furnishing to other (misdemeanor)
- Penal Code 11143: Unauthorized person in possession (misdemeanor)

- California Constitution, Article I, Section 1 (Right to Privacy)

- Civil Code 1798.53, Invasion of Privacy

- Title 18 USC 641, 1030, 1951, and 1952

Any employee who is responsible for such misuse may be subject to immediate dismissal. Violations of this law may result in criminal and/or civil action.

I HAVE READ THE ABOVE AND UNDERSTAND THE POLICY REGARDING MISUSE OF CRIMINAL RECORD INFORMATION.

Signature _____ Date _____

Printed Name _____ Title _____

Name of District _____

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should maintain these forms.

To uphold the standards of security specified in the Federal Bureau of Investigation's, "CJIS Security Policy," for all personnel accessing or viewing criminal offender record information (CORI), controlled by state and federal statutes, please review and acknowledge the terms below. Misuse of CORI may violate constitutional rights of privacy, result in the suspension or loss of your employment, and prosecution for state and federal crimes. **Once acknowledged, this form shall be kept on file by the Custodian of Records and not returned to the California Department of Justice (DOJ).**

_____ I recognize that CORI and related data are sensitive and have the potential for great harm if misused

_____ I acknowledge I will complete the basic security awareness training required within six months of initial assignment and biennially thereafter

_____ I acknowledge that access to CORI and related data is limited to the purpose(s) for which my district is authorized to receive it for (Penal Code 11105; 28 CFR 50.12)

_____ I understand that in order to be given direct access to the web-based portal, Applicant Agency Justice Connection (AAJC), I must become a confirmed Custodian of Records with the DOJ

If confirmed, my login information to the portal shall not be shared with anyone

_____ I understand that accessing the AAJC for an appropriate purpose and then disseminating the information received for another purpose constitutes misuse (Penal Code 11142, 11143)

_____ I understand that misuse of the AAJC may include but not be limited to: accessing it without authorization; exceeding authorized access; accessing it for an improper purpose; using or

disseminating information without authorization, and may subject me to administrative and criminal penalties

____ I understand I am required to report any security events and weaknesses as quickly as possible to the district's Custodian of Records

____ I further understand that the occurrence of misuse does not depend upon whether I receive compensation for the unauthorized activity

I hereby acknowledge and understand the terms listed above and agree to uphold the standards of security when accessing or viewing criminal offender record information.

Signature:_____ Date: _____

Printed Name: _____

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Ed. Code 44011	Controlled substance offense~~; definition~~
Ed. Code 44051	Employment history
Ed. Code 44332-44332.6	Temporary certificate of clearance
Ed. Code 44346.1	Applicants for credential; conviction of a violent or serious felony
Ed. Code 44830.1	Criminal record summary; certificated employees
Ed. Code 44830.2	Certificated employees; interagency agreement for sharing criminal record information
Ed. Code 44836	Employment of certificated persons convicted of sex offense or controlled substance offense
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated employees; report of egregious misconduct

Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 45125	Use of personal identification cards to ascertain conviction of crime
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45125.5	Automated records check
Ed. Code 45126	Duty of Department of Justice to furnish information
Ed. Code 49024	Activity Supervisor Clearance Certificate
Gov. Code 1021.5	Disqualification for employment
Gov. Code 12954	Employment discrimination; cannabis use
H&S Code 11350	Offenses Involving Controlled Substances Formerly Classified as Narcotics
H&S Code 11377	Offenses Involving Controlled Substances Formerly Classified as Restricted Dangerous Drugs
Pen. Code 11075-11081	Criminal record dissemination
Pen. Code 11102.2	Maintenance of criminal offender records; custodian of records
Pen. Code 11105	Access to criminal history information
Pen. Code 11105.2	Subsequent arrest notification
Pen. Code 11105.3	Record of conviction involving sex crimes, drug crimes, or crimes of violence
Pen. Code 11140-11144	Furnishing of state criminal history information
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 1203.4	Dismissal of conviction
Pen. Code 1203.425	Conviction relief
Pen. Code 13300-13305	Local summary criminal history information
Pen. Code 288.3	Contacting a minor
Pen. Code 288.4	Meeting a minor
Pen. Code 647.6	Miscellaneous offenses
Pen. Code 667.5	Prior prison terms; enhancement of prison terms

Federal	**Description**
28 CFR 50.12	Exchange of FBI identification records

Management Resources	**Description**
Court Decision	Central Valley Chapter of the 7th Step Foundation Inc. v. Evelle J. Younger (1989) 214 Cal. App. 3d 145

Website	CSBA District and County Office of Education Legal Services
Website	Office of the Attorney General, Department of Justice, Background Checks
Website	Office of the Attorney General, Department of Justice, Applicant Agency Justice Connection (https://oag.ca.gov/fingerprints/aajc)
Website	CSBA

Cross References

Code	Description
1240	Volunteer Assistance
1240	Volunteer Assistance
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4111	Recruitment and selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action

~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
4119.23	Unauthorized Release Of Confidential/Privileged Information
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4200	Classified Personnel
4200	Classified Personnel
4211	Recruitment and selection
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
4219.23	Unauthorized Release Of Confidential/Privileged Information
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4311	Recruitment and selection
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
~~4319.21~~	~~Professional Standards~~
~~4319.21-E(1)~~	~~Professional Standards~~
4319.23	Unauthorized Release Of Confidential/Privileged Information

~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9011	Disclosure Of Confidential/Privileged Information

Regulation 4212.6: Personnel Files

Status: ADOPTED

Original Adopted Date: 03/01/2001 **| Last Revised Date:** ~~03~~05/01/~~2016~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2016~~2026

CSBA NOTE: The following optional administrative regulation should be revised to reflect district practice and any related provisions of negotiated agreements.

The Superintendent or designee shall maintain personnel files for all current employees at the district's central office or at the location where the employee works.

The Superintendent or designee shall determine the types of information to be included in personnel files, including, but not limited to, records required by law, and shall process all material to be placed in such files.

CSBA NOTE: The following paragraph is for use by districts that maintain their own police or security department~~;~~. For more information regarding the maintenance of district police or a security department to protect the safety of district students and staff, and the security of district property, see BP/AR 3515.3 - District Police/Security Department.

Personnel files for district police or security officers shall be maintained and accessed in accordance with Government Code 3305-3306.5 ~~and AR 3515.3 - District Police/Security Department~~.

Placement of Material in Personnel Files

Any supervisor or administrator who places written material or drafts written material for placement in an employee's file shall sign the material and indicate the date of the placement.

When an employee is asked to sign any material that is to be placed in ~~his/her~~the employee's file, ~~he/she~~the employee shall be informed that the signature only signifies that ~~he/she~~the employee has read the material and does not necessarily indicate that ~~he/she~~the employee agrees with its contents.

Any request by an employee to include materials in ~~his/her~~the employee's personnel file ~~must~~shall be approved by the Superintendent or designee.

CSBA NOTE: Pursuant to Education Code 44663, certificated employees have the right to provide a written reaction to ~~their~~the employee's evaluation and this response becomes a permanent attachment to ~~their~~the employee's personnel file. The following paragraph extends this right to all employees and may be revised to reflect district practice.

An employee may initiate a written reaction or response to ~~his/her~~the employee's performance evaluation. The response shall be permanently attached to the evaluation and placed in the employee's personnel file. (Education Code 44663)

Derogatory Information

CSBA NOTE: Education Code 44031 requires that an employee be given an opportunity to review and comment on any derogatory information before such information is placed in the employee's personnel file, as provided below. Pursuant to 5 CCR 16023, derogatory information ~~must~~is required to be retained as a Class 1 (permanent) record only when the time for filing a grievance has passed or the document has been sustained by the grievance process~~;~~. For more information regarding the classification and retention requirements for district records, see AR 3580 - District Records.

Information of a derogatory nature shall not be entered into an employee's personnel file unless and until the employee is given notice and an opportunity to review and comment on that information. Such a review shall take place during normal business hours. The employee shall be released from duty for this purpose without a salary reduction. The employee may enter ~~his/her~~the employee's own comments and have them attached to the derogatory statement. (Education Code 44031)

Persons with Authorized Access

CSBA NOTE: The following section should be revised to reflect district practice. Pursuant to Government Code 7927.700, districts may refuse to disclose personnel records when such disclosure would constitute an unwarranted invasion of personal privacy, although such disclosure is not prohibited. In *Marken v. Santa Monica-Malibu Unified School District*, the court, relying on *Bakersfield City School District v. Superior Ct.*, held that "if a complaint is of a substantial nature and there is reasonable cause to believe the complaint or charge of misconduct is well-founded," then the public's right to know outweighs the employee's right to privacy. The ruling emphasized that balancing the public's right to know with the employee's privacy rights must be determined on a case-by-case basis. ~~Districts should consult~~It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to disclosing an individual's personnel records.

The Superintendent or designee shall maintain the confidentiality of any personnel records which, if inappropriately disclosed, would constitute an unwarranted invasion of the employee's privacy.

Access to an employee's personnel file shall be granted only to the employee or former employee, persons authorized by the employee, district personnel, and others with a valid "right to know" or "need to know" who are authorized access by the Superintendent or designee.

CSBA NOTE: The following optional paragraph is consistent with BB 9005 - Governance Standards and BB 9200 - Limits of Board Member Authority, which reflect an understanding that the Governing Board's authority rests with the Board as a whole and not with individual Board members.

~~Individual~~An individual Governing Board ~~members~~member shall not access or be ~~allowed~~given access to ~~access~~an employee's or former employee's personnel files, but the Board may request pertinent information from an employee's or former employee's file in ~~cases~~the case of a personnel action.

CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), prohibits district staff, to the extent practicable, from disclosing or providing in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement most personnel records. For more information regarding the prohibition

against disclosing personnel records as it relates to immigration enforcement, and limited exceptions, see BP/AR 1445 - Response to Immigration Enforcement.

Additionally, an employee or former employee's personnel files shall only be disclosed to an officer or employee of an agency conducting immigration enforcement in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Any authorized reviewer shall maintain strict confidence of the contents of a personnel file. Personnel files shall be reviewed and replaced within the shortest time possible. In no case shall a personnel file be left unattended or left unsecured overnight.

File Review by Employee

Any employee or former employee wishing to inspect ~~his/her~~the employee's or former employee's personnel record shall contact the Superintendent or designee.

CSBA NOTE: Labor Code 1198.5, as amended by SB 513 (Ch. 654, Statutes of 2025), clarifies that personnel records relating to an employee's or former employee's performance include education and training records, and requires districts that maintain education and training records to ensure that those records include specified information. The requirements of Labor Code 1198.5 do not apply to an employee covered by a valid collective bargaining agreement if the agreement expressly provides for (1) the wages, hours of work, and working conditions of employees, (2) a procedure for the inspection and copying of personnel records, (3) premium wage rates for all overtime hours worked, and (4) a regular rate of pay of not less than 30 percent more than the state minimum wage rate. Because the applicability of Labor Code 1198.5 is dependent upon the terms of a district's collective bargaining agreement(s), it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when making this determination, and revise the following paragraphs, accordingly.

~~With the exceptions noted~~ Unless there is an exception as specified below, all personnel records related to the employee's or former employee's performance, including education or training records, or to any grievance concerning the employee or former employee shall be made available for inspection by the employee~~.~~ or former employee. Noncredentialed employees shall have access to any numerical scores obtained as a result of written examinations. (Education Code 44031; Labor Code 1198.5)

The Superintendent or designee shall not be required to make available to the employee or former employee: (Education Code 44031; Labor Code 1198.5)

1. Records related to the investigation of a possible criminal offense

2. Letters of reference

3. Ratings, reports, or records that were obtained prior to the employee's employment, prepared by identifiable examination committee members, or obtained in connection with a promotional examination

CSBA NOTE: Education Code 44031 and Labor Code 1198.5 require districts to make the contents of personnel files available to an employee at reasonable intervals and at reasonable times, ~~as specified below. The law does not define the term "reasonable interval" or "reasonable time." If~~

~~questions arise, districts should consult with legal counsel as appropriate.~~with specified time limitations as reflected below.

Personnel records related to the employee's, or former employee's, job performance or to any grievance concerning ~~him/her~~the employee shall be made available to the employee for inspection at reasonable intervals and at reasonable times, but not later than 30 calendar days from the date the district receives a written request, unless the current or former employee, or the employee's representative, and the Superintendent or designee agree in writing to a date beyond 30 calendar days to inspect the records, and the agreed-upon date does not exceed 35 calendar days from the district's receipt of the written request. (Education Code 44031; Labor Code 1198.5)

For current employees, the Superintendent or designee shall make the records available for inspection at the place where the employee reports to work, or at another mutually agreeable location. If the Superintendent or designee requires the employee to inspect the records at a location other than the place where the employee reports to work, there shall be no loss of compensation to the employee. The Superintendent or designee shall not be required to make such records available at a time when the employee is required to render services to the district~~, unless the employee is required to view the file where it is stored.~~. (Education Code 44031; Labor Code 1198.5)

~~The Superintendent or designee shall do one of the following: (Labor Code 1198.5)~~

1. ~~Keep a copy of each employee's personnel records at~~For former employees, the ~~place where~~Superintendent or designee shall make the ~~employee reports to work~~

2. ~~Make the employee's personnel~~ records available ~~at the place where the employee reports to work within a reasonable period of time following the employee's request~~

3. ~~Permit the employee to inspect the personnel records~~ for inspection at the location where the district stores the records unless a different location is mutually agreed to. If a former employee was terminated for violation of law, or an employment-related policy, involving harassment or workplace violence, the Superintendent or designee may make the personnel records available at a location other than the workplace that is within a reasonable driving distance of the former employee's residence, or provide a copy of the personnel records~~, with no loss of compensation to~~ by mail. (Labor Code 1198.5)

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

~~The~~ If the employee has, in writing, authorized a representative, the employee may be accompanied by ~~a~~that representative ~~of his/her choice~~ while reviewing ~~his/her~~the employee's personnel records. The Superintendent or designee may take reasonable steps to verify the identity of a current or former employee or the employee's authorized representative. (Labor Code 1198.5)

Inspection shall take place in the presence of the Superintendent or designee. The Superintendent or designee shall keep a record of the date and time the file was reviewed and the name and title of the person(s) present during the review.

In no instance shall any material be removed from the records. ~~Requests for copies of material in a personnel record must be made in writing.~~

~~Record Retention~~

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

Upon a written request from a current or former employee, or their representative, the Superintendent or designee shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, no later than 30 calendar days from the date the district receives the request. The deadline to provide a copy of the records may be extended to a date beyond 30 calendar days if the current or former employee, or their representative, and the Superintendent or designee agree in writing, as long as the agreed-upon date does not exceed 35 calendar days from the receipt of the written request. The Superintendent or designee shall provide any copy of a personnel file at the place described above for inspection. A former employee may receive a copy by mail if the employee reimburses the district for actual postal expenses. (Labor Code 1198.5)

Record Retention

Personnel records for current and former employees shall be retained in accordance with 5 CCR 16023.

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

Egregious Misconduct

The Superintendent or designee shall not expunge from an employee's personnel file, nor enter into an agreement that would authorize expunging from an employee's personnel file, credible complaints of, substantiated investigations into, or discipline for egregious misconduct as defined in Education Code 44932. However, such documentation may be removed if, during a hearing before the Board, an arbiter, personnel commission, Commission on Professional Competence, or administrative law judge, the employee prevailed, the allegations were determined to be false, not credible, or unsubstantiated, or a determination was made that the discipline was not warranted. (Education Code 44939.5)

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant and, as amended by SB 848 (Ch. 460, Statutes of 2025), a diagnostic center operated by the California Department of Education, or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was required to be reported to the Commission on Teacher Credentialing (CTC). Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. In addition, pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the hiring of

suitable and qualified individuals, including egregious misconduct inquiries, see BP 4111/4211/4311 - Recruitment and Selection, regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified), and regarding the employment of a person who has been convicted of specified felonies and offenses, see AR/E(1) 4112.5/4212.5/4312.5 – Criminal Record Check.

Upon receipt of an inquiry from another district, county office of education, charter school, state special school or diagnostic center operated by the California Department of Education, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to the Commission on Teacher Credentialing within its possession in regard to such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

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Policy Reference Disclaimer:
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State	Description
5 CCR 16020-16022	Records; general provisions
5 CCR 16023-16027	District records; retention and destruction
Ed. Code 234.7	Protections relating to immigration and citizenship status
Ed. Code 35253	Regulations to destroy records
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44051	Noncertificated employees; report of egregious misconduct
Ed. Code 44663	Certificated employees; ~~Performance appraisals~~performance evaluations and related materials
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated employees; ~~Report~~report of egregious misconduct
Gov. Code 3305-3306.5	District police officers; personnel files
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 7927.700	Exemption for personnel records if invasion of personal privacy

Gov. Code 7928.300	Disclosure of employee contact information to employee organization
Lab. Code 1198.5	Personnel records related to performance and grievance
Pen. Code 11165.14	Report of investigation of child abuse complaint

Management Resources	**Description**
~~Attorney General Opinion~~	~~Cal. Atty. Gen., Indexed Letter, no. IL 75-73 (June 6, 1975)~~
Court Decision	Bakersfield City School District v. Superior Ct. (2004) 118 Cal.App.4th 1041
Court Decision	Marken v. Santa Monica-Malibu Unified School District (2012) 202 Cal.App.4th 1250
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0440	District Technology Plan
0441	Artificial Intelligence
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1340	Access To District Records
1340	Access To District Records
1445	Response to Immigration Enforcement
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3580	District Records

3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation
4111	Recruitment and Selection
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112	Appointment and Conditions of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.61	Employment References
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4117.5	Termination Agreements
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
4119.23	Unauthorized Release Of Confidential/Privileged Information
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4131.1	Teacher Support And Guidance
4131.1	Teacher Support And Guidance
4144	Complaints

4144	Complaints
4151	Employee Compensation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4211	Recruitment and Selection
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212	Appointment and Conditions of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.61	Employment References
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4215	Evaluation/Supervision
4217.5	Termination Agreements
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
4219.23	Unauthorized Release Of Confidential/Privileged Information
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4251	Employee Compensation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4311	Recruitment and Selection
4311.2	Legal Status Requirement

4311.2	Legal Status Requirement
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.61	Employment References
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4315	Evaluation/Supervision
4317.5	Termination Agreements
~~4319.21~~	~~Professional Standards~~
~~4319.21-E(1)~~	~~Professional Standards~~
4319.23	Unauthorized Release Of Confidential/Privileged Information
~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4344	Complaints
4344	Complaints
4351	Employee Compensation
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5125	Student Records
5125	Student Records
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education

9011	Disclosure Of Confidential/Privileged Information
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 4212.9: Employee Notifications

Status: ADOPTED

Original Adopted Date: 06/01/1994 **| Last Revised Date:** ~~06~~05/01/~~2025~~2026 **| Last Reviewed Date:** ~~06~~05/01/~~2025~~2026

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

The Governing Board believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing ~~their~~ job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications the Superintendent or designee believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

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State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling; limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination; pregnancy, childbirth, and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security
Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members

Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 234.1	Educational ~~Equity~~equity: Federal Program Monitoring (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=234.1.&lawCode=EDC)
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code ~~3550~~32282	~~Insurance carrier notice~~Comprehensive school safety plan
Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices; certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures; districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified; administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45117	Notice of layoff; classified employees
Ed. Code 45169	Employee salary data; classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees

Ed. Code 45195	Additional leave
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48851.3	Education of students in foster care and students who are homeless
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher~~,~~; student who has engaged in acts ~~re:~~regarding grounds for suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Ed. Code 51225.25	Student participating in a newcomer program; definition
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12945.8	Accommodations and leave for victims of a qualifying act of violence
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees ~~re~~regarding AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications~~: Workers'~~; workers' compensation benefits
Lab. Code 5401	Workers' compensation; claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act; notification requirement
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect

Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
W&I Code 827	Limited exception to juvenile court record

Federal	**Description**
20 USC 2354	Local application for career and technical education programs
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 100	Nondiscrimination under programs receiving federal assistance
34 CFR 104.8	Nondiscrimination; Section 504 of the Rehabilitation Act of 1973
34 CFR 106.8	Title IX; Designation of coordinator, dissemination of policy, and adoption of grievance procedures
34 CFR 106.9	Severability
34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act; notice requirement
40 CFR 763.84	Asbestos inspections, response actions, and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1445	Response to Immigration Enforcement

2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
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3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
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4115	Evaluation/Supervision
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4116	Probationary/Permanent Status
4117.14	Postretirement Employment
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4117.7	Employment Status Reports

4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
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4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157	Employee Safety
4157	Employee Safety
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4158	Employee Security
4158	Employee Security
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
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4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment

4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257	Employee Safety
4257	Employee Safety
4257.1	Work-Related Injuries
4258	Employee Security
4258	Employee Security
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.2	Personal Leaves
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions
4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits

4357	Employee Safety
4357	Employee Safety
4357.1	Work-Related Injuries
4358	Employee Security
4358	Employee Security
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.2	Personal Leaves
4361.5	Military Leave
4361.8	Family Care And Medical Leave
5141.21	Administering Medication And Monitoring Health Conditions
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Exhibit 4212.9-E(1): Employee Notifications

Status: ADOPTED

Original Adopted Date: 05/01/2016 | **Last Revised Date:** ~~06~~05/01/~~2025~~2026 | **Last Reviewed Date:** ~~06~~05/01/~~2025~~2026

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

This exhibit is a non-exhaustive list of notices that the law explicitly requires be provided to employees. Other notices may exist and be identified in the future.

I. To All Employees

When/Whom to Notify: At the beginning of school year or upon employment
Education or Other Legal Code: Education Code 231.5, Government Code 12950
Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11
Subject: The district's policy on sexual harassment, legal remedies, complaints

When/Whom to Notify: Annually and 72 hours before pesticide application
Education or Other Legal Code: Education Code 17612
Board Policy/Administrative Regulation #: AR 3514.2
Subject: Use of pesticide products, active ingredients, ~~Internet address to access information on pesticides~~ internet address to access information on pesticides

When/Whom to Notify: When the school confirms the presence of immigration enforcement on the school site
Education or Other Legal Code: Education Code 32282
Board Policy/Administrative Regulation #: AR 0450, AR 1445
Subject: Presence of immigration enforcement on school site

When/Whom to Notify: Prior to implementing year-round schedule
Education or Other Legal Code: Education Code 37616
Board Policy/Administrative Regulation #: BP 6117
Subject: Public hearing on implementing year-round program schedule

When/Whom to Notify: Prior to implementing alternative schedule
Education or Other Legal Code: Education Code 46162
Board Policy/Administrative Regulation #: BP 6112
Subject: Public hearing on alternative schedule in secondary grades

When/Whom to Notify: Annually
Education or Other Legal Code: Education Code 49013; 5 CCR 4622
Board Policy/Administrative Regulation #: AR 1312.3~~;~~, BP 0460~~;~~, BP 3260
Subject: Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When to Notify: Annually
Education or Other Legal Code: Education Code 49069.5, 51225.1, 51225.25
Board Policy/Administrative Regulation #: AR ~~6173, AR 6173.1, 6173.3, 6175~~6146.3
Subject: Transfer of coursework and credits for foster youth, students experiencing homelessness, former juvenile court school students, children of military family, students who are migratory, and students participating in a newcomer program

When/Whom to Notify: Annually
Education or Other Legal Code: Education Code 49414
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer emergency epinephrine ~~auto-injectors~~delivery systems

When/Whom to Notify: At least once per school year
Education or Other Legal Code: Education Code 49414.7
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer stock albuterol inhalers

When/Whom to Notify: At least once per school year
Education or Other Legal Code: Education Code 49468.2
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer anti-seizure medication

When/Whom to Notify: At least once per year
Education or Other Legal Code: Education Code 49414.3
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer opioid antagonist

When to Notify: When a parent/guardian requests for district designation of volunteers is received for training on emergency use of anti-seizure medication for a student diagnosed with seizures
Education or Other Legal Code: Education Code 49468.2
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained in recognition and response to seizures, including administration of emergency anti-seizure medication, description of training, right to rescind offer to volunteer, prohibition against retaliation.

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 1126
Board Policy/Administrative Regulation #: BP 4136/4236/4336
Subject: Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210
Board Policy/Administrative Regulation #: BP 4020, BP 4159/4259/4359
Subject: District's drug- and alcohol-free workplace; actions that will be taken if violated; available employee assistance programs

When/Whom to Notify: Upon employment
Education or Other Legal Code: Government Code 21029
Board Policy/Administrative Regulation #: None
Subject: Right to purchase PERS service credit for military service performed prior to public employment

When/Whom to Notify: Upon placement of automated external defibrillator (AED) in school, annually thereafter
Education or Other Legal Code: Health and Safety Code 1797.196
Board Policy/Administrative Regulation #: AR 5141
Subject: Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan

When/Whom to Notify: If the district receives Tobacco-Use Prevention Education funds
Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: AR 3513.3
Subject: District's tobacco-free schools policy and enforcement procedures

When/Whom to Notify: Annually, or more frequently if there is new information
Education or Other Legal Code: Health and Safety Code 120875, 120880
Board Policy/Administrative Regulation #: BP 4119.43/4219.43/4319.43
Subject: AIDS and hepatitis B, methods to prevent exposure

When/Whom to Notify: To new employees upon hire, all employees annually, and upon request, in districts with 25 or more employees
Education or Other Legal Code: Government Code 12945.8
Board Policy/Administrative Regulation #: AR 4161.2/4261.2/4361.2
Subject: Rights pursuant to Government Code 12945.8 pertaining to leaves and accommodations for victims of a qualifying act of violence

When/Whom to Notify: With each paycheck
Education or Other Legal Code: Labor Code 246
Board Policy/Administrative Regulation #: AR 4161.1/4261.1/4361.1
Subject: Amount of sick leave available

When/Whom to Notify: Upon hire, in employee handbook, and upon request for parental leave
Education or Other Legal Code: Labor Code 1034
Board Policy/Administrative Regulation #: BP 4033
Subject: The district's policy on lactation accommodation

When/Whom to Notify: To covered employees and former employees
Education or Other Legal Code: Labor Code 2800.2
Board Policy/Administrative Regulation #: AR 4154/4254/4354
Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

When/Whom to Notify: To employees participating in a flexible spending account

Education or Other Legal Code: Labor Code 2810.7
Board Policy/Administrative Regulation #: None
Subject: Deadline to withdraw funds from account before the end of the plan year

When/Whom to Notify: Post and keep posted in a conspicuous location frequented by employees where the notice may be easily read by employees during the hours of the workday
Education or Other Legal Code: Labor Code 3550
Board Policy/Administrative Regulation #: AR 4157.1
Subject: Current compensation insurance carrier of the employer, or when appropriate, statement that the employer is self-insured, and who is responsible for claims adjustment

When/Whom to Notify: To every new employee, either at the time employee is hired or by end of first pay period
Education or Other Legal Code: Labor Code 3551
Board Policy/Administrative Regulation #: AR 4157.1/4257.1/4357.1
Subject: Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify: Prior to beginning employment or volunteering
Education or Other Legal Code: Penal Code 11165.7, 11166.5
Board Policy/Administrative Regulation #: AR 5141.4
Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law

When/Whom to Notify: Upon employment and when leaving work due to pregnancy or nonoccupational sickness or injury
Education or Other Legal Code: Unemployment Insurance Code 2613
Board Policy/Administrative Regulation #: AR 4154/4254/4354
Subject: Disability insurance rights and benefits

When/Whom to Notify: To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when the ~~superintendent~~Superintendent or designee believes the employee needs the information for the protection of self or others when working with the student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses
Education or Other Legal Code: Welfare and Institutions Code 827
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff

When/Whom to Notify: To all employees and job applicants
Education or Other Legal Code: 2 CCR 11023; 34 CFR 104.8, 106.~~9~~8,
Board Policy/Administrative Regulation #: BP 0410, AR 4030
Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: To all employees via employee handbook, or to each new employee
Education or Other Legal Code: 2 CCR 11091, 11095; 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible

When/Whom to Notify: Post and keep posted on premises or via electronic posting, in conspicuous places where employees are employed
Education or Other Legal Code: 2 CCR 11095
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: A notice explaining the CFRA's provisions and procedures for filing complaints of violations of the Act with the Civil Rights Department.

When/Whom to Notify: To all employees
Education or Other Legal Code: 8 CCR 3203
Board Policy/Administrative Regulation #: AR 4157/4257/4357
Subject: The right and procedure to access the injury and illness prevention program

When/Whom to Notify: To all employees
Education or Other Legal Code: 34 CFR 106.8
Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11
Subject: Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights

When/Whom to Notify: Annually
Education or Other Legal Code: 40 CFR 763.84, 763.93
Board Policy/Administrative Regulation #: AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When/Whom to Notify: Prior to the beginning of school year or upon employment
Education or Other Legal Code: 20 USC 2354; 34 CFR 100 Appendix B, 104.8
Board Policy/Administrative Regulation #: AR 6178
Subject: All career and technical education opportunities are offered without regard to race, color, national origin, sex, or disability in accordance with 34 CFR 100

II. To Certificated Employees

When/Whom to Notify: Prominently display in location frequented by certificated employees who serve students in any of grades 7-12
Education or Other Legal Code: Education Code 234.1
Board Policy/Administrative Regulation #: BP 5145.3
Subject: Information on existing school site and community resources related to the support of students who may face bias or bullying

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire
Education or Other Legal Code: Education Code 22455.5
Board Policy/Administrative Regulation #: AR 4121
Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: Upon employment of a retired certificated individual
Education or Other Legal Code: Education Code 22461
Board Policy/Administrative Regulation #: AR 4117.14/4317.14
Subject: Postretirement earnings limitation or employment restriction; monthly report of compensation

When/Whom to Notify: To certificated employees
Education or Other Legal Code: Education Code 35171
Board Policy/Administrative Regulation #: AR 4115, BP 4315
Subject: District regulations related to performance evaluations

When/Whom to Notify: 30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated
Education or Other Legal Code: Education Code 44663
Board Policy/Administrative Regulation #: AR 4115
Subject: Copy of employee's evaluation

When/Whom to Notify: To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee
Education or Other Legal Code: Education Code 44664
Board Policy/Administrative Regulation #: AR 4115
Subject: Notice and description of the unsatisfactory performance

When/Whom to Notify: By May 30, if district elects to issue reemployment notices to certificated employees
Education or Other Legal Code: Education Code 44842
Board Policy/Administrative Regulation #: AR 4112.1
Subject: Request that the employee notify district of intent to remain in service next year

When/Whom to Notify: To probationary and temporary certificated employees upon employment and every July thereafter
Education or Other Legal Code: Education Code 44916
Board Policy/Administrative Regulation #: AR 4112.1, AR 4121
Subject: Employment status and salary

When/Whom to Notify: To probationary employee, by March 15
Education or Other Legal Code: Education Code 44929.21, 44929.23, 44948.5
Board Policy/Administrative Regulation #: BP 4116
Subject: Whether ~~or not~~ employee is reelected for next school year

When/Whom to Notify: When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year
Education or Other Legal Code: Education Code 44934, 44934.1, 44936
Board Policy/Administrative Regulation #: BP ~~4118;~~ /AR 4118
Subject: Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice

When/Whom to Notify: To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings
Education or Other Legal Code: Education Code 44940.5
Board Policy/Administrative Regulation #: AR 4118
Subject: Notice of intent to dismiss 30 days from notice unless employee demands hearing

When/Whom to Notify: To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second- year probationary employee
Education or Other Legal Code: Education Code 44948.3
Board Policy/Administrative Regulation #: AR 4118
Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15
Education or Other Legal Code: Education Code 44949, 44955
Board Policy/Administrative Regulation #: BP 4117.3
Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Governing Board decision ~~re:~~regarding termination

When/Whom to Notify: Before the end of the school year to temporary employee who served 75 percent of school year but will be released
Education or Other Legal Code: Education Code 44954
Board Policy/Administrative Regulation #: BP 4121
Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Governing Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated
Education or Other Legal Code: Education Code 44955.5
Board Policy/Administrative Regulation #: BP 4117.3
Subject: Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Governing Board

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

When/Whom to Notify: To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion
Education or Other Legal Code: Education Code 48201
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct
Education or Other Legal Code: 5 CCR 80303
Board Policy/Administrative Regulation #: AR 4117.7/4317.7
Subject: Contents of state regulation ~~re:~~regarding report to Commission on Teacher Credentialing

III. To Classified Employees

When/Whom to Notify: When a classified employee is subject to disciplinary action for cause, in a nonmerit district
Education or Other Legal Code: Education Code 45113
Board Policy/Administrative Regulation #: AR 4218
Subject: Notice of charges, right to hearing, timeline for requesting hearing

When/Whom to Notify: By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15
Education or Other Legal Code: Education Code 45117
Board Policy/Administrative Regulation #: AR 4217.3
Subject: Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination

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

When/Whom to Notify: At least 60 days prior to the effective date of layoff, if the employee's position must be eliminated due to the expiration of a specially funded program
Education or Other Legal Code: Education Code 45117
Board Policy/Administrative Regulation #: AR 4217.3

Subject: Notice of layoff date, displacement and reemployment rights

When/Whom to Notify: Upon employment and upon each change in classification
Education or Other Legal Code: Education Code 45169
Board Policy/Administrative Regulation #: AR 4212
Subject: Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek

When/Whom to Notify: To permanent employee whose leave is exhausted
Education or Other Legal Code: Education Code 45192, 45195
Board Policy/Administrative Regulation #: AR 4261.1, AR 4261.11
Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To school bus drivers and school activity bus drivers prior to expiration of specified documents
Education or Other Legal Code: 13 CCR 1234
Board Policy/Administrative Regulation #: AR 3542
Subject: Expiration date of driver's license, driver's certificate and medical certificate; need to renew

When/Whom to Notify: To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter
Education or Other Legal Code: 13 CCR 2480
Board Policy/Administrative Regulation #: AR 3542
Subject: Limitations on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment
Education or Other Legal Code: 49 CFR 382.113, 382.601
Board Policy/Administrative Regulation #: AR 4112.42/4212.42/4312.42
Subject: Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test

When/Whom to Notify: To school bus drivers, prior to operating school bus
Education or Other Legal Code: 49 CFR 382.303
Board Policy/Administrative Regulation #: AR 4112.42/4212.42/4312.42
Subject: Post accident information, procedures, and instruction

IV. To Administrative/Supervisory Personnel

When/Whom to Notify: To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract
Education or Other Legal Code: Education Code 35031
Board Policy/Administrative Regulation #: BP 2121, BP 4312.1
Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position
Education or Other Legal Code: Education Code 44896

Board Policy/Administrative Regulation #: AR 4313.2
Subject: Statement of the reasons for the reassignment

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year
Education or Other Legal Code: Education Code 44951
Board Policy/Administrative Regulation #: AR 4313.2
Subject: Notice that employee may be released or reassigned the following school year

V. To Individual Employees Under Special Circumstances

When/Whom to Notify: In the event of a breach of security of district records to affected employees
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: BP 3580
Subject: Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

When/Whom to Notify: Prior to placing derogatory information in personnel file
Education or Other Legal Code: Education Code 44031
Board Policy/Administrative Regulation #: AR 4112.6/4212.6/4312.6
Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: To employees who volunteer to administer emergency epinephrine ~~auto-injector~~delivery systems
Education or Other Legal Code: Education Code 49414
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Defense and indemnification from civil liability by the district

When/Whom to Notify: To district police officer, within 30 days of decision to impose discipline
Education or Other Legal Code: Government Code 3304
Board Policy/Administrative Regulation #: AR 3515.3
Subject: Decision to impose discipline, including the date that discipline will be imposed

When/Whom to Notify: New employees upon hire, to all employees annually, at any time upon request, and any time an employee informs an employer that the employee or the employee's family member is a victim
Education or Other Legal Code: Government Code 12945.8
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Accommodations and leave for victims of a qualifying act of violence

When/Whom to Notify: To employee returning from military leave of absence, within 30 days of return
Education or Other Legal Code: Government Code 20997
Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5
Subject: Right to receive PERS service credit for military service; application form

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or

charges against employee
Education or Other Legal Code: Government Code 54957
Board Policy/Administrative Regulation #: BB 9321
Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: When taking disciplinary action against employee for disclosure of confidential information
Education or Other Legal Code: Government Code 54963
Board Policy/Administrative Regulation #: BP 4119.23/4219.23/4319.23
Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: Within one working day of work-related injury or victimization of crime
Education or Other Legal Code: Labor Code 3553, 5401
Board Policy/Administrative Regulation #: AR 4157.1/4257.1/4357.1
Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: When adverse employment action is based on DOJ criminal history information or subsequent arrest notification
Education or Other Legal Code: Penal Code 11105, 11105.2
Board Policy/Administrative Regulation #: AR 4112.5/4212.5/4312.5
Subject: Copy of DOJ notification

When/Whom to Notify: To any employee with exposure to blood or potentially infectious materials, upon initial employment and at least annually thereafter
Education or Other Legal Code: 8 CCR 3204
Board Policy/Administrative Regulation #: AR 4119.42/4219.42/4319.42
Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee assigned to a work area in a laboratory setting where hazardous chemicals are present, within 15 working days after receiving a monitoring result related to an employee exposure determination
Education or Other Legal Code: 8 CCR 5191
Board Policy/Administrative Regulation #: AR 3514.1
Subject: Contents of 8 CCR 5191, including location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area
Education or Other Legal Code: 8 CCR 5194
Board Policy/Administrative Regulation #: AR 3514.1
Subject: Requirements of 8 CCR 5194, including any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights

When/Whom to Notify: To employee eligible for military leave
Education or Other Legal Code: 38 USC 4334
Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5

Subject: Notice of rights, benefits, and obligations under military leave

When/Whom to Notify: Within five business days of employee's request for family care and medical leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave
Education or Other Legal Code: 29 CFR 825.300; 2 CCR 11049, 11091
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice

When/Whom to Notify: Whenever notice of eligibility for FMLA is provided to employee
Education or Other Legal Code: 29 CFR 825.300
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Rights and responsibilities ~~re:~~regarding use of FMLA; consequences of failure to meet obligations

When/Whom to Notify: To all employees working with families experiencing homelessness
Education or Other Legal Code: Education Code 48851.3, 42 USC 11432
Board Policy/Administrative Regulation #: AR 6173
Subject: Duties of district liaison for homeless students and availability of training and services

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Policy Reference Disclaimer:
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State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling; limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination; pregnancy, childbirth, and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security

Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members
Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 234.1	Educational ~~Equity~~equity: Federal Program Monitoring (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=234.1.&lawCode=EDC)
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code ~~3550~~32282	~~Insurance carrier notice~~Comprehensive school safety plan
Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices; certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures; districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified; administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45117	Notice of layoff; classified employees

Ed. Code 45169	Employee salary data; classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48851.3	Education of students in foster care and students who are homeless
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher~~,~~; student who has engaged in acts ~~re:~~regarding grounds for suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Ed. Code 51225.25	Student participating in a newcomer program; definition
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12945.8	Accommodations and leave for victims of a qualifying act of violence
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees ~~re~~regarding AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications~~: Workers'~~; workers' compensation benefits
Lab. Code 5401	Workers' compensation; claim form and notice of potential eligibility

Pen. Code 11165.7	Child Abuse and Neglect Reporting Act; notification requirement
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
W&I Code 827	Limited exception to juvenile court record

Federal	**Description**
20 USC 2354	Local application for career and technical education programs
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 100	Nondiscrimination under programs receiving federal assistance
34 CFR 104.8	Nondiscrimination; Section 504 of the Rehabilitation Act of 1973
34 CFR 106.8	Title IX; Designation of coordinator, dissemination of policy, and adoption of grievance procedures
34 CFR 106.9	Severability
34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act; notice requirement
40 CFR 763.84	Asbestos inspections, response actions, and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
1312.3	Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1445	Response to Immigration Enforcement
2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status

4116	Probationary/Permanent Status
4117.14	Postretirement Employment
4117.3	Personnel Reduction
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.43	Universal Precautions
4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157	Employee Safety
4157	Employee Safety
4157.1	Work-Related Injuries
4158	Employee Security
4158	Employee Security
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.2	Personal Leaves
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files

4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257	Employee Safety
4257	Employee Safety
4257.1	Work-Related Injuries
4258	Employee Security
4258	Employee Security
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.2	Personal Leaves
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions

4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4357	Employee Safety
4357	Employee Safety
4357.1	Work-Related Injuries
4358	Employee Security
4358	Employee Security
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.2	Personal Leaves
4361.5	Military Leave
4361.8	Family Care And Medical Leave
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6117	Year-Round Schedules
6146.3	Reciprocity of Academic Credits
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6178	Career Technical Education
6178	Career Technical Education
9310	Board Policies
9321	Closed Session
9321-E(1)	Closed Session

Policy 4300: Administrative And Supervisory Personnel

Status: ADOPTED

Original Adopted Date: 06/01/1998 **| Last Revised Date:** ~~03~~05/01/~~2007~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2007~~2026

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

The Governing Board ~~recognizes~~believes that effective management is vital to the success of the district ~~students~~ and ~~programs.~~ ~~Management personnel are expected to demonstrate~~the district's educational goals. The Board recognizes the importance of initiative and good judgment in the development, implementation, and oversight of district programs~~.~~ ~~Supervisors shall promote the~~ and operations, and encourages management personnel to support productivity, professional growth, and teamwork ~~of district staff~~among employees. Additionally, the Board acknowledges that administrative and supervisory personnel benefit from professional development in fulfilling the expectations of their position and may provide or require professional development aligned with district priorities, operational needs, and applicable agreements, such that employees may improve their skills and pursue excellence.

Except for the Superintendent who is hired by the Board as specified in Board Policy 2120 – Superintendent Recruitment and Selection, the Superintendent or designee shall select and recommend qualified candidates for administrative and supervisory positions consistent with position requirements and the needs of the district, and the Board shall ratify and approve appointments in accordance with law and Board policy.

The Superintendent or designee shall define and communicate the duties, responsibilities, and expectations for each administrative and supervisory position.

Each administrative and supervisory employee shall be responsible for completing assigned duties consistent with the applicable job description and shall be evaluated in accordance with law, Board policies, and administrative regulations, as appropriate.

CSBA NOTE: Pursuant to Education Code 45130, the district may classify certain classified positions as supervisory, administrative, or executive and then exempt any of these employees from the provisions of overtime compensation detailed in Education Code 45128.

~~Note that the classification of employees is a complex issue. For example, the U.S. Supreme Court has held that, for purposes of the Fair Labor Standards Act, an employee's exempt status may be denied if the district has a policy allowing disciplinary reductions in pay for those exempt employees. Districts should proceed cautiously and consult legal counsel as appropriate.~~

In *Gately v. Cloverdale Unified School District*, the court held that a classified employee can only obtain senior management status if the Governing Board designates that employee as a senior manager. Because Education Code 45100.5 and 45104.5 authorize the Board in all districts, including merit system districts, to adopt a resolution establishing or abolishing positions designated as senior management of the classified service, the Board may wish to have a practice of

adopting a resolution when intending to establish or abolish such positions. Due to the legal complexities surrounding the establishment or abolishment of a senior management employee position, it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when designating senior management.

~~The Board shall adopt policies related to administrative and supervisory personnel insofar as they are needed to comply with law and describe terms of employment within the district.~~

~~CSBA NOTE: Education Code 45100.5 and 45104.5 authorize the Board in all districts, including merit system districts, to adopt a resolution establishing or abolishing positions designated as senior management of the classified service.~~

The Board may, by resolution~~, establish or abolish any or all~~ and in accordance with applicable law, designate positions ~~of the~~as senior management of the classified service~~. Any~~, and may, by resolution, establish or abolish any such positions. An employee occupying a senior management position abolished by Board action shall become a member of the classified or certificated service in a position to which ~~he/she~~the employee would otherwise be entitled if ~~he/she~~the employee had not been in a senior management position. (Education Code 45104.5)

The Superintendent or designee may provide professional development opportunities to administrative and supervisory employees for the purpose of continual improvement of knowledge and skills related to the employee's position.

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State	Description
Ed. Code 35031	Term of employment
Ed. Code 45100.5	Senior classified management positions
Ed. Code 45104.5	Abolishment of senior classified management positions
Ed. Code 45108.5	Definition of senior classified management employees
Ed. Code 45108.7	Waiver of provisions of Education Code 45108.5
Ed. Code 45128	Overtime
Ed. Code 45130	Exclusion from overtime provisions
Ed. Code 45256.5	Designation of certain senior classified management positions
Gov. Code 3540	Purpose
Gov. Code 3540.1	Public employment; definitions

Gov. Code 3543.4	Management and confidential positions; representation
Gov. Code 3545	Appropriateness of unit; basis

Management Resources	Description
Court Decision	Auer v. Robbins (1997) 117 S.Ct. 905
Court Decision	National Education Association v. United States Department of Education (2025) 779 F.Supp.3d 149
Court Decision	Gately v. Cloverdale Unified School District (2008) 156 Cal.App.4th 487
Website	CSBA District and County Office of Education Legal Services
Website	Diversity in Leadership Institute (DELPI — Diversity in Leadership)
Website	U.S. Office of the Attorney General (Office of the Attorney General | Office of the Attorney General)
Website	California Department of Education (California Department of Education)

Cross References

Code	Description
2000	Concepts And Roles
2120	Superintendent Recruitment and Selection
4000	Concepts And Roles
4111	Recruitment And Selection
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4140	Bargaining Units
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4161	Leaves
4161	Leaves
4211	Recruitment And Selection
4219.11	Sexual Harassment
4219.11	Sexual Harassment

4240	Bargaining Units
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4261	Leaves
4261	Leaves
4301	Administrative Staff Organization
4311	Recruitment And Selection
4312.1	Contracts
4313.2	Demotion/Reassignment
4313.2	Demotion/Reassignment
4314	Transfers
4314	Transfers
4315	Evaluation/Supervision
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4361	Leaves
4361	Leaves

Regulation 4300: Administrative And Supervisory Personnel

Status: ADOPTED

Original Adopted Date: 10/01/1996 **| Last Revised Date:** ~~03~~05/01/~~2007~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2007~~2026

Classified Senior Management ~~and Supervisory~~ Employees

A senior management employee is either a fiscal advisor to the Superintendent or an employee in the highest position not requiring certification in a principal district program area, with districtwide responsibility for formulating policy or administering the program. (Education Code 45108.5)

CSBA NOTE: Pursuant to Education Code 45100.5, positions designated as classified senior management ~~and supervisory employees~~ are entitled to all of the rights, benefits, and burdens of other classified employees, except for the right to obtain permanent status in the management position, as specified below. ~~Even if classified management and supervisory employees are covered by a collective bargaining agreement, they may not obtain permanent status in the management position. In such cases, pursuant to Government Code 3540, the employees are entitled to the benefits of the agreement and the statutes pertaining to classified employees.~~

Employees holding positions designated as classified senior management ~~and supervisory~~ positions are entitled to all of the rights, benefits, and burdens of other classified employees, except that each senior management ~~and supervisory employees~~employee shall not obtain permanent status in ~~a~~the senior management position. (Education Code 45100.5, 45256.5)

~~If assigned to a position within a bargaining unit, classified management and supervisory employees shall be reclassified at the discretion of the Governing Board subject to provisions of the applicable collective bargaining agreement or, for districts incorporating the merit system, the rules of the personnel commission.~~

CSBA NOTE: The following paragraph applies only to merit system districts.

Positions in the senior management of the classified service shall be filled from an unranked list of eligible persons who have demonstrated managerial ability and who have been found qualified for the positions as specified by the Superintendent and determined by the personnel commission. (Education Code 45256.5)

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Ed. Code 45130	Exclusion from overtime provisions
Ed. Code 45256.5	Designation of certain senior classified management positions
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Gov. Code 3540.1	Public employment; definitions
Gov. Code 3543.4	Management and confidential positions; representation
Gov. Code 3545	Appropriateness of unit; basis

Management Resources	**Description**
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Website	CSBA District and County Office of Education Legal Services
Website	Diversity in Leadership Institute (DELPI — Diversity in Leadership)
Website	U.S. Office of the Attorney General (Office of the Attorney General | Office of the Attorney General)
Website	California Department of Education (California Department of Education)

Cross References

Code	**Description**
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4000	Concepts And Roles
4111	Recruitment And Selection
4119.11	Sexual Harassment

4119.11	Sexual Harassment
4140	Bargaining Units
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4161	Leaves
4161	Leaves
4211	Recruitment And Selection
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4240	Bargaining Units
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4261	Leaves
4261	Leaves
4301	Administrative Staff Organization
4311	Recruitment And Selection
4312.1	Contracts
4313.2	Demotion/Reassignment
4313.2	Demotion/Reassignment
4314	Transfers
4314	Transfers
4315	Evaluation/Supervision
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4361	Leaves
4361	Leaves

Policy 4311: Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 07/01/2012 **| Last Revised Date:** ~~03~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2024~~2026

CSBA NOTE: The following optional policy may be revised to reflect district practice and should be aligned with relevant collective bargaining agreement provisions.

Additionally, the Governing Board should ensure that district hiring procedures are aligned with law, Board policy, and collective bargaining agreements. In *C.A. v. William S. Hart Union High School District*, the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student.

The following paragraph reflects concepts from the California Department of Education's (CDE) publication, "How to Increase the Diversity of California's Educator Workforce," and the California Commission on Teacher Credentialing's (CTC) publication, "Strategic Plan: Ensuring Educator Excellence," related to the benefits students receive when staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop ~~equitable, fair, and transparent~~ recruitment and selection processes ~~and procedures~~, consistent with applicable law, Board policy, and collective bargaining agreements, that ~~ensure~~are designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and ~~not on any bias, personal preference, or unlawful discrimination~~in compliance with applicable antidiscrimination laws.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures~~, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees~~ and consistent with applicable law, seek to recruit a diverse pool of qualified applicants.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ disseminate job announcements in a manner reasonably designed to ~~ensure~~reach a ~~wide range~~broad pool of qualified candidates.

CSBA NOTE: Pursuant to Labor Code 432.3, an employer with 15 or more employees is required to include the pay scale for a position in any job posting.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.~~2~~3)

The Superintendent shall develop and maintain appropriate hiring procedures to identify ~~the best possible~~qualified candidates ~~for a position~~who meet district needs. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be treated as confidential ~~and~~to the extent consistent with law.

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant and, as amended by SB 848 (Ch. 460, Statutes of 2025), a diagnostic center operated by CDE, or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was required to be reported to CTC. Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. In addition, pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified), and regarding the employment of a person who has been convicted of specified felonies and offenses, see AR/E(1) 4112.5/4212.5/4312.5 – Criminal Record Check.

On or before July 1, 2027, CTC is required to, upon appropriation, develop a statewide data system for a LEA to provide specified information regarding the employment, investigation of egregious misconduct, and departure of classified employees.

When considering an applicant for a certificated position, the district shall inquire with each district, county office of education (COE), charter school, state special school or diagnostic center operated by the California Department of Education (CDE), or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was reported to the Commission on Teacher Credentialing (CTC). (Education Code 44939.5)

Additionally, when considering an applicant for a classified position, the district shall inquire with each district, COE, charter school, state special school or diagnostic center operated by CDE, or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. (Education Code 44051)

Upon receipt of an inquiry from another district, COE, charter school, state special school or diagnostic center operated by CDE, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to CTC within its possession in regard to

such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

CSBA NOTE: Pursuant to Government Code 12954, the district may not discriminate against a person in hiring based on the person's use of cannabis when off the job or away from the workplace. Additionally, Government Code 12954~~, as amended by SB 700 (Ch. 408, Statutes of 2023),~~ prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information. However, Government Code 12954 does not interfere with the district's right to maintain drug-free schools or to prohibit employees from possessing, being impaired by, or using cannabis while at work. Government Code 12954 does not preempt state or federal laws requiring applicants to be tested for controlled substances as a condition of employment or to applicants in the building and construction trades or for positions requiring a federal background investigation. The district may utilize drug screenings that do not rely on nonpsychoactive cannabis metabolite results. ~~Districts~~It is recommended that districts with questions about applicant cannabis use or screening ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

CSBA NOTE: Labor Code 432.3 prohibits districts from seeking a job applicant's salary history information and from relying on salary history as a factor in determining whether to offer employment to an applicant or the salary to offer. However, if the applicant discloses salary history information voluntarily and without prompting, the district is not prohibited from considering or relying on such information in determining the salary for that applicant. Labor Code 432.3 is not applicable to salary history information that is disclosable pursuant to the California Public Records Act (Government Code 7920.000 - 7930.170) or the Freedom of Information Act (5 USC 552).

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3)

CSBA NOTE: Government Code 12940 generally prohibits a district from requiring any job applicant to have a driver's license, unless the district reasonably (1) expects driving to be a job function for the position, and (2) believes that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. While the district

would be prohibited from requiring an applicant to have a driver's license for many positions, the district would be able to require a job applicant for a bus driver position to have a driver's license. For more information regarding bus driver qualification requirements, see AR 3542 – School Bus Drivers.

The Superintendent or designee shall not require an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district. (Government Code 12940)

CSBA NOTE: The following paragraph should be modified to reflect district practice.

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

CSBA NOTE: Consistent with any applicable collective bargaining agreements, the district may offer incentives (e.g., signing bonuses, assistance with beginning teacher induction costs, assistance with the process of obtaining a clear credential including covering credential costs, a mentoring program, additional compensation, and/or subsidized housing) to recruit teachers, administrators, or other employees in accordance with district needs.

~~SB~~ ~~114~~ ~~(Ch.~~ ~~48,~~ ~~Statutes~~ ~~of~~ ~~2023)~~ ~~establishes~~ ~~the~~CTC's Diverse Education Leaders Pipeline Initiative was established to train, place, and retain culturally responsive school administrators to improve student outcomes and meet the needs of California's education workforce.

Health and Safety Code 53573 permits districts to establish and implement programs that address the housing needs of teachers and other district employees who face challenges in securing affordable housing. Health and Safety Code 53574 enables housing projects on district property restricted to rentals for district employees to qualify for both federal and state low-income housing tax credits. For more information regarding housing for district employees, see the Center for Cities Schools (UC Berkeley), cityLAB (UCLA), and the Terner Center for Housing Innovation's (UC Berkeley), "Education Workforce Housing Handbook."

The following optional section may be revised to reflect local incentive programs.

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

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State	Description
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 44051	Noncertificated employees; report of egregious misconduct
Ed. Code 44066	Limitations on certification requirements
Ed. Code 44259	Teaching credential, exception; designated subjects; minimum requirements
Ed. Code 44750	Teacher recruitment resource center
Ed. Code 44830-44831	Employment of certificated persons
Ed. Code 44858	Age or marital status in certificated positions
Ed. Code 44859	Prohibition against certain rules and regulations regarding residency
Ed. Code 44939.5	Certificated employees; report of egregious misconduct
Ed. Code 45103-45139	Employment; classified employees
Ed. Code 49406	TB risk assessment
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 815.2	Liability of public entities and public employees
H&S Code 53570-53574	Teacher Housing Act of 2016
Lab. Code 432.3	Salary information

Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act
34 CFR 106.51-106.61	Nondiscrimination on the basis of sex in employment in education program or activities
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
5 USC 552	Freedom of Information Act
8 USC 1324a	Unlawful employment of aliens
8 USC 1324b	Unfair immigration related employment practices

Management Resources	Description
CA Commission on Teacher Credentialing Publication	Strategic Plan: Ensuring Educator Excellence, 2023
California County Superintendents Publication	Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017
California Department of Education Publication	How to Increase the Diversity of California's Educator Workforce, April 2022
Court Decision	C.A. v William S. Hart Union High School District et al. (2012) 138 Cal.Rptr.3d 1
Ctr for Cities + Schools, cityLAB & Terner Ctr Pub	Education Workforce Housing in California: Developing the 21st Century Campus, 2021
Ctr for Cities + Schools, cityLAB & Terner Ctr Pub	Education Workforce Housing in California: The Handbook
Website	University of California Los Angeles, cityLAB
Website	University of California Berkeley, Terner Center for Housing Innovation
Website	University of California Berkeley, Center for Cities + Schools
Website	CSBA District and County Office of Education Legal Services
Website	Commission on Teacher Credentialing
Website	Education Job Opportunities Information Network
Website	Teach USA
Website	California County Superintendents
Website	California Civil Rights Department
Website	U.S. Department of Education
Website	U.S. Equal Employment Opportunity Commission
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
2230	Representative And Deliberative Groups
3542	School Bus Drivers
4000	Concepts And Roles

4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation
4100	Certificated Personnel
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.21	Interns
4112.21	Interns
4112.22	Staff Teaching English Learners
4112.23	Special Education Staff
4112.5	Criminal Record Check
4112.61	Employment References
4112.8	Employment Of Relatives
4113	Assignment
4113	Assignment
4117.14	Postretirement Employment
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.24	Maintaining Appropriate Adult-Student Interactions
4200	Classified Personnel
4200	Classified Personnel
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.61	Employment References
4212.8	Employment Of Relatives
4219.21	Professional Standards

4219.21-E(1)	Professional Standards
4219.24	Maintaining Appropriate Adult-Student Interactions
4300	Administrative And Supervisory Personnel
4300	Administrative And Supervisory Personnel
4311.2	Legal Status Requirement
4311.2	Legal Status Requirement
4312.1	Contracts
4312.5	Criminal Record Check
4312.61	Employment References
4312.8	Employment Of Relatives
4317.14	Postretirement Employment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.24	Maintaining Appropriate Adult-Student Interactions
4331	Staff Development
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6171	Title I Programs
6171	Title I Programs
9000	Role Of The Board

Regulation 4312.5: Criminal Record Check

Status: ADOPTED

Original Adopted Date: 10/01/1998 **| Last Revised Date:** ~~03~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2024~~2026

CSBA NOTE: Education Code 44830.1, 44836, 45122.1, and 45123 prohibit the district from hiring or retaining in employment, in a certificated or classified position, a person who has been convicted of or pleads no contest to a violent or serious felony, sex offense, or controlled substance offense, as defined. Education Code 44010, as amended by SB 848 (Ch. 460, Statutes of 2025), expands the definition of "sex offense" to include offenses described in Penal Code 288.3, 288.4, 647.6. Exceptions specified in law are reflected in Items #1-5 below.

~~These~~ Pursuant to Education Code 44830.1 and 45122.1, these requirements apply to job applicants, temporary employees, substitute employees, and probationary employees serving before March 15 of their second year. Employees with permanent status ~~may only be suspended or dismissed~~are subject to the requirements specified in Education Code 44836 and 45123, however any disciplinary action is required to be in accordance with the grounds and procedures specified in BP/AR 4118 - Dismissal/Suspension/Disciplinary Action or BP/AR 4218 - Dismissal/Suspension/Disciplinary Action, as applicable.

However, pursuant to Government Code 12954, the district may not discriminate against a person in hiring, termination, or any term or condition of employment based on the person's use of cannabis when off the job or away from the workplace. Additionally, Government Code 12954~~, as amended by SB 700 (Ch. 408, Statutes of 2023),~~ prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information. Certain employees may be subject to stricter laws related to drug testing. ~~Districts~~It is recommended that districts with questions about drug testing employees ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel.

For county offices of education (COE) that have an elected, rather than appointed, County Superintendent of Schools, there are additional legal conditions for appointment that need to be met. For instance, Government Code 1021.5, as amended by SB 521 (Ch. 92, Statutes 2025), provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Since Government Code 1021.5 defines a "public employee" as any person employed at will for the purposes of providing services to an elected public officer who takes public office, or is reelected to public office, on or after January 1, 2013, this disqualification would apply to an applicant being considered for employment by an elected County Superintendent.

The Superintendent or designee shall not hire or retain in employment, in a certificated or classified position, a person who has been convicted of a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c), a controlled substance offense as defined in Education Code 44011, or a sex

offense as defined in Education Code 44010. However, the Superintendent or designee shall not deny or terminate employment solely on the basis that the person has been: (Education Code 44830.1, 44836, 45122.1, 45123)

1. Convicted of a violent or serious felony, controlled substance offense, or sex offense, and the conviction is reversed and the person is acquitted of the offense in a new trial or the charges against the person are dismissed, unless the sex offense for which the conviction is dismissed pursuant to Penal Code 1203.4 involves a victim who was a minor

2. Convicted of a violent or serious felony and has obtained a certificate of rehabilitation or a pardon

3. Convicted of a serious felony, that is not also a violent felony, and has proven to the sentencing court that rehabilitation for purposes of school employment has been attained for at least one year

4. Convicted of a controlled substance offense and is applying for or is employed in a certificated position and has a credential issued by the Commission on Teacher Credentialing (CTC)

5. Convicted of a controlled substance offense and is applying for or is employed in a classified position and has been determined by the Governing Board, from the evidence presented, to have been rehabilitated for at least five years

A certificated employee may be hired by the district without obtaining a criminal record summary if that employee is employed as a certificated employee in another California school district and became a permanent employee of another California school district as of October 1, 1997. (Education Code 44830.1, 44836)

CSBA NOTE: The following optional paragraph is for use by districts that issue temporary certificates pursuant to Education Code 44332.5 to authorize salary payments while a certificated employee's credential application is being processed. If the issuance of temporary certificates is handled by the ~~county office of education~~COE, the following paragraph should be deleted.

The Superintendent or designee shall not issue a temporary certificate of clearance to a person whose application for a credential, certificate, or permit is being processed by ~~the Commission on Teacher Credentialing~~CTC if that person has been convicted of a violent or serious felony, unless the person is otherwise exempt pursuant to Education Code 44332.6 or 44830.1. (Education Code 44332.5, 44332.6)

Pre-Employment Record Check

~~CSBA NOTE: The following section may be revised to reflect district practice. To fulfill the requirement for a criminal record check through the California Department of Justice (DOJ) and Federal Bureau of Investigation, the applicant is required to submit fingerprints using the electronic Live Scan process. Locations offering the Live Scan service are listed on the DOJ's website. The DOJ provides the results to the district via email, or by U.S. mail if no email is available.~~
~~While the DOJ normally does not provide notice of a conviction for which relief has been granted, pursuant to Penal Code 11105, the Commission on Teacher Credentialing will receive every conviction rendered against an applicant, retroactive to January 1, 2020, regardless of relief granted. However, notwithstanding the above, pursuant to Penal Code 1203.425, information for a~~

~~conviction for a controlled substance offense listed in Health and Safety Code 11350 or 11377, or former Health and Safety Code 11500 or 11500.5, that is more than five years old, for which relief is granted, is prohibited from being disseminated.~~

~~The Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.~~

~~When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)~~

1. ~~The applicant has not resided in California for at least one year immediately preceding the application for employment.~~
2. ~~The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor.~~

~~The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)~~

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant including, as amended by SB 848, a diagnostic center operated by the California Department of Education or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialling (CTC). Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. Pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the hiring of suitable and qualified individuals, including egregious misconduct inquiries, see BP 4111/4211/4311/ - Recruitment and Selection, and regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified).

Prior to offering employment, the Superintendent or designee shall, when considering an applicant for employment, inquire if the applicant was subject to complaints of egregious misconduct, in accordance with Board Policy 4111/4211/4311 – Recruitment and Selection.

CSBA NOTE: To fulfill the requirement for a criminal record check through the California Department of Justice (DOJ) and Federal Bureau of Investigation, the applicant is required to submit

fingerprints using the electronic Live Scan process. Locations offering the Live Scan service are listed on the DOJ's website. The DOJ provides the results to the district via email, or by U.S. mail if no email is available.

While the DOJ normally does not provide notice of a conviction for which relief has been granted, pursuant to Penal Code 11105, CTC will receive every conviction rendered against an applicant, retroactive to January 1, 2020, regardless of relief granted. However, notwithstanding the above, pursuant to Penal Code 1203.425, information for a conviction for a controlled substance offense listed in Health and Safety Code 11350 or 11377, or former Health and Safety Code 11500 or 11500.5, that is more than five years old, for which relief is granted, is prohibited from being disseminated.

Additionally, the Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.

When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)

1. The applicant has not resided in California for at least one year immediately preceding the application for employment

2. The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor

The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)

Subsequent Arrest Notification

CSBA NOTE: Pursuant to Education Code 44830.1 and 45125, the district is required to sign up for "subsequent arrest notification" from the DOJ in accordance with Penal Code 11105.2. Forms available for this purpose are available on DOJ's website.

The Superintendent or designee shall enter into a contract with the DOJ to receive notification of subsequent arrests resulting in conviction of any person whose fingerprints have been submitted to the DOJ. (Education Code 44830.1, 45125; Penal Code 11105.2)

Upon telephone or email notification by the DOJ that a current temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay. (Education Code 44830.1, 45122.1)

When the district receives written electronic notification by the DOJ of the fact of conviction, the temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year shall be terminated automatically unless the employee challenges the DOJ record and the DOJ withdraws its notification in writing. Upon receipt of the written withdrawal of notification by the DOJ, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits for the period of time from the suspension without pay to the reinstatement if the employee is still employed by the district. (Education Code 44830.1, 45122.1)

The Superintendent or designee shall immediately notify the DOJ whenever a person whose fingerprints are maintained by the DOJ is terminated. (Penal Code 11105.2)

Notification of Applicant/Employee

The Superintendent or designee shall expeditiously furnish a copy of any DOJ notification to the applicant or employee to whom it relates if the information is a basis for an adverse employment decision. The copy shall be delivered in person or to the last contact information provided by the applicant or employee. (Penal Code 11105, 11105.2)

Maintenance of ~~Records~~Criminal Record Offender Notification

CSBA NOTE: To be qualified to obtain Criminal ~~Record~~ Offender Record Information (CORI) for the purpose of employment decisions, the district is required to apply to the DOJ for authorization and is required to designate at least one custodian of records who is responsible for the security, storage, dissemination, and destruction of criminal records furnished to the district.

The Superintendent shall designate at least one custodian of records who shall be responsible for the security, storage, dissemination, and destruction of all Criminal Offender Record Information (CORI) furnished to the district and shall serve as the primary contact for the DOJ for any related issues. (Penal Code 11102.2)

An employee designated as custodian of records shall receive a criminal background check clearance from the DOJ prior to serving in that capacity. (Penal Code 11102.2)

CSBA NOTE: The DOJ requires every person with access to CORI, including the custodian of records, to complete an Employee Statement Form acknowledging an understanding of the law governing CORI. The custodian of records is required to return such form to the DOJ and to retain any forms completed by other district staff. The Employee Statement Form is reproduced in the accompanying Exhibit.

The custodian of records shall sign and return to the DOJ the Employee Statement Form acknowledging an understanding of the laws prohibiting misuse of CORI. ~~In addition~~Additionally, the custodian of records shall ensure that any individual with access to CORI has on file a signed Employee Statement Form.

To ensure its confidentiality, CORI shall be accessible only to the custodian of records and shall be kept in a locked file separate from other files. CORI shall be used only for the purpose for which it is requested and its contents shall not be disclosed or reproduced. (Education Code 44830.1, 45125)

Once a hiring determination is made, the applicant's CORI shall be destroyed to the extent that the identity of the individual can no longer be reasonably ascertained. (Education Code 44830.1, 45125; 11 CCR 708)

The Superintendent or designee shall immediately notify the DOJ whenever a designated custodian of records ceases to serve in that capacity. (Penal Code 11102.2)

Egregious Misconduct Inquiries

The Superintendent or designee shall disclose to any inquiring local educational agency (LEA) or private school regarding an applicant for employment to that LEA, all relevant information related to any report to CTC of egregious misconduct. (Education Code 44051, 44939.5)

Interagency Agreement

CSBA NOTE: The following optional section is for use by any district that has been designated to act on behalf of other school districts within the same county or in contiguous counties to share CORI as authorized by Education Code 44830.2 and 45125.01. Districts that have not entered into an agreement to share such information, or for whom another district or the County Superintendent of Schools has been designated to receive and share the information, should delete this section.

Pursuant to Education Code 45125.01, any district that participates in such an interagency agreement may use this arrangement to conduct criminal background checks for a noncertificated candidate for a paid or volunteer position in a student activity program pursuant to Education Code 49024~~;~~. For more information regarding criminal background checks related to volunteers, see BP/AR 1240 - Volunteer Assistance, and related to noncertificated employees or volunteers assigned as temporary athletic team coaches, see BP/AR 4127/4227/4327 - Temporary Athletic Team Coaches.

Subject to an interagency agreement with other school districts, the district shall submit and receive CORI on behalf of all participating districts. (Education Code 44830.2, 45125.01)

Upon receipt from the DOJ of a report of conviction of a serious or violent felony, the district shall communicate that fact to participating districts and shall remove the affected employee from the common list of persons eligible for employment. (Education Code 44830.2, 45125.01)

~~In addition~~Additionally, upon receipt from the DOJ of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the district shall give notice to the ~~superintendent~~Superintendent of any participating district, or the person designated in writing by that ~~superintendent~~Superintendent, that the report is available for inspection on a confidential basis by the ~~superintendent~~Superintendent or the authorized designee. The report shall be made available at the district office for 30 days following the receipt of the notice. (Education Code 44830.2, 45125.01)

The district shall not release a copy of that information to any participating district or any other person. ~~In addition~~Additionally, the district shall retain or dispose of the information in the manner specified in law and in this administrative regulation after all participating districts have had an opportunity to inspect it in accordance with law. (Education Code 44830.2, 45125.01)

The district shall maintain a record of all persons to whom the information has been shown and shall make this record available to the DOJ. (Education Code 44830.2, 45125.01)

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State	Description
11 CCR 701-708	Criminal offender record information
11 CCR 720-724	Incomplete criminal history information
11 CCR 994-994.15	Certification of individuals who take fingerprint impressions
Ed. Code 44010	Sex offense; ~~definition~~definitions
Ed. Code 44011	Controlled substance offense~~; definition~~
Ed. Code 44051	Employment history
Ed. Code 44332-44332.6	Temporary certificate of clearance
Ed. Code 44346.1	Applicants for credential; conviction of a violent or serious felony
Ed. Code 44830.1	Criminal record summary; certificated employees
Ed. Code 44830.2	Certificated employees; interagency agreement for sharing criminal record information
Ed. Code 44836	Employment of certificated persons convicted of sex offense or controlled substance offense
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated employees; report of egregious misconduct
Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 45125	Use of personal identification cards to ascertain conviction of crime
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45125.5	Automated records check
Ed. Code 45126	Duty of Department of Justice to furnish information
Ed. Code 49024	Activity Supervisor Clearance Certificate
Gov. Code 1021.5	Disqualification for employment
Gov. Code 12954	Employment discrimination; cannabis use

H&S Code 11350	Offenses Involving Controlled Substances Formerly Classified as Narcotics
H&S Code 11377	Offenses Involving Controlled Substances Formerly Classified as Restricted Dangerous Drugs
Pen. Code 11075-11081	Criminal record dissemination
Pen. Code 11102.2	Maintenance of criminal offender records; custodian of records
Pen. Code 11105	Access to criminal history information
Pen. Code 11105.2	Subsequent arrest notification
Pen. Code 11105.3	Record of conviction involving sex crimes, drug crimes, or crimes of violence
Pen. Code 11140-11144	Furnishing of state criminal history information
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 1203.4	Dismissal of conviction
Pen. Code 1203.425	Conviction relief
Pen. Code 13300-13305	Local summary criminal history information
Pen. Code 288.3	Contacting a minor
Pen. Code 288.4	Meeting a minor
Pen. Code 647.6	Miscellaneous offenses
Pen. Code 667.5	Prior prison terms; enhancement of prison terms

Federal	**Description**
28 CFR 50.12	Exchange of FBI identification records

Management Resources	**Description**
Court Decision	Central Valley Chapter of the 7th Step Foundation Inc. v. Evelle J. Younger (1989) 214 Cal. App. 3d 145
Website	CSBA District and County Office of Education Legal Services
Website	Office of the Attorney General, Department of Justice, Background Checks
Website	Office of the Attorney General, Department of Justice, Applicant Agency Justice Connection (https://oag.ca.gov/fingerprints/aajc)
Website	CSBA

Cross References

Code	**Description**

1240	Volunteer Assistance
1240	Volunteer Assistance
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4111	Recruitment and selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
4119.23	Unauthorized Release Of Confidential/Privileged Information
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches

4200	Classified Personnel
4200	Classified Personnel
4211	Recruitment and selection
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
4219.23	Unauthorized Release Of Confidential/Privileged Information
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4311	Recruitment and selection
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
~~4319.21~~	~~Professional Standards~~
~~4319.21-E(1)~~	~~Professional Standards~~
4319.23	Unauthorized Release Of Confidential/Privileged Information
~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education

5148.3	Preschool/Early Childhood Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9011	Disclosure Of Confidential/Privileged Information

Exhibit 4312.5-E(1): Criminal Record Check

Status: ADOPTED

Original Adopted Date: 10/01/1997 **| Last Revised Date:** 0305/01/20242026 **| Last Reviewed Date:** 0305/01/20242026

CSBA NOTE: The following is based on the sample Employee Statement Form provided by the California Department of Justice. Such a form mustis required to be signed by an employee designated as custodian of records of criminal history information and any other individual granted access to this information by the custodian of records;. For more information regarding criminal offender record information, see the accompanying administrative regulation.

SAMPLE EMPLOYEE STATEMENT FORM
USECONDITIONS FOR RELEASE OF CRIMINAL JUSTICEOFFENDER RECORD INFORMATION

As an employee/volunteer of _____ School District, you may have access to confidential criminal record information which is controlled by state and federal statutes. Misuse of such information may adversely affect the individual's civil rights and violate constitutional rights of privacy. Penal Code 502 prescribes the penalties relating to computer crimes. Penal Code 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be disseminated. Penal Code 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information. Government Code 6200 prescribes felony penalties for misuse of public records. Penal Code 11142 and 13300 state:

"Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor."

Civil Code 1798.53, Invasion of Privacy, states:

"Any person who intentionally discloses information, not otherwise public, which they know or should reasonably know was obtained from personal or confidential information maintained by a state agency or from records within a system of records maintained by a federal government agency, shall be subject to a civil action, for invasion of privacy, by the individual."

CIVIL, CRIMINAL, AND ADMINISTRATIVE PENALTIES:

- Penal Code 11141: DOJ furnishing to unauthorized person (misdemeanor)
- Penal Code 11142: Authorized person furnishing to other (misdemeanor)
- Penal Code 11143: Unauthorized person in possession (misdemeanor)

- California Constitution, Article I, Section 1 (Right to Privacy)

- Civil Code 1798.53, Invasion of Privacy

- Title 18 USC 641, 1030, 1951, and 1952

Any employee who is responsible for such misuse may be subject to immediate dismissal. Violations of this law may result in criminal and/or civil action.

I HAVE READ THE ABOVE AND UNDERSTAND THE POLICY REGARDING MISUSE OF CRIMINAL RECORD INFORMATION.

Signature _____ Date _____

Printed Name _____ Title _____

Name of District _____

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should maintain these forms.

To uphold the standards of security specified in the Federal Bureau of Investigation's, "CJIS Security Policy," for all personnel accessing or viewing criminal offender record information (CORI), controlled by state and federal statutes, please review and acknowledge the terms below. Misuse of CORI may violate constitutional rights of privacy, result in the suspension or loss of your employment, and prosecution for state and federal crimes. **Once acknowledged, this form shall be kept on file by the Custodian of Records and not returned to the California Department of Justice (DOJ).**

_____ I recognize that CORI and related data are sensitive and have the potential for great harm if misused

_____ I acknowledge I will complete the basic security awareness training required within six months of initial assignment and biennially thereafter

_____ I acknowledge that access to CORI and related data is limited to the purpose(s) for which my district is authorized to receive it for (Penal Code 11105; 28 CFR 50.12)

_____ I understand that in order to be given direct access to the web-based portal, Applicant Agency Justice Connection (AAJC), I must become a confirmed Custodian of Records with the DOJ

If confirmed, my login information to the portal shall not be shared with anyone

_____ I understand that accessing the AAJC for an appropriate purpose and then disseminating the information received for another purpose constitutes misuse (Penal Code 11142, 11143)

_____ I understand that misuse of the AAJC may include but not be limited to: accessing it without authorization; exceeding authorized access; accessing it for an improper purpose; using or

disseminating information without authorization, and may subject me to administrative and criminal penalties

____ I understand I am required to report any security events and weaknesses as quickly as possible to the district's Custodian of Records

____ I further understand that the occurrence of misuse does not depend upon whether I receive compensation for the unauthorized activity

I hereby acknowledge and understand the terms listed above and agree to uphold the standards of security when accessing or viewing criminal offender record information.

Signature:_____ Date: _____

Printed Name: _____

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State	Description
11 CCR 701-708	Criminal offender record information
11 CCR 720-724	Incomplete criminal history information
11 CCR 994-994.15	Certification of individuals who take fingerprint impressions
Ed. Code 44010	Sex offense; ~~definition~~definitions
Ed. Code 44011	Controlled substance offense~~; definition~~
Ed. Code 44051	Employment history
Ed. Code 44332-44332.6	Temporary certificate of clearance
Ed. Code 44346.1	Applicants for credential; conviction of a violent or serious felony
Ed. Code 44830.1	Criminal record summary; certificated employees
Ed. Code 44830.2	Certificated employees; interagency agreement for sharing criminal record information
Ed. Code 44836	Employment of certificated persons convicted of sex offense or controlled substance offense
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated employees; report of egregious misconduct

Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 45125	Use of personal identification cards to ascertain conviction of crime
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45125.5	Automated records check
Ed. Code 45126	Duty of Department of Justice to furnish information
Ed. Code 49024	Activity Supervisor Clearance Certificate
Gov. Code 1021.5	Disqualification for employment
Gov. Code 12954	Employment discrimination; cannabis use
H&S Code 11350	Offenses Involving Controlled Substances Formerly Classified as Narcotics
H&S Code 11377	Offenses Involving Controlled Substances Formerly Classified as Restricted Dangerous Drugs
Pen. Code 11075-11081	Criminal record dissemination
Pen. Code 11102.2	Maintenance of criminal offender records; custodian of records
Pen. Code 11105	Access to criminal history information
Pen. Code 11105.2	Subsequent arrest notification
Pen. Code 11105.3	Record of conviction involving sex crimes, drug crimes, or crimes of violence
Pen. Code 11140-11144	Furnishing of state criminal history information
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 1203.4	Dismissal of conviction
Pen. Code 1203.425	Conviction relief
Pen. Code 13300-13305	Local summary criminal history information
Pen. Code 288.3	Contacting a minor
Pen. Code 288.4	Meeting a minor
Pen. Code 647.6	Miscellaneous offenses
Pen. Code 667.5	Prior prison terms; enhancement of prison terms

Federal	**Description**
28 CFR 50.12	Exchange of FBI identification records

Management Resources	**Description**
Court Decision	Central Valley Chapter of the 7th Step Foundation Inc. v. Evelle J. Younger (1989) 214 Cal. App. 3d 145

Website	CSBA District and County Office of Education Legal Services
Website	Office of the Attorney General, Department of Justice, Background Checks
Website	Office of the Attorney General, Department of Justice, Applicant Agency Justice Connection (https://oag.ca.gov/fingerprints/aajc)
Website	CSBA

Cross References

Code	Description
1240	Volunteer Assistance
1240	Volunteer Assistance
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4111	Recruitment and selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action

~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
4119.23	Unauthorized Release Of Confidential/Privileged Information
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4200	Classified Personnel
4200	Classified Personnel
4211	Recruitment and selection
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
4219.23	Unauthorized Release Of Confidential/Privileged Information
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4311	Recruitment and selection
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
~~4319.21~~	~~Professional Standards~~
~~4319.21-E(1)~~	~~Professional Standards~~
4319.23	Unauthorized Release Of Confidential/Privileged Information

~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9011	Disclosure Of Confidential/Privileged Information

Regulation 4312.6: Personnel Files

Status: ADOPTED

Original Adopted Date: 03/01/2001 **| Last Revised Date:** ~~03~~05/01/~~2016~~2026 **| Last Reviewed Date:** ~~03~~05/01/~~2016~~2026

CSBA NOTE: The following optional administrative regulation should be revised to reflect district practice and any related provisions of negotiated agreements.

The Superintendent or designee shall maintain personnel files for all current employees at the district's central office or at the location where the employee works.

The Superintendent or designee shall determine the types of information to be included in personnel files, including, but not limited to, records required by law, and shall process all material to be placed in such files.

CSBA NOTE: The following paragraph is for use by districts that maintain their own police or security department~~;~~. For more information regarding the maintenance of district police or a security department to protect the safety of district students and staff, and the security of district property, see BP/AR 3515.3 - District Police/Security Department.

Personnel files for district police or security officers shall be maintained and accessed in accordance with Government Code 3305-3306.5 ~~and AR 3515.3 - District Police/Security Department~~.

Placement of Material in Personnel Files

Any supervisor or administrator who places written material or drafts written material for placement in an employee's file shall sign the material and indicate the date of the placement.

When an employee is asked to sign any material that is to be placed in ~~his/her~~the employee's file, ~~he/she~~the employee shall be informed that the signature only signifies that ~~he/she~~the employee has read the material and does not necessarily indicate that ~~he/she~~the employee agrees with its contents.

Any request by an employee to include materials in ~~his/her~~the employee's personnel file ~~must~~shall be approved by the Superintendent or designee.

CSBA NOTE: Pursuant to Education Code 44663, certificated employees have the right to provide a written reaction to ~~their~~the employee's evaluation and this response becomes a permanent attachment to ~~their~~the employee's personnel file. The following paragraph extends this right to all employees and may be revised to reflect district practice.

An employee may initiate a written reaction or response to ~~his/her~~the employee's performance evaluation. The response shall be permanently attached to the evaluation and placed in the employee's personnel file. (Education Code 44663)

Derogatory Information

CSBA NOTE: Education Code 44031 requires that an employee be given an opportunity to review and comment on any derogatory information before such information is placed in the employee's personnel file, as provided below. Pursuant to 5 CCR 16023, derogatory information ~~must~~is required to be retained as a Class 1 (permanent) record only when the time for filing a grievance has passed or the document has been sustained by the grievance process~~;~~. For more information regarding the classification and retention requirements for district records, see AR 3580 - District Records.

Information of a derogatory nature shall not be entered into an employee's personnel file unless and until the employee is given notice and an opportunity to review and comment on that information. Such a review shall take place during normal business hours. The employee shall be released from duty for this purpose without a salary reduction. The employee may enter ~~his/her~~the employee's own comments and have them attached to the derogatory statement. (Education Code 44031)

Persons with Authorized Access

CSBA NOTE: The following section should be revised to reflect district practice. Pursuant to Government Code 7927.700, districts may refuse to disclose personnel records when such disclosure would constitute an unwarranted invasion of personal privacy, although such disclosure is not prohibited. In *Marken v. Santa Monica-Malibu Unified School District*, the court, relying on *Bakersfield City School District v. Superior Ct.*, held that "if a complaint is of a substantial nature and there is reasonable cause to believe the complaint or charge of misconduct is well-founded," then the public's right to know outweighs the employee's right to privacy. The ruling emphasized that balancing the public's right to know with the employee's privacy rights must be determined on a case-by-case basis. ~~Districts should consult~~It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to disclosing an individual's personnel records.

The Superintendent or designee shall maintain the confidentiality of any personnel records which, if inappropriately disclosed, would constitute an unwarranted invasion of the employee's privacy.

Access to an employee's personnel file shall be granted only to the employee or former employee, persons authorized by the employee, district personnel, and others with a valid "right to know" or "need to know" who are authorized access by the Superintendent or designee.

CSBA NOTE: The following optional paragraph is consistent with BB 9005 - Governance Standards and BB 9200 - Limits of Board Member Authority, which reflect an understanding that the Governing Board's authority rests with the Board as a whole and not with individual Board members.

~~Individual~~An individual Governing Board ~~members~~member shall not access or be ~~allowed~~given access to ~~access~~an employee's or former employee's personnel files, but the Board may request pertinent information from an employee's or former employee's file in ~~cases~~the case of a personnel action.

CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), prohibits district staff, to the extent practicable, from disclosing or providing in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement most personnel records. For more information regarding the prohibition

against disclosing personnel records as it relates to immigration enforcement, and limited exceptions, see BP/AR 1445 - Response to Immigration Enforcement.

Additionally, an employee or former employee's personnel files shall only be disclosed to an officer or employee of an agency conducting immigration enforcement in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Any authorized reviewer shall maintain strict confidence of the contents of a personnel file. Personnel files shall be reviewed and replaced within the shortest time possible. In no case shall a personnel file be left unattended or left unsecured overnight.

File Review by Employee

Any employee or former employee wishing to inspect ~~his/her~~the employee's or former employee's personnel record shall contact the Superintendent or designee.

CSBA NOTE: Labor Code 1198.5, as amended by SB 513 (Ch. 654, Statutes of 2025), clarifies that personnel records relating to an employee's or former employee's performance include education and training records, and requires districts that maintain education and training records to ensure that those records include specified information. The requirements of Labor Code 1198.5 do not apply to an employee covered by a valid collective bargaining agreement if the agreement expressly provides for (1) the wages, hours of work, and working conditions of employees, (2) a procedure for the inspection and copying of personnel records, (3) premium wage rates for all overtime hours worked, and (4) a regular rate of pay of not less than 30 percent more than the state minimum wage rate. Because the applicability of Labor Code 1198.5 is dependent upon the terms of a district's collective bargaining agreement(s), it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when making this determination, and revise the following paragraphs, accordingly.

~~With the exceptions noted~~ Unless there is an exception as specified below, all personnel records related to the employee's or former employee's performance, including education or training records, or to any grievance concerning the employee or former employee shall be made available for inspection by the employee~~.~~ or former employee. Noncredentialed employees shall have access to any numerical scores obtained as a result of written examinations. (Education Code 44031; Labor Code 1198.5)

The Superintendent or designee shall not be required to make available to the employee or former employee: (Education Code 44031; Labor Code 1198.5)

1. Records related to the investigation of a possible criminal offense

2. Letters of reference

3. Ratings, reports, or records that were obtained prior to the employee's employment, prepared by identifiable examination committee members, or obtained in connection with a promotional examination

CSBA NOTE: Education Code 44031 and Labor Code 1198.5 require districts to make the contents of personnel files available to an employee at reasonable intervals and at reasonable times, ~~as specified below. The law does not define the term "reasonable interval" or "reasonable time." If~~

~~questions arise, districts should consult with legal counsel as appropriate.~~with specified time limitations as reflected below.

Personnel records related to the employee's, or former employee's, job performance or to any grievance concerning ~~him/her~~the employee shall be made available to the employee for inspection at reasonable intervals and at reasonable times, but not later than 30 calendar days from the date the district receives a written request, unless the current or former employee, or the employee's representative, and the Superintendent or designee agree in writing to a date beyond 30 calendar days to inspect the records, and the agreed-upon date does not exceed 35 calendar days from the district's receipt of the written request. (Education Code 44031; Labor Code 1198.5)

For current employees, the Superintendent or designee shall make the records available for inspection at the place where the employee reports to work, or at another mutually agreeable location. If the Superintendent or designee requires the employee to inspect the records at a location other than the place where the employee reports to work, there shall be no loss of compensation to the employee. The Superintendent or designee shall not be required to make such records available at a time when the employee is required to render services to the district~~, unless the employee is required to view the file where it is stored.~~. (Education Code 44031; Labor Code 1198.5)

~~The Superintendent or designee shall do one of the following: (Labor Code 1198.5)~~

1. ~~Keep a copy of each employee's personnel records at~~For former employees, the ~~place where~~Superintendent or designee shall make the ~~employee reports to work~~

2. ~~Make the employee's personnel~~ records available ~~at the place where the employee reports to work within a reasonable period of time following the employee's request~~

3. ~~Permit the employee to inspect the personnel records~~ for inspection at the location where the district stores the records unless a different location is mutually agreed to. If a former employee was terminated for violation of law, or an employment-related policy, involving harassment or workplace violence, the Superintendent or designee may make the personnel records available at a location other than the workplace that is within a reasonable driving distance of the former employee's residence, or provide a copy of the personnel records~~, with no loss of compensation to~~ by mail. (Labor Code 1198.5)

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

~~The~~ If the employee has, in writing, authorized a representative, the employee may be accompanied by ~~a~~that representative ~~of his/her choice~~ while reviewing ~~his/her~~the employee's personnel records. The Superintendent or designee may take reasonable steps to verify the identity of a current or former employee or the employee's authorized representative. (Labor Code 1198.5)

Inspection shall take place in the presence of the Superintendent or designee. The Superintendent or designee shall keep a record of the date and time the file was reviewed and the name and title of the person(s) present during the review.

In no instance shall any material be removed from the records. ~~Requests for copies of material in a personnel record must be made in writing.~~

~~Record Retention~~

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

Upon a written request from a current or former employee, or their representative, the Superintendent or designee shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, no later than 30 calendar days from the date the district receives the request. The deadline to provide a copy of the records may be extended to a date beyond 30 calendar days if the current or former employee, or their representative, and the Superintendent or designee agree in writing, as long as the agreed-upon date does not exceed 35 calendar days from the receipt of the written request. The Superintendent or designee shall provide any copy of a personnel file at the place described above for inspection. A former employee may receive a copy by mail if the employee reimburses the district for actual postal expenses. (Labor Code 1198.5)

Record Retention

Personnel records for current and former employees shall be retained in accordance with 5 CCR 16023.

~~CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.~~

Egregious Misconduct

The Superintendent or designee shall not expunge from an employee's personnel file, nor enter into an agreement that would authorize expunging from an employee's personnel file, credible complaints of, substantiated investigations into, or discipline for egregious misconduct as defined in Education Code 44932. However, such documentation may be removed if, during a hearing before the Board, an arbiter, personnel commission, Commission on Professional Competence, or administrative law judge, the employee prevailed, the allegations were determined to be false, not credible, or unsubstantiated, or a determination was made that the discipline was not warranted. (Education Code 44939.5)

CSBA NOTE: Education Code 44939.5 requires districts, when considering an applicant for a certificated position, to inquire with each local educational agency (LEA) that previously employed the applicant and, as amended by SB 848 (Ch. 460, Statutes of 2025), a diagnostic center operated by the California Department of Education, or private school, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was required to be reported to the Commission on Teacher Credentialing (CTC). Additionally, Education Code 44051, as added by SB 848, requires districts, when considering an applicant for a classified position, to inquire with each LEA or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation. In addition, pursuant to Education Code 44051 and 44939.5, as amended by SB 848, the district is required, upon inquiry, to disclose to a LEA or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. For more information regarding the hiring of

suitable and qualified individuals, including egregious misconduct inquiries, see BP 4111/4211/4311 - Recruitment and Selection, regarding the legal conditions for appointment of staff, see AR 4112 – Appointment and Conditions of Employment (certificated) and AR 4212 – Appointment and Conditions of Employment (classified), and regarding the employment of a person who has been convicted of specified felonies and offenses, see AR/E(1) 4112.5/4212.5/4312.5 – Criminal Record Check.

Upon receipt of an inquiry from another district, county office of education, charter school, state special school or diagnostic center operated by the California Department of Education, or private school, in regard to an applicant for employment to that entity, the Superintendent or designee shall disclose to the inquiring entity all relevant information related to any report of egregious misconduct to the Commission on Teacher Credentialing within its possession in regard to such applicant, including information in the employee's or former employee's personnel file, as specified in Education Code 44051 and 44939.5.

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State	Description
5 CCR 16020-16022	Records; general provisions
5 CCR 16023-16027	District records; retention and destruction
Ed. Code 234.7	Protections relating to immigration and citizenship status
Ed. Code 35253	Regulations to destroy records
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44051	Noncertificated employees; report of egregious misconduct
Ed. Code 44663	Certificated employees; ~~Performance appraisals~~performance evaluations and related materials
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated employees; ~~Report~~report of egregious misconduct
Gov. Code 3305-3306.5	District police officers; personnel files
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 7927.700	Exemption for personnel records if invasion of personal privacy

Gov. Code 7928.300	Disclosure of employee contact information to employee organization
Lab. Code 1198.5	Personnel records related to performance and grievance
Pen. Code 11165.14	Report of investigation of child abuse complaint

Management Resources	**Description**
~~Attorney General Opinion~~	~~Cal. Atty. Gen., Indexed Letter, no. IL 75-73 (June 6, 1975)~~
Court Decision	Bakersfield City School District v. Superior Ct. (2004) 118 Cal.App.4th 1041
Court Decision	Marken v. Santa Monica-Malibu Unified School District (2012) 202 Cal.App.4th 1250
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0440	District Technology Plan
0441	Artificial Intelligence
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1340	Access To District Records
1340	Access To District Records
1445	Response to Immigration Enforcement
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3580	District Records

3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation
4111	Recruitment and Selection
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112	Appointment and Conditions of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.61	Employment References
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4117.5	Termination Agreements
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
4119.23	Unauthorized Release Of Confidential/Privileged Information
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4131.1	Teacher Support And Guidance
4131.1	Teacher Support And Guidance
4144	Complaints

4144	Complaints
4151	Employee Compensation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4211	Recruitment and Selection
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212	Appointment and Conditions of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.61	Employment References
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4215	Evaluation/Supervision
4217.5	Termination Agreements
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
4219.23	Unauthorized Release Of Confidential/Privileged Information
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
4251	Employee Compensation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4311	Recruitment and Selection
4311.2	Legal Status Requirement

4311.2	Legal Status Requirement
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.61	Employment References
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4315	Evaluation/Supervision
4317.5	Termination Agreements
~~4319.21~~	~~Professional~~ ~~Standards~~
~~4319.21-E(1)~~	~~Professional~~ ~~Standards~~
4319.23	Unauthorized Release Of Confidential/Privileged Information
~~4319.24~~	~~Maintaining~~ ~~Appropriate~~ ~~Adult-Student~~ ~~Interactions~~
4344	Complaints
4344	Complaints
4351	Employee Compensation
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5125	Student Records
5125	Student Records
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education

9011	Disclosure Of Confidential/Privileged Information
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 4312.9: Employee Notifications

Status: ADOPTED

Original Adopted Date: 06/01/1994 **| Last Revised Date:** ~~06~~05/01/~~2025~~2026 **| Last Reviewed Date:** ~~06~~05/01/~~2025~~2026

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

The Governing Board believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing ~~their~~ job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications the Superintendent or designee believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

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

State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling; limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination; pregnancy, childbirth, and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security
Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members

Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 234.1	Educational ~~Equity~~equity: Federal Program Monitoring (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=234.1.&lawCode=EDC)
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code ~~3550~~32282	~~Insurance carrier notice~~Comprehensive school safety plan
Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices; certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures; districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified; administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45117	Notice of layoff; classified employees
Ed. Code 45169	Employee salary data; classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees

Ed. Code 45195	Additional leave
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48851.3	Education of students in foster care and students who are homeless
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher~~,~~; student who has engaged in acts ~~re:~~regarding grounds for suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Ed. Code 51225.25	Student participating in a newcomer program; definition
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12945.8	Accommodations and leave for victims of a qualifying act of violence
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees ~~re~~regarding AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications~~: Workers'~~; workers' compensation benefits
Lab. Code 5401	Workers' compensation; claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act; notification requirement
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect

Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
W&I Code 827	Limited exception to juvenile court record

Federal	**Description**
20 USC 2354	Local application for career and technical education programs
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 100	Nondiscrimination under programs receiving federal assistance
34 CFR 104.8	Nondiscrimination; Section 504 of the Rehabilitation Act of 1973
34 CFR 106.8	Title IX; Designation of coordinator, dissemination of policy, and adoption of grievance procedures
34 CFR 106.9	Severability
34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act; notice requirement
40 CFR 763.84	Asbestos inspections, response actions, and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1445	Response to Immigration Enforcement

2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.14	Postretirement Employment
4117.3	Personnel Reduction
4117.7	Employment Status Reports

4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.43	Universal Precautions
4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157	Employee Safety
4157	Employee Safety
4157.1	Work-Related Injuries
4158	Employee Security
4158	Employee Security
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.2	Personal Leaves
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment

4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257	Employee Safety
4257	Employee Safety
4257.1	Work-Related Injuries
4258	Employee Security
4258	Employee Security
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.2	Personal Leaves
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions
4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits

4357	Employee Safety
4357	Employee Safety
4357.1	Work-Related Injuries
4358	Employee Security
4358	Employee Security
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.2	Personal Leaves
4361.5	Military Leave
4361.8	Family Care And Medical Leave
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6117	Year-Round Schedules
6146.3	Reciprocity of Academic Credits
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6178	Career Technical Education
6178	Career Technical Education
9310	Board Policies
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Exhibit 4312.9-E(1): Employee Notifications

Status: ADOPTED

Original Adopted Date: 05/01/2016 | **Last Revised Date:** ~~06~~05/01/~~2025~~2026 | **Last Reviewed Date:** ~~06~~05/01/~~2025~~2026

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

This exhibit is a non-exhaustive list of notices that the law explicitly requires be provided to employees. Other notices may exist and be identified in the future.

I. To All Employees

When/Whom to Notify: At the beginning of school year or upon employment
Education or Other Legal Code: Education Code 231.5, Government Code 12950
Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11
Subject: The district's policy on sexual harassment, legal remedies, complaints

When/Whom to Notify: Annually and 72 hours before pesticide application
Education or Other Legal Code: Education Code 17612
Board Policy/Administrative Regulation #: AR 3514.2
Subject: Use of pesticide products, active ingredients, ~~Internet address to access information on pesticides~~ internet address to access information on pesticides

When/Whom to Notify: When the school confirms the presence of immigration enforcement on the school site
Education or Other Legal Code: Education Code 32282
Board Policy/Administrative Regulation #: AR 0450, AR 1445
Subject: Presence of immigration enforcement on school site

When/Whom to Notify: Prior to implementing year-round schedule
Education or Other Legal Code: Education Code 37616
Board Policy/Administrative Regulation #: BP 6117
Subject: Public hearing on implementing year-round program schedule

When/Whom to Notify: Prior to implementing alternative schedule
Education or Other Legal Code: Education Code 46162
Board Policy/Administrative Regulation #: BP 6112
Subject: Public hearing on alternative schedule in secondary grades

When/Whom to Notify: Annually
Education or Other Legal Code: Education Code 49013; 5 CCR 4622
Board Policy/Administrative Regulation #: AR 1312.3~~;~~, BP 0460~~;~~, BP 3260
Subject: Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When to Notify: Annually
Education or Other Legal Code: Education Code 49069.5, 51225.1, 51225.25
Board Policy/Administrative Regulation #: AR ~~6173, AR 6173.1, 6173.3, 6175~~6146.3
Subject: Transfer of coursework and credits for foster youth, students experiencing homelessness, former juvenile court school students, children of military family, students who are migratory, and students participating in a newcomer program

When/Whom to Notify: Annually
Education or Other Legal Code: Education Code 49414
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer emergency epinephrine ~~auto-injectors~~delivery systems

When/Whom to Notify: At least once per school year
Education or Other Legal Code: Education Code 49414.7
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer stock albuterol inhalers

When/Whom to Notify: At least once per school year
Education or Other Legal Code: Education Code 49468.2
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer anti-seizure medication

When/Whom to Notify: At least once per year
Education or Other Legal Code: Education Code 49414.3
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained to administer opioid antagonist

When to Notify: When a parent/guardian requests for district designation of volunteers is received for training on emergency use of anti-seizure medication for a student diagnosed with seizures
Education or Other Legal Code: Education Code 49468.2
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Request for volunteers to be trained in recognition and response to seizures, including administration of emergency anti-seizure medication, description of training, right to rescind offer to volunteer, prohibition against retaliation.

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 1126
Board Policy/Administrative Regulation #: BP 4136/4236/4336
Subject: Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210
Board Policy/Administrative Regulation #: BP 4020, BP 4159/4259/4359
Subject: District's drug- and alcohol-free workplace; actions that will be taken if violated; available employee assistance programs

When/Whom to Notify: Upon employment
Education or Other Legal Code: Government Code 21029
Board Policy/Administrative Regulation #: None
Subject: Right to purchase PERS service credit for military service performed prior to public employment

When/Whom to Notify: Upon placement of automated external defibrillator (AED) in school, annually thereafter
Education or Other Legal Code: Health and Safety Code 1797.196
Board Policy/Administrative Regulation #: AR 5141
Subject: Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan

When/Whom to Notify: If the district receives Tobacco-Use Prevention Education funds
Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: AR 3513.3
Subject: District's tobacco-free schools policy and enforcement procedures

When/Whom to Notify: Annually, or more frequently if there is new information
Education or Other Legal Code: Health and Safety Code 120875, 120880
Board Policy/Administrative Regulation #: BP 4119.43/4219.43/4319.43
Subject: AIDS and hepatitis B, methods to prevent exposure

When/Whom to Notify: To new employees upon hire, all employees annually, and upon request, in districts with 25 or more employees
Education or Other Legal Code: Government Code 12945.8
Board Policy/Administrative Regulation #: AR 4161.2/4261.2/4361.2
Subject: Rights pursuant to Government Code 12945.8 pertaining to leaves and accommodations for victims of a qualifying act of violence

When/Whom to Notify: With each paycheck
Education or Other Legal Code: Labor Code 246
Board Policy/Administrative Regulation #: AR 4161.1/4261.1/4361.1
Subject: Amount of sick leave available

When/Whom to Notify: Upon hire, in employee handbook, and upon request for parental leave
Education or Other Legal Code: Labor Code 1034
Board Policy/Administrative Regulation #: BP 4033
Subject: The district's policy on lactation accommodation

When/Whom to Notify: To covered employees and former employees
Education or Other Legal Code: Labor Code 2800.2
Board Policy/Administrative Regulation #: AR 4154/4254/4354
Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

When/Whom to Notify: To employees participating in a flexible spending account

Education or Other Legal Code: Labor Code 2810.7
Board Policy/Administrative Regulation #: None
Subject: Deadline to withdraw funds from account before the end of the plan year

When/Whom to Notify: Post and keep posted in a conspicuous location frequented by employees where the notice may be easily read by employees during the hours of the workday
Education or Other Legal Code: Labor Code 3550
Board Policy/Administrative Regulation #: AR 4157.1
Subject: Current compensation insurance carrier of the employer, or when appropriate, statement that the employer is self-insured, and who is responsible for claims adjustment

When/Whom to Notify: To every new employee, either at the time employee is hired or by end of first pay period
Education or Other Legal Code: Labor Code 3551
Board Policy/Administrative Regulation #: AR 4157.1/4257.1/4357.1
Subject: Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify: Prior to beginning employment or volunteering
Education or Other Legal Code: Penal Code 11165.7, 11166.5
Board Policy/Administrative Regulation #: AR 5141.4
Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law

When/Whom to Notify: Upon employment and when leaving work due to pregnancy or nonoccupational sickness or injury
Education or Other Legal Code: Unemployment Insurance Code 2613
Board Policy/Administrative Regulation #: AR 4154/4254/4354
Subject: Disability insurance rights and benefits

When/Whom to Notify: To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when the ~~superintendent~~Superintendent or designee believes the employee needs the information for the protection of self or others when working with the student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses
Education or Other Legal Code: Welfare and Institutions Code 827
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff

When/Whom to Notify: To all employees and job applicants
Education or Other Legal Code: 2 CCR 11023; 34 CFR 104.8, 106.~~9~~8,
Board Policy/Administrative Regulation #: BP 0410, AR 4030
Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: To all employees via employee handbook, or to each new employee
Education or Other Legal Code: 2 CCR 11091, 11095; 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible

When/Whom to Notify: Post and keep posted on premises or via electronic posting, in conspicuous places where employees are employed
Education or Other Legal Code: 2 CCR 11095
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: A notice explaining the CFRA's provisions and procedures for filing complaints of violations of the Act with the Civil Rights Department.

When/Whom to Notify: To all employees
Education or Other Legal Code: 8 CCR 3203
Board Policy/Administrative Regulation #: AR 4157/4257/4357
Subject: The right and procedure to access the injury and illness prevention program

When/Whom to Notify: To all employees
Education or Other Legal Code: 34 CFR 106.8
Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11
Subject: Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights

When/Whom to Notify: Annually
Education or Other Legal Code: 40 CFR 763.84, 763.93
Board Policy/Administrative Regulation #: AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When/Whom to Notify: Prior to the beginning of school year or upon employment
Education or Other Legal Code: 20 USC 2354; 34 CFR 100 Appendix B, 104.8
Board Policy/Administrative Regulation #: AR 6178
Subject: All career and technical education opportunities are offered without regard to race, color, national origin, sex, or disability in accordance with 34 CFR 100

II. To Certificated Employees

When/Whom to Notify: Prominently display in location frequented by certificated employees who serve students in any of grades 7-12
Education or Other Legal Code: Education Code 234.1
Board Policy/Administrative Regulation #: BP 5145.3
Subject: Information on existing school site and community resources related to the support of students who may face bias or bullying

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire
Education or Other Legal Code: Education Code 22455.5
Board Policy/Administrative Regulation #: AR 4121
Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: Upon employment of a retired certificated individual
Education or Other Legal Code: Education Code 22461
Board Policy/Administrative Regulation #: AR 4117.14/4317.14
Subject: Postretirement earnings limitation or employment restriction; monthly report of compensation

When/Whom to Notify: To certificated employees
Education or Other Legal Code: Education Code 35171
Board Policy/Administrative Regulation #: AR 4115, BP 4315
Subject: District regulations related to performance evaluations

When/Whom to Notify: 30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated
Education or Other Legal Code: Education Code 44663
Board Policy/Administrative Regulation #: AR 4115
Subject: Copy of employee's evaluation

When/Whom to Notify: To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee
Education or Other Legal Code: Education Code 44664
Board Policy/Administrative Regulation #: AR 4115
Subject: Notice and description of the unsatisfactory performance

When/Whom to Notify: By May 30, if district elects to issue reemployment notices to certificated employees
Education or Other Legal Code: Education Code 44842
Board Policy/Administrative Regulation #: AR 4112.1
Subject: Request that the employee notify district of intent to remain in service next year

When/Whom to Notify: To probationary and temporary certificated employees upon employment and every July thereafter
Education or Other Legal Code: Education Code 44916
Board Policy/Administrative Regulation #: AR 4112.1, AR 4121
Subject: Employment status and salary

When/Whom to Notify: To probationary employee, by March 15
Education or Other Legal Code: Education Code 44929.21, 44929.23, 44948.5
Board Policy/Administrative Regulation #: BP 4116
Subject: Whether ~~or not~~ employee is reelected for next school year

When/Whom to Notify: When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year
Education or Other Legal Code: Education Code 44934, 44934.1, 44936
Board Policy/Administrative Regulation #: BP ~~4118;~~ /AR 4118
Subject: Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice

When/Whom to Notify: To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings
Education or Other Legal Code: Education Code 44940.5
Board Policy/Administrative Regulation #: AR 4118
Subject: Notice of intent to dismiss 30 days from notice unless employee demands hearing

When/Whom to Notify: To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second- year probationary employee
Education or Other Legal Code: Education Code 44948.3
Board Policy/Administrative Regulation #: AR 4118
Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15
Education or Other Legal Code: Education Code 44949, 44955
Board Policy/Administrative Regulation #: BP 4117.3
Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Governing Board decision ~~re:~~regarding termination

When/Whom to Notify: Before the end of the school year to temporary employee who served 75 percent of school year but will be released
Education or Other Legal Code: Education Code 44954
Board Policy/Administrative Regulation #: BP 4121
Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Governing Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated
Education or Other Legal Code: Education Code 44955.5
Board Policy/Administrative Regulation #: BP 4117.3
Subject: Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Governing Board

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

When/Whom to Notify: To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion
Education or Other Legal Code: Education Code 48201
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct
Education or Other Legal Code: 5 CCR 80303
Board Policy/Administrative Regulation #: AR 4117.7/4317.7
Subject: Contents of state regulation ~~re:~~regarding report to Commission on Teacher Credentialing

III. To Classified Employees

When/Whom to Notify: When a classified employee is subject to disciplinary action for cause, in a nonmerit district
Education or Other Legal Code: Education Code 45113
Board Policy/Administrative Regulation #: AR 4218
Subject: Notice of charges, right to hearing, timeline for requesting hearing

When/Whom to Notify: By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15
Education or Other Legal Code: Education Code 45117
Board Policy/Administrative Regulation #: AR 4217.3
Subject: Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination

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

When/Whom to Notify: At least 60 days prior to the effective date of layoff, if the employee's position must be eliminated due to the expiration of a specially funded program
Education or Other Legal Code: Education Code 45117
Board Policy/Administrative Regulation #: AR 4217.3

Subject: Notice of layoff date, displacement and reemployment rights

When/Whom to Notify: Upon employment and upon each change in classification
Education or Other Legal Code: Education Code 45169
Board Policy/Administrative Regulation #: AR 4212
Subject: Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek

When/Whom to Notify: To permanent employee whose leave is exhausted
Education or Other Legal Code: Education Code 45192, 45195
Board Policy/Administrative Regulation #: AR 4261.1, AR 4261.11
Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To school bus drivers and school activity bus drivers prior to expiration of specified documents
Education or Other Legal Code: 13 CCR 1234
Board Policy/Administrative Regulation #: AR 3542
Subject: Expiration date of driver's license, driver's certificate and medical certificate; need to renew

When/Whom to Notify: To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter
Education or Other Legal Code: 13 CCR 2480
Board Policy/Administrative Regulation #: AR 3542
Subject: Limitations on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment
Education or Other Legal Code: 49 CFR 382.113, 382.601
Board Policy/Administrative Regulation #: AR 4112.42/4212.42/4312.42
Subject: Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test

When/Whom to Notify: To school bus drivers, prior to operating school bus
Education or Other Legal Code: 49 CFR 382.303
Board Policy/Administrative Regulation #: AR 4112.42/4212.42/4312.42
Subject: Post accident information, procedures, and instruction

IV. To Administrative/Supervisory Personnel

When/Whom to Notify: To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract
Education or Other Legal Code: Education Code 35031
Board Policy/Administrative Regulation #: BP 2121, BP 4312.1
Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position
Education or Other Legal Code: Education Code 44896

Board Policy/Administrative Regulation #: AR 4313.2
Subject: Statement of the reasons for the reassignment

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year
Education or Other Legal Code: Education Code 44951
Board Policy/Administrative Regulation #: AR 4313.2
Subject: Notice that employee may be released or reassigned the following school year

V. To Individual Employees Under Special Circumstances

When/Whom to Notify: In the event of a breach of security of district records to affected employees
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: BP 3580
Subject: Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

When/Whom to Notify: Prior to placing derogatory information in personnel file
Education or Other Legal Code: Education Code 44031
Board Policy/Administrative Regulation #: AR 4112.6/4212.6/4312.6
Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: To employees who volunteer to administer emergency epinephrine ~~auto-injector~~delivery systems
Education or Other Legal Code: Education Code 49414
Board Policy/Administrative Regulation #: AR 5141.21
Subject: Defense and indemnification from civil liability by the district

When/Whom to Notify: To district police officer, within 30 days of decision to impose discipline
Education or Other Legal Code: Government Code 3304
Board Policy/Administrative Regulation #: AR 3515.3
Subject: Decision to impose discipline, including the date that discipline will be imposed

When/Whom to Notify: New employees upon hire, to all employees annually, at any time upon request, and any time an employee informs an employer that the employee or the employee's family member is a victim
Education or Other Legal Code: Government Code 12945.8
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Accommodations and leave for victims of a qualifying act of violence

When/Whom to Notify: To employee returning from military leave of absence, within 30 days of return
Education or Other Legal Code: Government Code 20997
Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5
Subject: Right to receive PERS service credit for military service; application form

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or

charges against employee
Education or Other Legal Code: Government Code 54957
Board Policy/Administrative Regulation #: BB 9321
Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: When taking disciplinary action against employee for disclosure of confidential information
Education or Other Legal Code: Government Code 54963
Board Policy/Administrative Regulation #: BP 4119.23/4219.23/4319.23
Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: Within one working day of work-related injury or victimization of crime
Education or Other Legal Code: Labor Code 3553, 5401
Board Policy/Administrative Regulation #: AR 4157.1/4257.1/4357.1
Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: When adverse employment action is based on DOJ criminal history information or subsequent arrest notification
Education or Other Legal Code: Penal Code 11105, 11105.2
Board Policy/Administrative Regulation #: AR 4112.5/4212.5/4312.5
Subject: Copy of DOJ notification

When/Whom to Notify: To any employee with exposure to blood or potentially infectious materials, upon initial employment and at least annually thereafter
Education or Other Legal Code: 8 CCR 3204
Board Policy/Administrative Regulation #: AR 4119.42/4219.42/4319.42
Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee assigned to a work area in a laboratory setting where hazardous chemicals are present, within 15 working days after receiving a monitoring result related to an employee exposure determination
Education or Other Legal Code: 8 CCR 5191
Board Policy/Administrative Regulation #: AR 3514.1
Subject: Contents of 8 CCR 5191, including location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area
Education or Other Legal Code: 8 CCR 5194
Board Policy/Administrative Regulation #: AR 3514.1
Subject: Requirements of 8 CCR 5194, including any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights

When/Whom to Notify: To employee eligible for military leave
Education or Other Legal Code: 38 USC 4334
Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5

Subject: Notice of rights, benefits, and obligations under military leave

When/Whom to Notify: Within five business days of employee's request for family care and medical leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave
Education or Other Legal Code: 29 CFR 825.300; 2 CCR 11049, 11091
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice

When/Whom to Notify: Whenever notice of eligibility for FMLA is provided to employee
Education or Other Legal Code: 29 CFR 825.300
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Rights and responsibilities ~~re:~~regarding use of FMLA; consequences of failure to meet obligations

When/Whom to Notify: To all employees working with families experiencing homelessness
Education or Other Legal Code: Education Code 48851.3, 42 USC 11432
Board Policy/Administrative Regulation #: AR 6173
Subject: Duties of district liaison for homeless students and availability of training and services

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Policy Reference Disclaimer:
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State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling; limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination; pregnancy, childbirth, and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security

Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members
Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 234.1	Educational ~~Equity~~equity: Federal Program Monitoring (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=234.1.&lawCode=EDC)
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code ~~3550~~32282	~~Insurance carrier notice~~Comprehensive school safety plan
Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices; certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures; districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified; administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45117	Notice of layoff; classified employees

Ed. Code 45169	Employee salary data; classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48851.3	Education of students in foster care and students who are homeless
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher~~,~~; student who has engaged in acts ~~re:~~regarding grounds for suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Ed. Code 51225.25	Student participating in a newcomer program; definition
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12945.8	Accommodations and leave for victims of a qualifying act of violence
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees ~~re~~regarding AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications~~: Workers'~~; workers' compensation benefits
Lab. Code 5401	Workers' compensation; claim form and notice of potential eligibility

Pen. Code 11165.7	Child Abuse and Neglect Reporting Act; notification requirement
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
W&I Code 827	Limited exception to juvenile court record

Federal	**Description**
20 USC 2354	Local application for career and technical education programs
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 100	Nondiscrimination under programs receiving federal assistance
34 CFR 104.8	Nondiscrimination; Section 504 of the Rehabilitation Act of 1973
34 CFR 106.8	Title IX; Designation of coordinator, dissemination of policy, and adoption of grievance procedures
34 CFR 106.9	Severability
34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act; notice requirement
40 CFR 763.84	Asbestos inspections, response actions, and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
1312.3	Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1445	Response to Immigration Enforcement
2121	Superintendent's Contract
3260	Fees And Charges
3260	Fees And Charges
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3542	School Bus Drivers
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status

4116	Probationary/Permanent Status
4117.14	Postretirement Employment
4117.3	Personnel Reduction
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.43	Universal Precautions
4119.43	Universal Precautions
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4136	Nonschool Employment
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157	Employee Safety
4157	Employee Safety
4157.1	Work-Related Injuries
4158	Employee Security
4158	Employee Security
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.2	Personal Leaves
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files

4216	Probationary/Permanent Status
4217.3	Layoff/Rehire
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.43	Universal Precautions
4219.43	Universal Precautions
4236	Nonschool Employment
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257	Employee Safety
4257	Employee Safety
4257.1	Work-Related Injuries
4258	Employee Security
4258	Employee Security
4261.1	Personal Illness/Injury Leave
4261.11	Industrial Accident/Illness Leave
4261.2	Personal Leaves
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4312.1	Contracts
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4315	Evaluation/Supervision
4317.14	Postretirement Employment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.43	Universal Precautions

4319.43	Universal Precautions
4336	Nonschool Employment
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4357	Employee Safety
4357	Employee Safety
4357.1	Work-Related Injuries
4358	Employee Security
4358	Employee Security
4361.1	Personal Illness/Injury Leave
4361.11	Industrial Accident/Illness Leave
4361.2	Personal Leaves
4361.5	Military Leave
4361.8	Family Care And Medical Leave
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6117	Year-Round Schedules
6146.3	Reciprocity of Academic Credits
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6178	Career Technical Education
6178	Career Technical Education
9310	Board Policies
9321	Closed Session
9321-E(1)	Closed Session

Policy 5131.4: Student Disturbances

Status: ADOPTED

Original Adopted Date: 06/01/1990 **| Last Revised Date:** ~~07~~05/01/~~2006~~2026 **| Last Reviewed Date:** ~~07~~05/01/~~2006~~2026

CSBA NOTE: The following optional policy and administrative regulation ~~deal with~~relate to disturbances caused by students. Determining whether a particular student activity constitutes a disturbance is often complex and may implicate certain student rights such as the right to free speech and expression. Due to this complexity, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel. For more information regarding the right of students to free speech and expression, including the press, see BP/AR 5145.2 – Freedom of Speech/Expression.

Additionally, this policy and administrative regulation are complementary to other related policies such as BP/AR 0450 – Comprehensive Safety Plan, BP/AR 3515 - Campus Security, and BP/AR 3516 - Emergencies and Disaster Preparedness Plan.

For disruptions caused by nonstudents, see BP/AR 3515.2 - Disruptions. Employees who cause a disruption may be subject to disciplinary action in accordance with the district's collective bargaining agreement and/or Board policy~~;~~. For more information regarding employee disciplinary action, see BP/AR 4118 - Dismissal/Suspension/Disciplinary Action ~~and~~, BP/AR 4218 - Dismissal/Suspension/Disciplinary Action~~.~~, and BP 4218.1- Dismissal/Suspension/Disciplinary Action (Merit System).

The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning~~. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance.~~, and recognizes that student disturbances interfere with such an environment and interrupt learning

CSBA NOTE: ~~A school's~~ The following three paragraphs are for use by districts that wish to have a student disturbance ~~response~~management plan for each of its schools. A school's student disturbance management plan may be developed as part of the school's comprehensive school safety plan or included in the district's school emergency and disaster preparedness plan ~~(see~~. For more information about each plan, see BP/AR 0450 - Comprehensive Safety Plan and BP/AR 3516 - Emergencies and Disaster Preparedness Plan~~) or may be developed as part of the school's comprehensive school safety plan (see BP/AR 0450 - Comprehensive Safety Plan).~~.

~~The~~In order to respond to a student disturbance and to help prevent student activity from becoming a student disturbance, the Superintendent or designee and the principal of each school shall establish a ~~school~~student disturbance ~~response~~management plan ~~that is intended to curb disruptions which~~for the school. At the Superintendent's or designee's discretion, the plan may ~~lead to riots, violence, or vandalism at~~be included in the school's comprehensive school safety plan in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan, or ~~at~~in the district's school~~-sponsored events.~~ emergency and disaster preparedness plan in accordance with Board Policy/Administrative Regulation 3516 - Emergencies and Disaster Preparedness Plan.

In developing each school's plan, the Superintendent or designee ~~shall~~and principal may consult with students, staff, parents/guardians, and other interested individuals, as appropriate. Additionally, the Superintendent or designee and principal may consult with local law enforcement authorities to ~~create~~the extent the plan includes guidelines for law enforcement support and intervention.

~~Staff are encouraged to~~The plan may include, but need not be ~~alert~~limited to, the following:

1. The types of student disturbances that the plan addresses, including prohibited activities listed in the accompanying administrative regulation

   Additionally, this may include student activities that constitute or may lead to ~~conditions at school~~student disturbances such as protests, sit-ins/stand-ins, and walk-outs.

2. Measures designed to prevent student disturbances

   This may include identifying student supports and training to help staff recognize, report, and respond to student activities that may lead to ~~a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.~~

   student disturbances.

3. The school's responses to student disturbances

   This may include consideration of student rights such as freedom of expression in accordance with Board Policy/Administrative Regulation 5145.2 – Freedom of Speech/Expression.

4. Staff involvement in student disturbances

   Any such involvement shall be in accordance with Board Policy 4119.1/4219.1/4319.1 – Civil and Legal Rights and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25– Political Activities of Employees.

Students who participate in a ~~campus~~ disturbance ~~shall~~may be subject to ~~disciplinary action in accordance with Board policy and administrative regulations.~~discipline in accordance with Board Policy/Administrative Regulation 5144 – Discipline, Board Policy/Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities).

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State	Description

Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.~~5~~6	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 38000-38005	Security departments
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 48205	Excused Absences
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 51512	Prohibited use of electronic listening or recording device
Pen. Code 243.5	Assault or battery on school property
Pen. Code 403-420	Crimes against the public peace
Pen. Code 415	Fighting; noise; offensive words
Pen. Code 415.5	Disturbance of peace of school; unlawful fighting, noise, offensive words
Pen. Code 416	Assembly to disturb peace; refusal to disperse
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 627-627.10	Access to school premises
Pen. Code 653b	Loitering about schools or public places
CA Constitution Article 1, Section 2	Freedom of speech and expression

Federal	**Description**
U.S. Constitution, First Amendment	Free exercise, free speech, and establishment clauses

Management Resources	**Description**
Court Decision	Dariano v. Morgan Hill Unified School District (2014) 767 F.3d 764
U.S. Department of Education Publication	~~Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003~~Practical Information on Crisis Planning: A Guide for Schools and Communities, Jan. 2007
Website	CSBA District and County Office of Education Legal Services
~~Website~~	~~U.S. Department of Education, Emergency Planning~~
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil and Legal Rights
4119.25	Political Activities of Employees
4158	Employee Security
4158	Employee Security
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil and Legal Rights
4219.25	Political Activities of Employees
4258	Employee Security
4258	Employee Security
4319.1	Civil and Legal Rights
4319.25	Political Activities of Employees
4358	Employee Security
4358	Employee Security
5113	Absences And Excuses
5113	Absences And Excuses

5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5131	Conduct
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.8	Mobile Communication Devices
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.9	Hate-Motivated Behavior
6116	Classroom Interruptions
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.8	Assemblies And Special Events
6184	Continuation Education
6184	Continuation Education

Regulation 5131.4: Student Disturbances

Status: ADOPTED

Original Adopted Date: 06/01/1990 **| Last Revised Date:** ~~07~~05/01/~~2006~~2026 **| Last Reviewed Date:** ~~07~~05/01/~~2006~~2026

CSBA NOTE: The following optional administrative regulation should be modified to reflect district practice. ~~The following responses may be included in the district's school emergency and disaster preparedness plan (see BP/AR 3516 - Emergencies and Disaster Preparedness Plan) or may be developed as part of the school's comprehensive school safety plan (see BP/AR 0450 - Comprehensive Safety Plan).~~

~~**Prohibited Activities**~~

A student involved or attempting to be involved in any of the following prohibited activities ~~shall~~may be subject to discipline:

~~CSBA NOTE: Pursuant to Penal Code 404.6, any person who attempts to cause a riot may be found guilty of a misdemeanor. Penal Code 415 provides that any person who unlawfully fights or attempts to fight may also be guilty of a misdemeanor.~~

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight

   ~~CSBA NOTE: Pursuant to Education Code 48900, a student may be subject to suspension or expulsion if the act is related to school activity or school attendance and occurred at any district school, including while the student is on school grounds, going to or coming from school, during the lunch period (whether on or off the school campus), or during, going to, or coming from a school-sponsored activity. In some circumstances, a student may be subject to disciplinary action for off-campus activities, such as a threat on a personal web site, if the district can show that the activity could materially and substantially interfere with school discipline. Because this is a complicated area of law, districts that wish to discipline a student for off-campus conduct should consult district legal counsel.~~

2. Disrupting ~~school~~district operations, including, but not limited to, ~~exercising free expression which is~~making statements that are obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

   ~~Other examples of activities that may be considered disrupting school operations include, but are not limited to:~~

   CSBA NOTE: Determining whether a particular student activity constitutes a disturbance is often complex and may implicate certain student rights such as the right to free speech and expression. Due to this complexity, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel. For more information regarding the right of students to free speech and expression, including the press, see BP/AR 5145.2 – Freedom of Speech/Expression.

Other examples of activities that may disrupt district operations include, but are not limited to:

a. Organizing or participating in unauthorized assemblies on ~~school~~district premises

b. Participating in sit-ins or stand-ins which deny students or employees normal access to ~~school~~district premises

~~c. Interfering with or unauthorized use of the district's computer system~~

~~CSBA NOTE: Pursuant to Penal Code 416, a person who assembles for the purpose of disturbing the peace and then refuses to disperse may be guilty of a misdemeanor.~~

~~3.~~ c. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of ~~school~~district personnel

~~4.~~ d. ~~school, including, but not limited to, participating~~ Participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity

~~Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.~~ and the protest significantly disrupts instruction or other school activities

Any student who is absent from class or school due to participation in Items #2a-d above shall be given an unexcused absence, regardless of any parent/guardian approval of the absence.

~~Extension of Class Period and/or Dismissal of School~~

CSBA NOTE: Pursuant to Education Code 48205, a middle or high school student is permitted one excused absence per school year due to participation in a civic or political event. Additionally, Education Code 48205 authorizes a school administrator to grant additional excused absences. Such discretion should be used with caution to avoid allegations of viewpoint discrimination. The following paragraph does not provide discretion and should be modified to reflect district practice.]

However, upon providing advanced notice and in accordance with Board Policy/Administrative Regulation 5113 - Absences and Excuses, a student in middle or high school shall be permitted one excused absence per school year in order to participate in a civic or political event such as voting, poll working, strikes, public commenting, or attending candidate speeches, political or civic forums, or town halls. (Education Code 48205)

3. Interfering with or unauthorized use of district technology

~~During~~ When a disturbance ~~in which~~is ongoing, and the principal or designee believes that additional students might become involved ~~while changing classes~~in the disturbance if not in class,

such as during passing periods, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

~~The~~ Additionally, the principal may ~~also~~ request ~~that~~ the Superintendent to dismiss school in accordance with the school disturbance ~~response~~management plan.

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

State	Description
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5~~5~~6	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 38000-38005	Security departments
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 48205	Excused Absences
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 51512	Prohibited use of electronic listening or recording device
Pen. Code 243.5	Assault or battery on school property
Pen. Code 403-420	Crimes against the public peace
Pen. Code 415	Fighting; noise; offensive words
Pen. Code 415.5	Disturbance of peace of school; unlawful fighting, noise, offensive words
Pen. Code 416	Assembly to disturb peace; refusal to disperse
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 627-627.10	Access to school premises
Pen. Code 653b	Loitering about schools or public places
CA Constitution Article 1, Section 2	Freedom of speech and expression

Federal	Description

U.S. Constitution, First Amendment	Free exercise, free speech, and establishment clauses

Management Resources	Description
Court Decision	Dariano v. Morgan Hill Unified School District (2014) 767 F.3d 764
U.S. Department of Education Publication	~~Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003~~Practical Information on Crisis Planning: A Guide for Schools and Communities, Jan. 2007
Website	CSBA District and County Office of Education Legal Services
~~Website~~	~~U.S. Department of Education, Emergency Planning~~
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil and Legal Rights
4119.25	Political Activities of Employees
4158	Employee Security
4158	Employee Security
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)

4219.1	Civil and Legal Rights
4219.25	Political Activities of Employees
4258	Employee Security
4258	Employee Security
4319.1	Civil and Legal Rights
4319.25	Political Activities of Employees
4358	Employee Security
4358	Employee Security
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5131	Conduct
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.8	Mobile Communication Devices
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.9	Hate-Motivated Behavior
6116	Classroom Interruptions

6145.2	Athletic Competition
6145.2	Athletic Competition
6145.8	Assemblies And Special Events
6184	Continuation Education
6184	Continuation Education

Policy 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED

Original Adopted Date: 07/01/2002 **| Last Revised Date:** ~~09~~05/01/~~2025~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2025~~2026

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

Pursuant to Education Code 44691, as amended by ~~AB 1913~~SB 848 (Ch. ~~814~~460, Statutes of ~~2024~~2025), the California Department of Education (CDE) is required to develop and disseminate information to all districts, and their staff and volunteers, regarding the prevention, detection, and reporting of child abuse and assault, including sexual abuse and assault of children on district property, by district staff and volunteers, or in district-sponsored programs. Additionally, Education Code 44691 ~~also~~ requires CDE to provide guidance on the responsibilities of mandated reporters~~.~~ ~~See CDE's website for~~, including, as amended by SB 848, the responsibilities of volunteers. For such information and resources, see CDE's website. For information on appropriate adult-student boundaries, see BP 4119.21/4219.21/4319.21 –Professional Standards and BP 4119.24/4219.24/4319.24 – Maintaining Appropriate Adult-Student Interactions.

SchoolSafety.gov is an interagency website created by the U.S. Department of Homeland Security, U.S. Department of Education, U.S. Department of Justice, and U.S. Department of Health and Human Services to provide districts with actionable recommendations to create safe and supportive learning environments for students, including information about how to prevent, identify, and respond to child exploitation.

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

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

CBSA NOTE: Pursuant to Education Code 51950, districts are encouraged to collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students.

The Superintendent or designee may collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students.

Child Abuse Prevention

CSBA NOTE: Education Code 51900.6 and 51950, as amended by SB 848, authorize districts to provide age-appropriate instruction in sexual abuse and sexual assault awareness and prevention in grades kindergarten-12, provided that students are allowed to be excused from such instruction

upon the written request of their parents/guardians.

Pursuant to Education Code 51950, the district may provide instruction regarding abuse, including sexual abuse, human trafficking prevention, and, as amended by SB 848, sexual assault. Pursuant to Education Code 51950, as amended by SB 848, CDE is required to, by July 1, 2026, develop resources and information regarding building awareness and understanding of (1) appropriate boundaries regarding adult-student interactions and relationships, (2) appropriate professional boundaries between students and school personnel and volunteers, (3) appropriate student-student interactions and relationships, (4) the detection and indicators of inappropriate behaviors in adults and students, and strategies to reduce risk and establish healthy boundaries, and (5) options to report child abuse, assault, and inappropriate interactions and relationships, and to safely seek assistance. Additionally, pursuant to Education Code 51950, as amended by SB 848, CDE is required to, by July 1, 2026, develop guidance on the appropriate means of instructing students regarding the prevention of abuse, including sexual abuse and assault, as specified.

Pursuant to Education Code 33546.2, the Instructional Quality Commission is required to consider incorporating into the health curriculum framework content on "sextortion." For purposes of Education Code 33456.2, "sextortion" means a threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value.

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

Any instructional program on child abuse may include annual instruction on sexual abuse and assault, and human trafficking prevention, including instruction on the prevalence and nature of abuse, including sexual abuse and assault and human trafficking, strategies to reduce risk, techniques to set healthy boundaries, and how to safely seek assistance. (Education Code 51950)

~~The district's program also~~ Additionally, the district's program may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. ~~Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction.~~ (Education Code 51900.6, 51950)

Parent(s)/guardian(s) shall have the right to excuse their child from all or part of instruction regarding abuse, including sexual abuse, and human trafficking prevention education, and assessments related to that education, in accordance with law and Board policy. (Education Code 51950)

CSBA NOTE: Pursuant to Education Code 33133.5, posters notifying students of the appropriate telephone number to call to report child abuse or neglect are available on CDE's website in five languages. Education Code 33133.5 encourages districts to post the appropriate version(s) of the poster in an area of the school where students frequently congregate.

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

CSBA NOTE: The following paragraph is for use by districts that serve students in grades 7-12. Education Code 215.5, as amended by AB 727 (Ch. 483, Statutes of 2025), requires districts that issue ~~or reissue~~ student identification cards to have ~~the telephone number of the National Domestic Violence Hotline (1-800-799-7233) and other specified information~~ printed on either side of ~~student identification cards.~~the card The Trevor Project's LGBTQ+ suicide hotline. For additional information required to be printed on student identification cards, see ~~BP~~AR 5142 - Safety.

~~In addition~~Additionally, student identification cards for students in grades 7-12 shall ~~include~~have printed on them the 988 Suicide and Crisis Lifeline, the National Domestic Violence Hotline ~~telephone number~~(1-800-799-7233), and The Trevor Project's LGBTQ+ suicide hotline (1-866-488-7386, or by texting START to 678-678). In addition, student identification cards of students in grades 7-12 may have printed on them a quick response (QR) code that links to the county's mental health resources website. (Education Code 215.5)

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

Child Abuse Reporting

CSBA NOTE: The Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3) identifies persons who are mandated to report known or suspected child abuse or neglect and establishes procedures for filing a report~~; see the accompanying administrative regulation~~. Pursuant to Penal Code 11165.7, as amended by SB 848, a mandated reporter includes a district Governing Board member, employee, or volunteer. Education Code 44691, as added by SB 848, requires CDE to provide guidance on the responsibilities of mandated reporters who are school personnel and requires districts to provide annual training to employees, volunteers, and persons working on their behalf who are mandated reporters. Additionally, although not required by law, a Board member, as a mandated reporter, may receive appropriate training. For more information on mandated reporters, see the accompanying administrative regulation. It is recommended that districts with questions regarding mandated reporter training requirements consult CSBA's District and County Office of Education Legal Services or district legal counsel.

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

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

CSBA NOTE: Education Code 44252 requires that teachers applying to the Commission on Teacher Credentialing for a new credential or a renewal of their credential read and sign a statement that they understand the duties imposed on them as mandated reporters pursuant to Penal Code 11164-11174.3.

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

CSBA NOTE: Education Code 44691 and Penal Code 11165.7 require districts to annually train their employees and, as amended by SB 848, volunteers, regarding the duties of mandated reporters~~;~~. For more information regarding mandated reporting requirements, see the accompanying

administrative regulation. However, pursuant to Penal Code 11165.7, a lack of training does not excuse any mandated reporter from the duty to report suspected child abuse and neglect.

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

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Policy Reference Disclaimer:
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State	Description
5 CCR 3200-3205	Special education compliance complaints
Code of Civil Procedure 340.1	Damages suffered as result of childhood sexual abuse
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33133.5	Posters of telephone number for students to report child abuse or neglect
Ed. Code 33195	Heritage schools; mandated reporters
Ed. Code 33308.1	Guidelines on procedure for filing child abuse complaints
Ed. Code 33546.2	Health framework for California public schools; sextortion
Ed. Code 44252	Teacher credentialing
Ed. Code 44691	Staff development in the detection of child abuse and neglect
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48906	Notification when student released to peace officer
Ed. Code 48987	Dissemination of reporting guidelines to parents/guardians
Ed. Code 49001	Prohibition of corporal punishment
Ed. Code 51220.5	~~Parenting~~Parent/guardian skills education
Ed. Code 51900.6	Sexual abuse and sexual assault awareness and prevention instruction
Ed. Code 51950	Abuse, sexual abuse, and human trafficking prevention education
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 152.3	Duty to report murder, rape, or lewd or lascivious act

Pen. Code 273a	Willfully causing unjustifiable pain or mental suffering of child; endangering life or health
Pen. Code 286	Crime of sodomy
Pen. Code 288	Crime of oral copulation
Pen. Code 288	Definition of lewd or lascivious act requiring reporting
Pen. Code 289	Crime of sexual penetration
Pen. Code 311-312.7	Obscene matter
Pen. Code 801.8	Failure to report an incident known or reasonably suspected by a mandated reporter to be sexual assault, child abuse, or severe neglect
W&I Code 15630-15637	Dependent adult abuse reporting
W&I Code 16509.1	Treatment of children by spiritual means through prayer; neglect

Federal	**Description**
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019
California Department of Education Publication	Health Education Content Standards for California Public Schools: -Kindergarten Through Grade Twelve, 2008
CA Office of the Attorney General Publication	School District Legal Obligations to Prevent and Respond to Sexual Harassment, Assault, and Abuse, April 2026 (https://oag.ca.gov/system/files/media/legal-alert-oag-2026-01.pdf)
Court Decision	Camreta v. Greene (2011) 131 S.Ct. 2020
CSBA Publication	Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019
Website	SchoolSafety.gov, Child Exploitation
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Social Services, Information Resources Guide
Website	California Department of Education, Child Abuse Prevention Training and Resources
Website	U.S. Department of Health and Human Services, Child Welfare Information Gateway

Website	California Attorney General's Office, Suspected Child Abuse Report Form

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3320	Claims And Actions Against The District
3515.3	District Police/Security Department
3515.3	District Police/Security Department
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interactions
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development

4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interactions
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interactions
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4331	Staff Development
5131	Conduct
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5141.5	Mental Health
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5142	Safety
5142	Safety

5144	Discipline
5144	Discipline
5145.11	Questioning And Apprehension By Law Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6159.4	Behavioral Interventions For Special Education Students
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams

Regulation 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED

Original Adopted Date: 11/01/2010 **| Last Revised Date:** ~~09~~05/01/~~2025~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2025~~2026

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

Pursuant to Education Code 44691, as amended by ~~AB 1913~~SB 848 (Ch. ~~814~~460, Statutes of ~~2024~~2025), the California Department of Education (CDE) is required to develop and disseminate information to all districts, and their staff and volunteers, regarding the prevention, detection, and reporting of child abuse and assault, including sexual abuse of children on district property, by district staff and volunteers, or in district-sponsored programs. Additionally, Education Code 44691 ~~also~~ requires CDE to provide guidance on the responsibilities of mandated reporters~~. See CDE's website for~~, including, as amended by SB 848, the responsibilities of volunteers. For such information and resources, see CDE's website.

Definitions

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

1. A physical injury or death inflicted by other than accidental means on a child by another person

CSBA NOTE: Pursuant to Penal Code 11165.1, "sexual exploitation" includes conduct involving matter depicting a minor engaged in obscene acts in violation of Penal Code 311.2 which~~, as amended by AB 1831 (Ch. 926, Statutes of 2024), was expanded to include~~ includes matter that is digitally altered or generated by the use of artificial intelligence.

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment as a peace officer (Penal Code 11165.5, 11165.6)

CSBA NOTE: Education Code 44807 provides that physical control of a student under the conditions specified in Item #3 below is not subject to criminal prosecution or penalties.

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

CSBA NOTE: Pursuant to Penal Code 11165.2, "general neglect" does not include Items #1-2 below.

Additionally, general neglect does not include: (Penal Code 11165.2)

1. A parent/guardian's economic disadvantage

2. A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

CSBA NOTE: The following definition of "mandated reporters" does not list non-school persons (e.g., physicians, clergy members) who are also mandated to report suspected child abuse or neglect and may be revised to reflect additional positions applicable to the district as specified in Penal Code 11165.7.

~~Penal Code 11165.7 clarifies that volunteers whose duties require direct contact with and supervision of children are not mandated reporters. However, the law encourages volunteers to obtain training in the identification and reporting of child abuse and neglect and to report known or suspected incidents of child abuse or neglect.~~Pursuant to Penal Code 11165.7, as amended by SB 848, a mandated reporter is a district Governing Board member, employee, or volunteer. For purposes of Penal Code 11165.7, a "volunteer" is a person who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee. For more information about requirements for volunteers, see BP/AR 1240 - Volunteer Assistance.

Mandated reporters include, but are not limited to, Governing Board members; teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches,

administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; ~~and~~ administrators, presenters, and counselors of a child abuse prevention program; and volunteers who are over 18 years of age and who interact with students outside of the immediate supervision and control of the student's parent/guardian or a school employee. (Penal Code 11165.7)

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

Reportable Offenses

CSBA NOTE: Penal Code 11166 specifies that a mandated reporter has a duty to report when acting in a professional capacity or within the scope of employment. When a mandated reporter is acting in a private capacity, like other private citizens, making a report is discretionary.
Pursuant to Penal Code 801.8, prosecution for the failure of a mandated reporter to report an incident under Penal Code 11166 known or reasonably suspected by the mandated reporter to be sexual assault, may be filed at any time within five years from the date of occurrence of such offense. Additionally, pursuant to Penal Code 801.8, prosecution for the failure of a mandated reporter to report an incident under Penal Code 11166 known or reasonably suspected by the mandated reporter to be child abuse or severe neglect may be filed within one year of the discovery of the offense, but in no case later than four years after the commission of the offense.

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

CSBA NOTE: Pursuant to Penal Code 152.3, it is a misdemeanor, with specified exceptions, for a witness to not report a murder, rape, or lewd or lascivious act as defined in Penal Code 288 where the victim is under 14 years of age. Persons who fail to report such offenses may be subject to a fine and/or imprisonment.

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

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

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

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

CSBA NOTE: Penal Code 11166.01 provides that it is a crime, punishable by a fine and/or imprisonment, for a supervisor or administrator to knowingly inhibit or impede a mandated reporter from making a report.

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

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

Reporting Procedures

1. Initial Telephone Report

CSBA NOTE: Penal Code 11165.9 specifies the agencies that are authorized to receive reports of suspected child abuse and neglect, as detailed in the following paragraph. The agency ~~must~~is required to accept a report even if it lacks subject matter or geographical jurisdiction to investigate the case; the agency is then responsible for referring the case to an agency with proper jurisdiction.

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

CSBA NOTE: It is recommended that the district's administrative regulation include the name, address, and phone number of the appropriate agencies in its area to whom reports should be made.

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

_____
(name of appropriate agency)
_____
(address)
_____
(phone number)

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

2. Written Report

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

CSBA NOTE: Pursuant to Penal Code 11168, the California Department of Justice (DOJ) form, which is available on DOJ's website, is required to be distributed by the police department, sheriff's department, or county probation ~~department,~~ or ~~county~~ welfare department, as appropriate. ~~It~~Additionally, it may ~~also~~ be made available at the district office or school site.

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

CSBA NOTE: Penal Code 11167 requires the mandated reporter's name when reporting known or suspected child abuse. However, the reporter's name and the report are confidential and are only disclosed in limited circumstances provided by law.

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

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

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

CSBA NOTE: Item #3 below is optional and may be revised to reflect district practice. Pursuant to Penal Code 11166, districts may establish internal reporting procedures encouraging employees to notify supervisors and administrators of reports that are made. These internal procedures ~~must~~may not inhibit or impede immediate and direct reporting by employees to appropriate agencies, direct an employee to allow the employee's supervisor to file or process a mandated report under any circumstances, or require any employee to disclose the employee's identity to the employer.

3. Internal Reporting

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

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

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

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

Training

CSBA NOTE: Pursuant to Education Code 44691, as amended by SB 848, volunteers are required to be provided mandated reporter training as specified below. Additionally, although not required by law, a Board member, as a mandated reporter, may receive appropriate training.

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

CSBA NOTE: Education Code 44691 requires districts to use the online training module provided by the California Department of Social Services (CDSS), available on CDSS' website. However, if the online training module is not used, the Superintendent or designee is required to ~~report to CDE regarding the training being used in its place~~use an equivalent training module developed specifically to meet the requirements of Education Code 44691 and report that training to CDE.

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

The training shall include, but not necessarily be limited to, training in identification and reporting of

child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

CSBA NOTE: Pursuant to Education Code 44691, as amended by ~~AB 1913~~SB 848, districts are required to provide annual training on the prevention of abuse, including sexual abuse and assault, of children on district property, by district staff and volunteers, or in district-sponsored programs.

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse and assault, of children on district property, by district staff and volunteers, or in district-sponsored programs. (Education Code 44691)

CSBA NOTE: Education Code 44691 requires districts to develop a process by which all persons required to receive training provide proof of receiving the training, such as the use of a sign-in sheet or submission of a certificate of completion. The following paragraph may be revised to reflect district practice.

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

CSBA NOTE: Pursuant to Education Code 44691, as amended by SB 848, a person who has completed the mandated reporter training provided by CDSS and received a certificate of completion within the previous 12 months is deemed to satisfy the mandated reporter training requirements.

A person who has completed the mandated reporter training provided by CDSS and received a certificate of completion within the previous 12 months shall be deemed to satisfy the mandated reporter training requirements specified in Education Code 44691.

CSBA NOTE: Pursuant to Education Code 51950, continuation training is required to be made available and conducted periodically to enable district personnel to learn about new developments in the understanding of abuse, including sexual abuse, human trafficking, and as amended by SB 848, sexual assault, and to receive instruction on current prevention efforts and methods. Education Code 51950 encourages districts to include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.

The Superintendent or designee shall periodically provide continuing education that enables district personnel to learn about new developments in the understanding of abuse, including sexual abuse and assault, and human trafficking, and current prevention efforts and methods. Such education may include early identification of abuse, including sexual abuse, and human trafficking of students and minors. (Education Code 51950)

Victim Interviews by Social Services

CSBA NOTE: Penal Code 11174.3 authorizes a representative from CDSS or another government agency investigating suspected child abuse or neglect to interview a student during school hours, on school grounds, concerning a report of child abuse or neglect that occurred at home or in an out-of-home care facility. However, there is no clear guidance regarding the procedures to be followed if a social worker is accompanied by law enforcement. It is recommended that districts with

questions about student interviews during school hours consult CSBA's District and County Office of Education Legal Services or district legal counsel as necessary.

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

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

2. The selected person shall not participate in the interview

3. The selected person shall not discuss the facts or circumstances of the case with the child

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5

~~Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5~~

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

CSBA NOTE: Education Code 48987 requires the district, upon request, to disseminate guidelines adopted by CDE advising parents/guardians of procedures for filing child abuse complaints. Such sample guidelines are available on CDE's website.

Claims against the district for childhood sexual assault are governed by the timelines and procedures specified in Code of Civil Procedure 340.1; see AR 3320 - Claims and Actions Against the District.

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

interpreter shall be provided.

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

CSBA NOTE: 5 CCR 3201 authorizes parents/guardians of special education students to file a complaint with CDE as provided in the following paragraph. CDE does not investigate allegations of child abuse or neglect, but may investigate conditions that may involve physical safety concerns as such concerns interfere with the provision of a free appropriate public education.

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

Notifications

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

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

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

CSBA NOTE: The remainder of this section is optional and should be deleted by districts that do not provide these additional notifications.

~~The~~Additionally, the Superintendent or designee ~~also~~ shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

   Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)

No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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Policy Reference Disclaimer:
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State	Description
5 CCR 3200-3205	Special education compliance complaints
Code of Civil Procedure 340.1	Damages suffered as result of childhood sexual abuse
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33133.5	Posters of telephone number for students to report child abuse or neglect
Ed. Code 33195	Heritage schools; mandated reporters
Ed. Code 33308.1	Guidelines on procedure for filing child abuse complaints
Ed. Code 33546.2	Health framework for California public schools; sextortion
Ed. Code 44252	Teacher credentialing
Ed. Code 44691	Staff development in the detection of child abuse and neglect
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48906	Notification when student released to peace officer
Ed. Code 48987	Dissemination of reporting guidelines to parents/guardians
Ed. Code 49001	Prohibition of corporal punishment
Ed. Code 51220.5	~~Parenting~~Parent/guardian skills education
Ed. Code 51900.6	Sexual abuse and sexual assault awareness and prevention instruction
Ed. Code 51950	Abuse, sexual abuse, and human trafficking prevention education
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 152.3	Duty to report murder, rape, or lewd or lascivious act

Pen. Code 273a	Willfully causing unjustifiable pain or mental suffering of child; endangering life or health
Pen. Code 286	Crime of sodomy
Pen. Code 288	Crime of oral copulation
Pen. Code 288	Definition of lewd or lascivious act requiring reporting
Pen. Code 289	Crime of sexual penetration
Pen. Code 311-312.7	Obscene matter
Pen. Code 801.8	Failure to report an incident known or reasonably suspected by a mandated reporter to be sexual assault, child abuse, or severe neglect
W&I Code 15630-15637	Dependent adult abuse reporting
W&I Code 16509.1	Treatment of children by spiritual means through prayer; neglect

Federal	**Description**
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019
California Department of Education Publication	Health Education Content Standards for California Public Schools: -Kindergarten Through Grade Twelve, 2008
CA Office of the Attorney General Publication	School District Legal Obligations to Prevent and Respond to Sexual Harassment, Assault, and Abuse, April 2026 (https://oag.ca.gov/system/files/media/legal-alert-oag-2026-01.pdf)
Court Decision	Camreta v. Greene (2011) 131 S.Ct. 2020
CSBA Publication	Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019
Website	SchoolSafety.gov, Child Exploitation
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Social Services, Information Resources Guide
Website	California Department of Education, Child Abuse Prevention Training and Resources
Website	U.S. Department of Health and Human Services, Child Welfare Information Gateway

Website	California Attorney General's Office, Suspected Child Abuse Report Form

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3320	Claims And Actions Against The District
3515.3	District Police/Security Department
3515.3	District Police/Security Department
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interactions
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development

4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interactions
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interactions
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4331	Staff Development
5131	Conduct
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5141.5	Mental Health
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5142	Safety
5142	Safety

5144	Discipline
5144	Discipline
5145.11	Questioning And Apprehension By Law Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6159.4	Behavioral Interventions For Special Education Students
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams

Policy 5141.7: Sun Safety

Status: ADOPTED

Original Adopted Date: 07/01/2006 | **Last Reviewed Date:** 07/01/2006

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

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee shall establish a developmentally appropriate prevention/intervention program for grades K-12 to prevent student overexposure to UV radiation. He/she may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

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

The Superintendent or designee shall incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices.

Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

CSBA NOTE: Although items #1 and #3 below reflect Education Code 35183.5 which "allows" students to take certain actions, any of items #1-4 below may be revised at the district's discretion to instead "encourage" students to take these actions.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

CSBA NOTE: Education Code 35183.5 requires that students be allowed to wear sun-protective clothing, as provided in item #1 below. Education Code 35183.5 does give schools discretion to prohibit specific clothing or hats determined to be gang- related or inappropriate see AR 5132 - Dress and Grooming.

1. Students shall be allowed to wear sun-protective clothing, including, but not limited to, hats. (Education Code 35183.5)

CSBA NOTE: Because sunglasses are not specifically mentioned in the description of sun-protective clothing in Education Code 35183.5, the district may choose to adopt language to clarify that sunglasses will be allowable, as provided in optional item #2 below.

2. Students shall be allowed to wear UV-protective sunglasses outdoors.

3. Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 35183.5, schools may set rules related to the use of sunscreen during the school day. Information provided by the California Department of Public Health indicates that applications of sunscreen 15-20 minutes before going outside would provide the maximum protection. Education Code 35183.5 specifies that nothing in this law requires school personnel to assist students in applying sunscreen.

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

CSBA NOTE: Item #4 below is optional.

4. Students shall be allowed to use UV-protective lip balm.

CSBA NOTE: The following paragraph is optional and should be modified to reflect district practice., percent

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities.

CSBA NOTE: The UV Index was developed by the National Weather Service and the U.S. Environmental Protection Agency to predict the next day's UV radiation levels on a scale ranging from 1 (low risk of harm from solar UV radiation) to 11 (extreme risk). See the management resources for a web site to access the daily index by zip code or city.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

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State	Description
Ed. Code 35183.5	Sun protection
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51890-51891	Comprehensive health education programs and community participation; definitions

Management Resources	Description
California Department of Education Publication	Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003
California Department of Public Health Publication	School Systems: The Importance of Promoting and Providing Sun Protection, 2006
California Department of Public Health Publication	California Early Childhood Sun Protection Curriculum, rev. April 1999
California State PTA Resolution	Sun Safety: Skin Cancer Prevention Measures at School, May 1, 2005
Centers for Disease Control & Prevention Publication	Guidelines for School Programs to Prevent Skin Cancer, April 26, 2002
CSBA Governance and Policy Services Brief	Sun Safety in Schools, July 2006
National Assoc of State Boards of Education Pub	Fit, Healthy and Ready to Learn: Part II: Policies to Promote Sun Safety and Prevent Skin Cancer, 2002
Website	CSBA District and County Office of Education Legal Services
Website	American Cancer Society
Website	California Department of Education, Health Services
Website	California Department of Public Health, Skin Cancer Prevention Program
Website	National Council on Skin Cancer Prevention
Website	National Safety Council, Environmental Health Center
Website	Sun Safety for Kids
Website	U.S. Consumer Product Safety Commission
Website	U.S. Environmental Protection Agency, Sunwise Program
Website	UV Index

Website	World Health Organization
Website	American School Health Association
Website	Shape America Society of Health and Physical Educators
Website	National Association of State Boards of Education
Website	California State Parent Teacher Association
Website	Centers for Disease Control and Prevention
World Health Organization Publication	Sun Protection and Schools: How to Make a Difference, 2003
World Health Organization Publication	Sun Protection: A Primary Teaching Resource, 2003

Cross References

Code	Description
3511	Energy And Water Management
3511	Energy And Water Management
3514	Environmental Safety
3514	Environmental Safety
5132	Dress And Grooming
5132	Dress And Grooming
5141.6	School Health Services
5141.6	School Health Services
5142	Safety
5142	Safety
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
7110	Facilities Master Plan

Policy 5141.75: Weather Safety

Status: ADOPTED

Original Adopted Date: 05/01/2026 **| Last Reviewed Date:** 05/01/2026

CSBA NOTE: The following policy is **mandated** pursuant to Education Code 33355, which requires districts to, by July 1, 2026, develop, adopt, and implement weather protocols for extreme weather conditions, as described below.

The Governing Board recognizes that extreme weather may pose significant risks to the health and safety of students participating in physical activities during extreme weather conditions, including students who are at higher risk of health impacts from extreme weather. The Board desires to protect students from such risks. Additionally, because children are particularly vulnerable to the effects of overexposure to ultraviolet (UV) radiation from the sun and artificial sources, the Board desires to support the prevention of harmful effects of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

CSBA NOTE: Education Code 33355 defines "extreme weather conditions" and "physical activity," which are reflected below.

Extreme weather conditions means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. (Education Code 33355)

Physical activity means physical education classes, sports, and athletic practices and games sponsored by a district, except for those relating to an interscholastic athletic program administered by the California Interscholastic Federation. (Education Code 33355)

CSBA NOTE: Pursuant to Education Code 33355, the district is required to, by July 1, 2026, develop, adopt, and implement weather protocols for extreme weather conditions which incorporate the standardized guidelines compiled by the California Department of Education (CDE) and detail the specific measures to be taken during extreme weather conditions, as specified below. For more information related to CDE's extreme weather guidelines, see, "Senate Bill 1248: Extreme Weather Guidelines," available on CDE's website.

The district's interscholastic athletic programs which are administered through the California Interscholastic Federation, including practices and games, are required to comply with the guidelines established pursuant to Education Code 35179.8 related to heat illness. For more information related to interscholastic athletic programs, see BP/AR 6145.2 – Athletic Competition.

The Superintendent or designee shall develop, maintain, and implement weather protocols for extreme weather conditions, which incorporate the standardized guidelines compiled by the California Department of Education and detail specific measures to be taken during extreme weather conditions, including, but not limited to: (Education Code 33355)

CSBA NOTE: CDE's, "Senate Bill 1248: Extreme Weather Guidelines," available on its website, includes the California Department of Public Health's (CDPH) Heat Risk Grid, which may be

helpful to the district when monitoring heat risk, what it means, who is at risk, and what actions can be taken.

1. Clear criteria for determining when weather conditions are considered extreme weather conditions and warrant modification or cessation of outdoor physical activities
2. Procedures for monitoring weather forecasts and alerts to anticipate extreme weather conditions
3. Protocols for communicating with staff, students, and parents/guardians regarding changes to outdoor activities due to extreme weather conditions
4. Designation of indoor alternative activities that can be safely conducted during extreme weather conditions
5. Staff training on recognizing signs of weather-related distress in students and appropriate response measures
6. Coordination with relevant local agencies and experts to ensure timely access to weather-related information and resources

The district's weather protocols may include:

1. Considering air quality conditions when determining whether outdoor physical activity should be modified
2. Maintaining air quality index thresholds for reducing or discontinuing strenuous outdoor activities
3. Having procedures for relocating activities indoors during periods of poor air quality or wildfire smoke
4. Identifying and maintaining adequate mitigation resources, such as shade structures, hydrations stations, and indoor cooling areas
5. Providing equitable access to mitigation measures across school sites
6. Planning for flexible scheduling to accommodate weather variability

The Superintendent or designee shall annually review, evaluate, and, if necessary, update the weather protocols to incorporate best practices and address any emerging concerns or challenges, and to reflect changes in weather patterns, advances in safety practices, and feedback from stakeholders. (Education Code 33355)

Sun Safety

The Superintendent or designee shall establish a developmentally appropriate prevention/intervention program for grades transitional kindergarten-12 to prevent student overexposure to UV radiation. The Superintendent or designee may coordinate sun safety and UV

radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. Such school-based programs shall involve students, parents/guardians, and the community.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices.

Students may take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending district-sponsored activities, or while under the supervision and control of district employees.

CSBA NOTE: Although Items #1 and 3 below reflect Education Code 35183.5 which "allows" students to take certain actions, any of Items #1-4 below may be revised at the district's discretion to instead "encourage" students to take these actions.

To encourage and assist students to avoid overexposure to the sun when they are outdoors, students shall be allowed to:

CSBA NOTE: Education Code 35183.5 requires that students be allowed to wear sun-protective clothing, as provided in Item #1 below. Education Code 35183.5 gives schools discretion to prohibit specific clothing or hats determined to be gang-related or inappropriate. For more information regarding appropriate dress and grooming as it contributes to a productive learning environment, including gang-related apparel, see AR 5132 - Dress and Grooming.

1. Wear sun-protective clothing, including, but not limited to, hats (Education Code 35183.5)

CSBA NOTE: Because sunglasses are not specifically mentioned in the description of sun-protective clothing in Education Code 35183.5, the district may choose to adopt language to clarify that sunglasses will be allowable, as provided in optional Item #2 below.

2. Wear UV-protective sunglasses outdoors

3. Use sunscreen during the school day without a physician's note or prescription (Education Code 35183.5)

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 35183.5, schools may set rules related to the use of sunscreen during the school day. Information provided by CDPH indicates that applications of sunscreen 15-20 minutes before going outside would provide the maximum protection. Education Code 35183.5 specifies that nothing in this law requires school personnel to assist students in applying sunscreen.

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

CSBA NOTE: Item #4 below is optional.

4. Use UV-protective lip balm

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities.

CSBA NOTE: The ultraviolet (UV) Index was developed by the National Weather Service and the U.S. Environmental Protection Agency to predict the next day's UV radiation levels on a scale ranging from 1 (low risk of harm from solar UV radiation) to 11 (extreme risk). See "Management Resources," below, for a website ("UV Index") to access the daily index by zip code or city.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. Additionally, the Superintendent or designee may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

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Policy Reference Disclaimer:
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State	Description
Ed. Code 17671	Shade structures
Ed. Code 33355	Extreme weather protocols
Ed. Code 35179.8	Heat illness
Ed. Code 35183.5	Sun protection
Ed. Code 51210	Course of study: grades 1-6
Ed. Code 51220	Course of study; grades 7-12
Ed. Code 51890-51891	Comprehensive health education programs and community participation; definitions

Management Resources	Description
California Department of Education Publication	Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003 (https://www.cde.ca.gov/ci/cr/cf/documents/healthfw.pdf#:~:text=When%20the%20Health%20Framework%20for,the%20California%20State%20Board%20of)

California Department of Education Publication	Senate Bill 1248: Extreme Weather Guidelines (Senate Bill 1248: Extreme Weather Guidelines - Health Services & School Nursing (CA Dept of Education)
California Department of Public Health Publication	California Early Childhood Sun Protection Curriculum, rev. July 2011 (https://resources.finalsite.net/images/v1700465939/pleasantvalleysdorg/fk1qqeh1aq6ihmyumi1m/earlyedcurriculum2012.pdf)
California State PTA Resolution	Sun Safety: Skin Cancer Prevention Measures at School, May 1, 2005 (http://downloads.capta.org/res/SunSafetySkinCancerPreventionMeasuresAtSchool.pdf)
Centers for Disease Control & Prevention Publication	Guidelines for School Programs to Prevent Skin Cancer, April 26, 2002
CSBA Governance and Policy Services Publication	Sun Safety in Schools, Policy Brief, July 2006
State of California Publication	Protecting Californians From Extreme Heat: A State Action Plan to Build Community Resilience, April 2022 (https://resources.ca.gov/-/media/CNRA-Website/Files/Initiatives/Climate-Resilience/2022-Final-Extreme-Heat-Action-Plan.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	American Cancer Society
Website	California Department of Education, Health Services
Website	California Department of Public Health, Skin Cancer Prevention Program
Website	California Interscholastic Federation (California Interscholastic Federation - Central Section)
Website	National Council on Skin Cancer Prevention
Website	National Safety Council, Environmental Health Center
Website	Sun Safety for Kids
Website	U.S. Consumer Product Safety Commission
Website	U.S. Environmental Protection Agency, Sunwise Program
Website	UV Index (https://www.epa.gov/sunsafety/uv-index-1)
Website	World Health Organization

Website	American School Health Association
Website	Shape America Society of Health and Physical Educators
Website	National Association of State Boards of Education
Website	California State Parent Teacher Association
Website	Centers for Disease Control and Prevention
World Health Organization Publication	Sun Protection and Schools: How to Make a Difference, 2003
World Health Organization Publication	Sun Protection: A Primary Teaching Resource, 2003

Cross References

Code	Description
3511	Energy And Water Management
3511	Energy And Water Management
3514	Environmental Safety
3514	Environmental Safety
5132	Dress And Grooming
5132	Dress And Grooming
5141.6	School Health Services
5141.6	School Health Services
5142	Safety
5142	Safety
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
7110	Facilities Master Plan

Policy 5142: Safety

Status: ADOPTED

Original Adopted Date: 11/01/2002 **| Last Revised Date:** ~~09~~05/01/~~2025~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2025~~2026

~~CSBA NOTE: The following optional policy may be revised to reflect district practice.~~
CSBA NOTE: The following policy addresses the **mandate** pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), for districts to, by July 1, 2026, adopt written policies, plans, or specifications related to student safety. Districts that do not otherwise have plans or specifications addressing the requirements pursuant to Education Code 32100, as added by SB 848, are required to adopt policy in this regard. Language fulfilling this mandate is reflected below.

Under the California Tort Claims Act (Government Code 810-996.6), a district may be held liable for personal injuries caused by dangerous conditions on school property and for its employees' failure to use reasonable care to prevent foreseeable injuries resulting from school activities. The court in *Dailey v. Los Angeles Unified School District* held that, within the scope of their employment, school staff ~~must~~is required to exercise the degree of care "which a person of ordinary prudence, charged with (comparable) duties, would exercise under the same circumstances." In *J.H. v. Los Angeles Unified School District*, the court held that the district had a duty to use ordinary care in supervising the after-school program.

With regard to athletic activities, the court in *Kahn v. East Side Union High School District* held that schools have no legal duty to eliminate risks inherent in the activity itself because students are deemed to assume those risks by participating in the activity. However, schools do have a duty to exercise due care not to increase the risks over and above those inherent in the sport.

Pursuant to Penal Code 422.3, as added by SB 19 (Ch. 594, Statutes of 2025), it is a crime for a person to willfully threaten by any means, including, but not limited to, an image or threat posted or published on the internet, to commit a crime at a district facility, including a school, if (1) the person has specific intent that the statement be taken as a threat, even if there is no intent of actually carrying it out, (2) if the threat, on its face and under the circumstances in which it is made is so unequivocal, unconditional, immediate, and specific as to convey to the person or persons threatened a gravity of purpose and an immediate prospect of execution of the threat, and (3) if the threat causes a person or person to reasonably be in sustained fear for their own safety or the safety of others at the school. If the threat is made by a person under 18 years of age, the person is required to be referred to juvenile court, if eligible.

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and engagement and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, including safe use of technology, and guiding student participation in educational programs and school-sponsored activities.

CSBA NOTE: 6 USC 665k established the Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online evidence-based practices and recommendations to improve school safety. Additionally, in an effort to enhance cybersecurity across kingergarten-12 schools, the U.S. Department of Education and the Cybersecurity and Infrastructure Security Agency launched the Education Services and Facilities Subsector Government Coordinating Council in 2024. Districts who meet the federal universal service discounts for Internet access (E-rate discounts) eligibility requirements may be eligible for funding to purchase cybersecurity services and equipment through the Federal Communications Commission's Schools and Libraries Cybersecurity Pilot Program. The State Educational Technology Directors Association's 2023 guidance, "Small Districts, Big Hurdles: Cybersecurity Support for Small, Rural, and Under-resourced Districts," provides additional information regarding the use of leadership development, partnership building, vulnerability assessment, and staff training to enhance cybersecurity readiness.

~~Additionally, the~~The Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

District staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, district-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

CSBA NOTE: The following paragraphs reflect Education Code 32100, as added by SB 848, which requires districts to, by July 1, 2026, adopt (1) policies that promote safe environments for student learning and engagement, with specified components related to professional boundaries among and between students, school employees, adult volunteers, and school contractors and (2) policies, plans, or specifications regarding school facilities that address classroom and nonclassroom environments to promote safe environments for learning and engagement that are easily supervised. For additional language regarding professional standards for district employees, see BP 4119.21/4219.21/4319.21 - Professional Standards, and for language fulfilling the mandate regarding professional boundaries between students and school employees, volunteers and contractors, see BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

Additionally, district employees, volunteers, and contractors shall promote safe environments for student learning and engagement that maintain appropriate boundaries among and between students. (Education Code 32100)

Appropriate boundaries shall be maintained between students and school employees, adult volunteers, and school contractors, and among and between adults employed, volunteering, or under contract with the district, in accordance with Board Policy 4119.21/4219.21/4319.21 - Professional Standards and Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

In addition, school facilities, including classroom and nonclassroom environments, shall be constructed and furnished in order to promote safe environments for learning and engagement that are easily supervised by district staff. (Education Code 32100)

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

CSBA NOTE: School crossing guards may be employed by the Governing Board pursuant to Education Code 45450-45451 and by cities and counties pursuant to Vehicle Code 42200 and 42201. Education Code 49300 authorizes the Board to establish a student safety patrol at any district school for the purpose of assisting students in safely crossing streets. See the accompanying administrative regulation for requirements pertaining to safety patrols.

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

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State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 350	Fees not permitted
5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 17670	Shade structures
Ed. Code 215.5	Student identification cards; safety information
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit

Ed. Code 32100	Professional boundaries between adults and students; safety of learning environments
Ed. Code 32225-32226	~~Communications~~Communication devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE School Safety and Security Resource Unit
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33355	Protocols for extreme weather conditions
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 38134	Use of school property
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property
Ed. Code 44808.5	Permission for high school students to leave school grounds; notice
Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
Ed. Code 49390-49395	Homicide threats
Ed. Code 51140	Water safety (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51140.&lawCode=EDC)
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction
Ed. Code 8482-8484.65	After School Education and Safety Program
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment
H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety
Pen. Code 245.6	Hazing

Pen. Code 422.3	Threats to commit crime resulting in death or great bodily injury at daycare or school
Pub. Res. Code 5411	Purchase of playground equipment usable by persons with disabilities
Streets and Highways Code 894	Statewide safety and training programs; electric bicycles
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures; disposition by cities
Veh. Code 42201	Fines and forfeitures; disposition by counties
Vehicle Code 21201	Rules for operation of bicycle on roadway

Federal	**Description**
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
American Society for Testing and Materials ~~Pub.~~Publication	ASTM F1 1487-21, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025 (https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf)
CA Office of the Attorney General Publication	School District Legal Obligations to Prevent and Respond to Sexual Harassment, Assault, and Abuse, April 2026 (https://oag.ca.gov/system/files/media/legal-alert-oag-2026-01.pdf)
California Department of Education Publication	Science Safety Handbook for California Public Schools, 2014
California Department of Education Publication	2016 Science Framework (https://www.cde.ca.gov/ci/sc/cf/)
State Ed. Tech. Directors Assoc. Publication	Small Districts, Big Hurdles: Cybersecurity Support for Small, Rural, and Under-resourced School Districts, October 2023 (https://oercommons.org/courses/small-districts-big-hurdles)
Court Decision	Knight v. Jewett (1992) 3 Cal.4th 296
Court Decision	Lane v. City of Sacramento (2010) 183 Cal. App. 4th. 1337
Court Decision	J.H. v. Los Angeles Unified School District (2010) 183 Cal.App.4th 123

Court Decision	Kahn v. East Side Union High School District (2003) 31 Cal.4th 990
Court Decision	Dailey v. Los Angeles Unified School District (1970) 2 Cal.3d 741
Court Decision	Hoyem v. Manhattan Beach City School District (1978) 22 Cal. 3d 508
Court Decision	Wiener v. Southcoast Childcare Centers (2004) 32 Cal.4th 1138
State of California Publication	Protecting Californians From Extreme Heat: A State Action Plan to Build Community Resilience, April 2022
U.S. Consumer Product Safety Comm Publication	Public Playground Safety Handbook, 2015
Website	Vulnerable Road Users
Website	U.S. Department of Education, School Safety and Security
Website	Online e-bike safety and training program
Website	Schoolsafety.gov
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	California Office of Emergency Services
Website	CSBA District and County Office of Education Legal Services
Website	National Recreation and Park Association, Certified Playground Safety Inspector Certification
Website	American Society for Testing and Materials
Website	988 Suicide and Crisis Lifeline (https://www.988california.org/)
Website	National Domestic Violence Hotline (https://www.thehotline.org/)
Website	The Trevor Project (https://www.thetrevorproject.org/get-help/)
Website	Government Coordinating Councils (https://www.cisa.gov/resources-tools/groups/government-coordinating-councils)
Website	Federal Communications Commission, Schools and Libraries Cybersecurity Pilot Program (https://www.fcc.gov/cybersecurity-pilot-program)
Website	U.S. Consumer Product Safety Commission

Website	U.S. Environmental Protection Agency
Website	California Department of Education, Safe Schools
Website	California Department of Public Health
Website	Centers for Disease Control and Prevention
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3260	Fees And Charges
3260	Fees And Charges
3452	Student Activity Funds
3512	Equipment
3512-E(1)	Equipment
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.5	Emergency Schedules

3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.24	Maintaining Appropriate Adult-Student Interactions
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.24	Maintaining Appropriate Adult-Student Interactions
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.24	Maintaining Appropriate Adult-Student Interactions
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies

5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.~~7~~75	Weather ~~Sun~~ Safety
5142.1	Identification And Reporting Of Missing Children
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5143	Insurance
5143	Insurance
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.11	Questioning And Apprehension By Law Enforcement
6142.7	Physical Education
6142.7	Physical Education
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.93	Science Instruction
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6163.2	Animals At School
6163.2	Animals At School

Regulation 5142: Safety

Status: ADOPTED

Original Adopted Date: 07/01/2006 **| Last Revised Date:** ~~09~~05/01/~~2025~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2025~~2026

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

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

CSBA NOTE: Family Code 6552, as amended by AB 495 (Ch. 664, Statutes of 2025), changes the definition of "relative," for purposes of a Caregiver's Authorization Affidavit, to include any adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand". The California Attorney General's 2025, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," encourages families to consider completing a Caregiver Authorization Affidavit, which would give a relative the authority to make educational and medical decisions for the student. For more information on releasing a student in the event that a student's parent/guardian is detained or deported, see AR 1445 – Response to Immigration Enforcement.

For information related to release of students during an emergency, see AR 3516 - Emergencies and Disaster Preparedness Plan.

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized in the district's student information system as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity
3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students

CSBA NOTE: Pursuant to 5 CCR 5570, teachers are required to be present at their rooms and admit students not less than 30 minutes before school starts unless otherwise provided by rule of the Governing Board. The district's collective bargaining agreement may include supervision of

students. The following paragraph may be revised to maintain consistency with the district's collective bargaining agreement and/or district practice.

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

CSBA NOTE: Education Code 49393 requires the reporting of potential homicidal acts related to school or a school activity, as described below.

Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' website.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle of high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone

2. Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors,

yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats. The training shall be documented and kept on file.

Student Identification Cards and Safety Information

CSBA NOTE: The following section is for use by districts that serve students in grades 7-12.

Education Code 215.5, as amended by ~~SB 1063~~AB 727 (Ch. ~~642~~483, Statutes of ~~2024~~2025), requires districts that issue student identification cards to have printed on either side of the card ~~the telephone number of the 988 Suicide and Crisis Lifeline and the National Domestic Violence Hotline (1-800-799-7233), and allows to have printed on the card a quick response (QR) code that links to the county's mental health resources website,~~ in addition to other required safety and mental health resources, The Trevor Project's LGBTQ+ suicide hotline.

Student identification cards of students in grades 7-12 shall have printed on them the 988 Suicide and Crisis Lifeline ~~and~~, the National Domestic Violence Hotline (1-800-799-7233), and The Trevor Project's LGBTQ+ suicide hotline (1-866-488-7386, or by texting START to 678-678). Additionally, student identification cards of students in grades 7-12 may have printed on them a quick response (QR) code that links to the county's mental health resources website. (Education Code 215.5)

Student Safety Patrols

A school safety patrol shall be composed of students of the school selected by the principal or designee and shall be allowed to serve only with written consent of the students and the student's parents/guardians. Patrol members shall be at least 10 years of age and in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety

CSBA NOTE: Health and Safety Code 115725 defines "playground" to include fall zones, surface materials, access ramps, and all areas within and including the designated enclosure and barriers.

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

CSBA NOTE: The State of California's, "Protecting Californians From Extreme Heat: A State Action Plan to Build Community Resilience," warns of the dangers extreme heat can pose to children and encourages investing resource in protecting children from extreme heat.

Education Code 33355 requires districts to, by July 1, 2026, develop, adopt, implement, and annually review weather protocols for extreme weather conditions, as specified, incorporating the standardized guidelines developed by the California Department of Education (CDE) specifying temperature thresholds or index ratings that trigger modifications to student physical activities during extreme weather conditions. For additional information on extreme weather conditions, see BP 5141.75 – Weather Safety and BP/AR 6142.7 – Physical Education and Activity.

The Superintendent or designee may permit students to avoid overexposure to sun and extreme weather conditions when they are outdoors and evaluate the adequacy of shade in playground areas in accordance with Board Policy 5141.~~7 - Sun Safety.~~75 - Weather Safety and Board Policy/Administrative Regulation 6142.7– Physical Education and Activity.

Activities with Safety Risks

CSBA NOTE: The following optional section lists activities to be prohibited by the district because of high risk to student safety and should be revised to reflect district practice.

Pursuant to Government Code 831.7, public entities, including districts, are not liable to participants in a hazardous recreational activity, those who assist participants, or spectators for any damage to person or property arising out of the hazardous recreational activity when the person knew or reasonably should have known that the hazardous recreational activity created a substantial risk of injury and was voluntarily in the place of risk or having the ability to leave but failed to do so. Government Code 831.7 defines a "hazardous recreational activity" as a recreational activity conducted on school grounds that creates a substantial risk of injury, as distinguished from a minor, trivial, or insignificant risk of injury. The list below includes, but is not limited to, some of the hazardous recreational activities listed in Government Code 831.7. Prior to authorizing such activities, it is recommended that districts consult with their insurance carrier or joint powers authority or, for those who self-insure, with CSBA's District and County Offices of Education Legal Services or district legal counsel. See BP/AR 3530 - Risk Management/Insurance.

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during district-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing

6. Cross-country or downhill skiing
7. Motorcycling
8. Target shooting
9. Horseback riding
10. Rodeo
11. Archery
12. Mountain bicycling
13. Rock climbing
14. Rocketeering
15. Surfing
16. Body Contact Sports
17. Other activities determined by the principal to have a high risk to student safety

~~CSBA NOTE:~~ CSBA NOTE: The following optional three paragraphs may be revised to reflect district practice regarding personal transportation devices, such as bicycles, scooters, electric bicycles (e-bikes), and electric scooters (e-scooters). The district may restrict the use of personal transportation devices based on the age of students and may prohibit or restrict certain classes of personal transportation devices for safety or liability purposes.

Vehicle Code 21201 establishes requirements for bicycles on roadways in regard to brakes, handlebars, size, and illumination when operated during darkness. Districts may want to provide such information to students and parents/guardians.

To enable the district to provide students safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, Education Code 51860, authorizes the Board to assist local law enforcement, nonprofit associations or organizations specified in Education Code 38134, such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide such safety instruction, in providing safety instruction to district students.

Additionally, pursuant to Streets and Highways Code 894, the California Highway Patrol has developed and posted on its website statewide safety and training programs for users of electric bicycles, including, but not limited to, general electric bicycle riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Any student who rides a personal transportation device, such as a bicycle, scooter, electric bicycles (e-bikes), and electric scooters (e-scooters) skateboard, or roller skates to school shall follow all laws and regulations regarding proper usage, speed limits, age, licensing, and equipment requirements, including wearing a properly fitted and fastened bicycle helmet. Personal transportation devices that do not meet legal standards for use on public roads or paths may not be permitted on school campuses.

Riding a personal transportation device is not permitted on school campus during the school day. On campus, a personal transportation device should be walked to designated parking areas and secured.

As needed, the Superintendent or designee may periodically provide training or instruction to students on the safe use of electric, motorized or nonmotorized bicycles, scooters, skateboards, and roller skates. ~~Any student who rides a bicycle, scooter, skateboard, or roller skates to school shall wear a properly fitted and fastened bicycle helmet.~~

Events In or Around a Swimming Pool

CSBA NOTE: Pursuant to Education Code 35179.6, any district that chooses to sponsor or host an on-campus event that is not part of an interscholastic athletic program in or around a swimming pool is required to comply with the following paragraph.

Pursuant to Education Code 51140, a local, state, or national drowning or injury prevention organization affiliated with one or more drowning prevention organizations may provide informational materials, in electronic or hardcopy form, to a public school regarding specified water safety topics. Upon receipt of such information the district may provide such information to parents/guardians at the time students enroll at the school and at the beginning of the school year.

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

CSBA NOTE: The following optional section reflects the Legislature's intent as stated in Education Code 49341, and ~~the California Department of Education's~~CDE's, "Science Safety Handbook for Public Schools." The 2014 Handbook is available for historical reference, upon request from CDE. More current information regarding science safety is available on CDE's website, "Science Safety," including the 2016 Science Framework, which has science safety guidance embedded in places where instructional guidance is mentioned.

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to regularly review, update, and implement these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. ~~The~~Additionally, the Superintendent or designee may ~~also~~ provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

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Policy Reference Disclaimer:
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State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 350	Fees not permitted
5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 17670	Shade structures

Ed. Code 215.5	Student identification cards; safety information
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32100	Professional boundaries between adults and students; safety of learning environments
Ed. Code 32225-32226	~~Communications~~Communication devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE School Safety and Security Resource Unit
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33355	Protocols for extreme weather conditions
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 38134	Use of school property
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property
Ed. Code 44808.5	Permission for high school students to leave school grounds; notice
Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
Ed. Code 49390-49395	Homicide threats
Ed. Code 51140	Water safety (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51140.&lawCode=EDC)
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction
Ed. Code 8482-8484.65	After School Education and Safety Program
Fam. Code 6552	Caregiver's authorization affidavit

Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment
H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety
Pen. Code 245.6	Hazing
Pen. Code 422.3	Threats to commit crime resulting in death or great bodily injury at daycare or school
Pub. Res. Code 5411	Purchase of playground equipment usable by persons with disabilities
Streets and Highways Code 894	Statewide safety and training programs; electric bicycles
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures; disposition by cities
Veh. Code 42201	Fines and forfeitures; disposition by counties
Vehicle Code 21201	Rules for operation of bicycle on roadway

Federal	**Description**
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
American Society for Testing and Materials ~~Pub.~~Publication	ASTM F1 1487-21, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025 (https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf)
CA Office of the Attorney General Publication	School District Legal Obligations to Prevent and Respond to Sexual Harassment, Assault, and Abuse, April 2026 (https://oag.ca.gov/system/files/media/legal-alert-oag-2026-01.pdf)
California Department of Education Publication	Science Safety Handbook for California Public Schools, 2014
California Department of Education Publication	2016 Science Framework (https://www.cde.ca.gov/ci/sc/cf/)
State Ed. Tech. Directors Assoc. Publication	Small Districts, Big Hurdles: Cybersecurity Support for Small, Rural, and Under-resourced School Districts, October 2023 (https://oercommons.org/courses/small-districts-big-hurdles)

Court Decision	Knight v. Jewett (1992) 3 Cal.4th 296
Court Decision	Lane v. City of Sacramento (2010) 183 Cal. App. 4th. 1337
Court Decision	J.H. v. Los Angeles Unified School District (2010) 183 Cal.App.4th 123
Court Decision	Kahn v. East Side Union High School District (2003) 31 Cal.4th 990
Court Decision	Dailey v. Los Angeles Unified School District (1970) 2 Cal.3d 741
Court Decision	Hoyem v. Manhattan Beach City School District (1978) 22 Cal. 3d 508
Court Decision	Wiener v. Southcoast Childcare Centers (2004) 32 Cal.4th 1138
State of California Publication	Protecting Californians From Extreme Heat: A State Action Plan to Build Community Resilience, April 2022
U.S. Consumer Product Safety Comm Publication	Public Playground Safety Handbook, 2015
Website	Vulnerable Road Users
Website	U.S. Department of Education, School Safety and Security
Website	Online e-bike safety and training program
Website	Schoolsafety.gov
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	California Office of Emergency Services
Website	CSBA District and County Office of Education Legal Services
Website	National Recreation and Park Association, Certified Playground Safety Inspector Certification
Website	American Society for Testing and Materials
Website	988 Suicide and Crisis Lifeline (https://www.988california.org/)
Website	National Domestic Violence Hotline (https://www.thehotline.org/)
Website	The Trevor Project (https://www.thetrevorproject.org/get-help/)
Website	Government Coordinating Councils (https://www.cisa.gov/resources-tools/groups/government-coordinating-councils)

Website	Federal Communications Commission, Schools and Libraries Cybersecurity Pilot Program (https://www.fcc.gov/cybersecurity-pilot-program)
Website	U.S. Consumer Product Safety Commission
Website	U.S. Environmental Protection Agency
Website	California Department of Education, Safe Schools
Website	California Department of Public Health
Website	Centers for Disease Control and Prevention
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3260	Fees And Charges
3260	Fees And Charges
3452	Student Activity Funds
3512	Equipment
3512-E(1)	Equipment
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification

3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.24	Maintaining Appropriate Adult-Student Interactions
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.24	Maintaining Appropriate Adult-Student Interactions
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.24	Maintaining Appropriate Adult-Student Interactions
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances

5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.~~7~~75	Weather ~~Sun~~ Safety
5142.1	Identification And Reporting Of Missing Children
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5143	Insurance
5143	Insurance
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.11	Questioning And Apprehension By Law Enforcement
6142.7	Physical Education
6142.7	Physical Education
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.93	Science Instruction
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips

6153	School-Sponsored Trips
6163.2	Animals At School
6163.2	Animals At School
7110	Facilities Master Plan

Policy 5145.6: Parent/Guardian Notifications

Status: ADOPTED

Original Adopted Date: 03/01/2007 **| Last Revised Date:** ~~06~~05/01/~~2025~~2026 **| Last Reviewed Date:** ~~06~~05/01/~~2025~~2026

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

The Governing Board desires to promote effective communication from the district and/or school to families to keep families informed regarding educational programs, district and school operations, and the legal rights of students and parents/guardians. The Superintendent or designee shall send parents/guardians all notifications required by law and any other notifications the Superintendent or designee believes will promote familial understanding and involvement.

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless the student's parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is not required. Any signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

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

Whenever a student enrolls in a district school during the school year, the student's parents/guardians shall be given all required parental notifications at that time.

CSBA NOTE: The following paragraph applies to notices required for certain federal programs, including, but not necessarily limited to, Title I notices pursuant to 20 USC 6311 and 6312, notices regarding the rights of parents/guardians of students with disabilities pursuant to 34 CFR 300.503 and 300.504, and notices of the educational rights of students experiencing homelessness pursuant to 42 USC 11432. The following paragraph may be revised to reflect district practice.

Notifications shall be presented in an understandable and uniform format.

CSBA NOTE: Pursuant to state and federal antidiscrimination laws, including the Americans with Disabilities Act (42 USC 12101; 28 CFR 35) and Section 504 of the Rehabilitation Act of 1973 (29 USC 794), auxiliary aides and services ~~must~~are required to be provided to qualified individuals with

disabilities to enable those individuals to effectively communicate and participate in public programs, services, or activities. For example, for the Medi-Cal Program, the Department of Health Care Services (DHCS), the state agency that administers the program, has issued Policy and Procedure Letters No. 21-017R and No. 23-004, which require districts to develop a plan to meet these alternative format requirements. For more information on the Medi-Cal Program, see AR 5141.6 - School Health Services.

When necessary, the district shall provide notifications to qualified individuals with disabilities in alternative formats, such as braille, large font, or audio recordings, to enable such individuals to effectively participate in any program, service, or activity, as required by law.

CSBA NOTE: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students ~~must~~are required to also be written in the primary language and may be answered by the parent/guardian in either language. Education Code 48985 requires the California Department of Education (CDE) to notify districts, by August 1 of each year, of the schools and the languages for which the translation of notices is required based on census data submitted to ~~the~~ CDE in the preceding fiscal year.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

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State	Description
17 CCR 2950-2951	Hearing tests
17 CCR 6000-6075	School attendance immunization requirements
22 CCR 101218.1	Child care and development licensing; parent/guardian rights
24 CCR 11B-703	Bathroom signage
5 CCR 11303	Reclassification of English learners
5 CCR 11511.5	English language proficiency assessment; test results
5 CCR 11523	Notice of proficiency examinations
5 CCR 17782	Notice of Action; application for services
5 CCR 17783	Notice of Action; recipient of services

5 CCR 18066	Child care and development policies regarding excused and unexcused absences
5 CCR 18094-18095	Notice of Action; child care and development services
5 CCR 18114	Notice of delinquent fees; child care and development services
5 CCR 18118-18119	Notice of Action; child care and development services
5 CCR 3052	Behavioral intervention
5 CCR 4622	Uniform complaint procedures
5 CCR 4631	Uniform complaint procedures; notification of decision and right to appeal
5 CCR 4917	Notification of sexual harassment policy
5 CCR 852	Exemptions from state assessments
5 CCR 863	Reports of state assessment results
Civ. Code 1798.29	District records; breach of security
Ed. Code 17288	Building standards for university campuses
Ed. Code 17612	Notification of pesticide use
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.5	Equal opportunity
Ed. Code 231.5	Sexual harassment policy
Ed. Code 231.6	Poster of sexual harassment policy
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 244	Prohibition of discrimination; instructional materials
Ed. Code 262.3	Appeals for discrimination complaints; information regarding availability of civil remedies
Ed. Code 310	Language acquisition programs
Ed. Code 313	Reclassification of English learners; parental consultation
Ed. Code 313.2	Long-term English learner; notification
Ed. Code 32221.5	Insurance for athletic team members
Ed. Code 32255-32255.6	Student's right to refrain from harmful or destructive use of animals
Ed. Code 32282	School safety plans

Ed. Code 32390	Voluntary program for fingerprinting students
Ed. Code 33479-33479.9	The Eric Parades Sudden Cardiac Arrest Prevention Act
Ed. Code 35160.5	Extracurricular and cocurricular activities
Ed. Code 35178.4	Notice of accreditation status
Ed. Code 35182.5	Advertising in the classroom
Ed. Code 35183	School dress code; uniforms
Ed. Code 35186	Complaints concerning deficiencies in instructional materials and facilities
Ed. Code 35211	Driver training; district insurance, parent/guardian liability
Ed. Code 35256	School Accountability Report Card
Ed. Code 35258	School Accountability Report Card
Ed. Code 35291	Rules for student discipline
Ed. Code 35292.5	All-gender restroom signage
Ed. Code 35292.6	School maintenance
Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 39831.5	School bus rider rules and information
Ed. Code 41329	School closures and consolidation
Ed. Code 440	English language proficiency assessment; instruction in English language development
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44808.5	Permission to leave school grounds
Ed. Code 46010.1	Notice regarding excuse to obtain confidential medical services
Ed. Code 46014	Regulations regarding absences for religious purposes
Ed. Code 46015	~~Accommodations for pregnant and parenting pupils~~Accommodations for pregnant and parenting students
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48000	Minimum age of admission
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 48204	Residency requirements
Ed. Code 48205	Absence for personal reasons

Ed. Code 48206.3	Students with temporary disabilities; individual instruction; definitions
Ed. Code 48207-48208	Students with temporary disabilities in hospitals
Ed. Code 48213	Prior notice of exclusion from attendance
Ed. Code 48216	Immunization and exclusion from attendance
Ed. Code 48260.5	Notice regarding truancy
Ed. Code 48262	Need for parent/guardian conference regarding truancy
Ed. Code 48263	Referral to school attendance review board or probation department
Ed. Code 48301	Interdistrict transfers
Ed. Code 48412	Certificate of proficiency
Ed. Code 48432.3	Voluntary enrollment in continuation education
Ed. Code 48432.5	Involuntary transfers of students
Ed. Code 48850-48859	Students in foster care and students experiencing homelessness
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48900.1	~~Parental~~Parent/Guardian attendance required after suspension
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48906	Notification of release of student to peace officer
Ed. Code 48911	Notification in case of suspension
Ed. Code 48911.1	Assignment to supervised suspension classroom
Ed. Code 48912	Closed sessions; consideration of suspension
Ed. Code 48915.1	Expelled students; enrollment in another district
Ed. Code 48916	Readmission procedures
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48929	Transfer of student convicted of violent felony or misdemeanor
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48980.3	Notification of pesticide use
Ed. Code 48980.4	Notice regarding full human papillomavirus (HPV) immunization

Ed. Code 48980.5	Availability of apprenticeship programs
Ed. Code 48980.6	Dual enrollment and International Baccalaureate options notification
Ed. Code 48981	Time and means of notification
Ed. Code 48982	Parent/Guardian signature acknowledging receipt of notice
Ed. Code 48983	Contents of notice
Ed. Code 48984	Activities prohibited unless notice given
Ed. Code 48985	Notices to parents/~~guardians~~guardian in language other than English
Ed. Code 48985.5	Synthetic drug use
Ed. Code 48986	Safe storage of firearms
Ed. Code 48987	Child abuse information
Ed. Code 49013	Use of uniform complaint procedures for complaints regarding student fees
Ed. Code 49063	Notification of ~~parental~~parent/guardian rights
Ed. Code 49067	Student evaluation; student in danger of failing course
Ed. Code 49068	Transfer of permanent enrollment and scholarship record
Ed. Code 49069.7	Absolute right to access
Ed. Code 49070	Challenging content of student record
Ed. Code 49073	Release of directory information
Ed. Code 49073.6	Student records; social media
Ed. Code 49076	Access to student records
Ed. Code 49077	Access to information concerning a student in compliance with court order
Ed. Code 49392	Threats of homicide at school
Ed. Code 49403	Cooperation in control of communicable disease and immunizations
Ed. Code 49423	Administration of prescribed medication for student
Ed. Code 49428.5	Mental health poster
Ed. Code 49451	Physical examinations: ~~parent's~~parent/guardian refusal to consent
Ed. Code 49452.5	Screening for scoliosis
Ed. Code 49452.6	Type 1 diabetes informational materials

Ed. Code 49452.7	Information on type 2 diabetes
Ed. Code 49452.8	Oral health assessment
Ed. Code 49455.5	Eye examination for purpose of eyeglasses
Ed. Code 49456	Results of vision or hearing test
Ed. Code 49471-49472	Insurance
Ed. Code 49475	Student athletes; concussions and head injuries
Ed. Code 49476	Student athletes; opioid fact sheet
Ed. Code 49480	Continuing medication regimen for nonepisodic conditions
Ed. Code 49510-49520	Duffy-Moscone Family Nutrition Education and Services Act of 1970
Ed. Code 51101	Psychological testing
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.25	Students participating in a newcomer program
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31	Graduation from high school; exemption for eligible students with special needs
Ed. Code 51225.8	Completion and submission of FAFSA and CADAA
Ed. Code 51229	Course of study for grades 7-12
Ed. Code 51500-51501	Prejudices; nondiscriminatory subject matter
Ed. Code 51513	Personal beliefs; privacy
Ed. Code 51749.5	Independent study
Ed. Code 51938	HIV/AIDS and sexual health instruction
Ed. Code 52062	Local control and accountability plans and the statewide system of support
Ed. Code 52164	Language census
Ed. Code 52164.1	Census-taking methods; determination of primary language; assessment of language skills
Ed. Code 52164.3	Reassessment of English learners; notification of results
Ed. Code 52242	Advanced placement examination fees
Ed. Code 54444.2	Migrant education programs; parent/guardian involvement
Ed. Code 56301	Child-find system; policies regarding written notification rights

Ed. Code 56321	Special education: proposed assessment plan
Ed. Code 56321.5-56321.6	Notice of parent/guardian rights pertaining to special education
Ed. Code 56329	Written notice of right to findings; independent assessment
Ed. Code 56341.1	Development of individualized education program; right to audio record meeting
Ed. Code 56341.5	Individualized education program team meetings
Ed. Code 56343.5	Individualized education program meetings
Ed. Code 56366.45	Change in status of a nonpublic, nonsectarian school or agency
Ed. Code 56521.1	Behavioral intervention
Ed. Code 58501	Alternative schools; notice required prior to establishment
Ed. Code 60615	Exemption from state assessment
Ed. Code 60641	California Assessment of Student Performance and Progress
Ed. Code 60900.5	Use of CalPADS data
Ed. Code 69432.9	Submission of grade point average to Cal Grant program
Ed. Code 8212	Complaints related to preschool health and safety issues
Ed. Code 8483	Before/after school program; enrollment priorities
Ed. Code 8489	Expulsion and suspension procedures in ~~childcare~~child care and development services programs
Ed. Code 8489.1	Expulsion and suspension procedures in ~~childcare~~child care and development services programs
H&S Code 104420	Tobacco use prevention
H&S Code 104855	Availability of topical fluoride treatment
H&S Code 116277	Lead testing of potable water at schools and requirements to remedy
H&S Code 120365-120375	Immunizations
H&S Code 120440	Sharing immunization information
H&S Code 124100-124105	Health screening and immunizations
H&S Code 1596.8555	Administration of child day care licensing; posting license
H&S Code 1596.857	Right to enter child care facility
H&S Code 1597.16	Licensed child care centers; lead testing
H&S Code 1797.196	Automated external defibrillator locations

Pen. Code 626.81	Notice of permission granted to sex offender to volunteer on campus
Pen. Code 627.5	Hearing request following denial or revocation of registration
W&I Code 10228	Child care providers; posting of rates, discounts, and scholarships

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights
20 USC 1415	Procedural safeguards
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6318	Parent/guardian and family engagement
20 USC 7704	Impact Aid; policies and procedures related to children residing on Indian lands
20 USC 7908	Armed forces recruiter access to students
34 CFR 104.32	District responsibility to provide free appropriate public education
34 CFR 104.36	Procedural safeguards
34 CFR 104.8	Nondiscrimination
34 CFR 106.9	Severability
34 CFR 200.48	Teacher qualifications
34 CFR 222.94	Impact Aid; district responsibilities
34 CFR 300.300	Parent/Guardian consent for special education evaluation
34 CFR 300.322	Parent/Guardian participation in IEP team meetings
34 CFR 300.502	Independent educational evaluation of student with disability
34 CFR 300.503	Prior written notice regarding identification, evaluation, or placement of student with disability
34 CFR 300.504	Procedural safeguards notice for students with disabilities
34 CFR 300.508	Due process complaint
34 CFR 300.530	Discipline procedures
34 CFR 99.30	Disclosure of personally identifiable information
34 CFR 99.34	Student records; disclosure to other educational agencies
34 CFR 99.37	Disclosure of directory information

34 CFR 99.7	Student records; annual notification
40 CFR 763.84	Asbestos inspections, response actions, and post-response actions
40 CFR 763.93	Asbestos management plans
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 1758	Child nutrition programs
7 CFR 245.5	Eligibility criteria for free and reduced-price meals
7 CFR 245.6a	Verification of eligibility for free and reduced-price meals

Management Resources	**Description**
California Attorney General	~~Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, December 2024~~Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025 (https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf)
CA Office of the Attorney General Publication	Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025, April 2026 (https://oag.ca.gov/system/files/media/ece-childcare-guidance-model-policies-public.pdf)
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. 522
U.S. Department of Agriculture Publication	Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005
Website	CSBA District and County Office of Education Legal Services
Website	Office of the Attorney General (State of California - Department of Justice - Office of the Attorney General)
Website	U.S. Department of Agriculture, Food and Nutrition Service

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0510	School Accountability Report Card
0510	School Accountability Report Card
5020	Parent Rights and Responsibilities
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1445	Response to Immigration Enforcement
1445	Response to Immigration Enforcement
3231	Impact Aid
3260	Fees And Charges
3260	Fees And Charges
3312	Contracts
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.2	Integrated Pest Management
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program

3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
3580	District Records
3580	District Records
4112.2	Certification
4112.2	Certification
4119.21	Professional Standards
4119.24	Maintaining Appropriate Adult-Student Interactions
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.24	Maintaining Appropriate Adult-Student Interactions
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.24	Maintaining Appropriate Adult-Student Interactions
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5030	Student Wellness
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5112.2	Exclusions From Attendance

5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5125.3	Challenging Student Records
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5132	Dress And Grooming
5132	Dress And Grooming
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations

5141.32	Health Screening For School Entry
5141.5	Mental Health
5141.6	School Health Services
5141.6	School Health Services
5142.1	Identification And Reporting Of Missing Children
5143	Insurance
5143	Insurance
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.8	Refusal To Harm Or Destroy Animals
5146	Married/Pregnant/Parenting Students
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6020	Parent Involvement
6020	Parent Involvement
6111	School Calendar

6112	School Day
6112	School Day
6117	Year-Round Schedules
6141.2	Recognition of Religious Beliefs and Customs
6141.2	Recognition of Religious Beliefs and Customs
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E(1)	Certificate Of Proficiency/High School Equivalency
6146.3	Reciprocity of Academic Credit
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education

6159.4	Behavioral Interventions For Special Education Students
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.8	Research
6162.8	Research
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6170.1	Transitional Kindergarten
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.3	Education For Juvenile Court School Students
6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6178	Career Technical Education
6178	Career Technical Education
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
9310	Board Policies

Exhibit 5145.6-E(1): Parent/Guardian Notifications

Status: ADOPTED

Original Adopted Date: 03/01/2018 **| Last Revised Date:** 06/01/2025 **| Last Reviewed Date:** 06/01/2025

Cautionary Notice: Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of ~~2024~~ (~~AB~~ ~~107~~2025 (SB 101, Ch. ~~22~~4, Statutes of ~~2024~~2025) extends the suspension of these requirements through the ~~2024-25~~2025-26 fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

CSBA NOTE: Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students ~~must~~are required to be written in the primary language as well as in English.

The following exhibit lists notices that the law explicitly requires be provided to parents/guardians. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements. For example, see AR 1312.3 - Uniform Complaint Procedures for the contents of the annual notice regarding uniform complaint procedures (UCP) as mandated by 5 CCR 4622.

The exhibit does not include other notices that are recommended throughout CSBA's sample policy manual, but are not required by law. The district may revise the exhibit to reflect additional notifications provided by the district.

This exhibit is a non-exhaustive list of notices that the law explicitly requires be provided to parents/guardians. Other notices may exist and be identified in the future.

I. Annually

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 222.5; 46015
Board Policy/Administrative Regulation #: See BP 5146
Subject: Rights and options for pregnant and parenting students

CSBA NOTE: Pursuant to Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), districts were **mandated** to ~~adopt~~update their policies~~,~~ by ~~July~~March 1, ~~2018~~2026, with language that is equivalent to the model policy language developed by the California Attorney General in "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's ~~K~~TK-12 Schools in Responding to Requests for Access and Information for Immigration ~~Issues,"~~ ~~first~~Enforcement Purposes," published ~~in April~~ ~~2018~~ (~~"2018~~ ~~Guidance").~~ ~~The Attorney~~ ~~General~~ ~~updated~~ ~~the~~ ~~2018~~ ~~Guidance~~ ~~in~~ on December ~~2024~~ (~~"2024~~ ~~Guidance"~~) ~~and~~ ~~has~~

~~stated~~ ~~that~~ ~~districts~~ ~~"should"~~ ~~adopt~~ ~~or~~ ~~update~~ ~~their~~ ~~policies~~ ~~based~~ ~~on~~ ~~the~~ ~~2024~~ ~~Guidance~~ ~~by~~ ~~May~~ 1, 2025~~.~~ (2025 Guidance). The ~~2024~~2025 Guidance is available on the Office of the Attorney General's website.

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 234.7
Board Policy/Administrative Regulation #: See BP 0410, BP 1445
Subject: Right to a free public education regardless of immigration status or religious beliefs; information relating to educational rights developed by the Attorney General

When to Notify: Beginning of each school year or upon enrollment
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, AR 6174
Subject: Information on the district's language acquisition program

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 17611.5, 17612, 48980.3
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Use of pesticide products, active ingredients, internet address to access information, and, if district uses certain pesticides, integrated pest management plan

When to Notify: Annually by February 1
Education or Other Legal Code: Education Code 35256, 35258
Board Policy/Administrative Regulation #: See BP 0510
Subject: School Accountability Report Card provided

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 35291, 48980
Board Policy/Administrative Regulation #: See AR 5144, AR 5144.1
Subject: District and site discipline rules

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 44050
Board Policy/Administrative Regulation #: See BP 4119.21~~, BP~~ /4219.21~~, BP~~ /4319.21, BP 4119.24/4219.24/4319.24
Subject: ~~Code~~For districts that maintain a code of conduct, material addressing employee interactions with students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 46010.1
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for confidential medical services

When to Notify: Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2

Subject: District policy authorizing transfer

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: Schedule of minimum days and student-free staff development days

CSBA NOTE: Pursuant to Education Code 51500, as amended by AB 715 (Ch. 428, Statutes of 2025), teachers may not give instruction and districts may not sponsor any activity that promotes a discriminatory bias. Additionally, Education Code 51501, as amended by AB 715, requires that instructional materials adopted by the Governing Board be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.

Education Code 244, as amended by AB 715, prohibits the Board from adopting or approving the use of any staff development materials or services if such materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220.

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: None
Subject: The protections, requirements, and responsibilities prescribed in Assembly Bill 715 of the 2025–26 Regular Legislative Session

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 231.5; 5 CCR 4917; 34 CFR 106.8
Board Policy/Administrative Regulation #: See AR 5145.7
Subject: Copy of sexual harassment policy as related to students; contact information for Title IX coordinator

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 32255-32255.6
Board Policy/Administrative Regulation #: See AR 5145.8
Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301
Board Policy/Administrative Regulation #: See BP 5111.1, AR 5116.1, AR 5117
Subject: All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process

When to Notify: Beginning of each school year, if Governing Board allows such absence
Education or Other Legal Code: Education Code 48980, 46014
Board Policy/Administrative Regulation #: See AR 5113

Subject: Absence for religious exercise or purposes

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 48205
Board Policy/Administrative Regulation #: See AR 5113, BP 6154
Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 48206.3, 48207, 48208
Board Policy/Administrative Regulation #: See AR 6183
Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49403
Board Policy/Administrative Regulation #: See BP 5141.31
Subject: School immunization program

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49423, 49480
Board Policy/Administrative Regulation #: See AR 5141.21
Subject: Administration of prescribed medication

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49451; 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Right to refuse consent to physical examination

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49471, 49472
Board Policy/Administrative Regulation #: See BP 5143
Subject: Availability of insurance

When to Notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement
Education or Other Legal Code: Education Code 48980, 51225.3
Board Policy/Administrative Regulation #: See AR 6146.1
Subject: How district established graduation requirements do or do not satisfy college entrance A-G course criteria; district's CTE courses that satisfy A-G course criteria

When to Notify: Beginning of each school year in grades 11-12
Education or Other Legal Code: Education Code 48980.5
Board Policy/Administrative Regulation #: ~~To be included in BP 6178~~None
Subject: Information on local apprenticeship and pre-apprenticeship programs

When to Notify: At the beginning of each school year in grades 7-12
Education or Other Legal Code: Education Code 48980.6

Board Policy/Administrative Regulation #: ~~To be included in~~ BP 6141.4
Subject: Any dual enrollment or International Baccalaureate courses offered by the district

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48985.5
Board Policy/Administrative Regulation #: See BP 5131.6
Subject: The dangers of using synthetic drugs not prescribed by a physician, possibility that such drugs can be found in counterfeit pills, and the risk of social media being used to market synthetic drugs, such as fentanyl

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48986, 49392
Board Policy/Administrative Regulation #: See AR 0450
Subject: Information and laws related to the safe storage of firearms and California's child access prevention laws

When to Notify: Annually (not otherwise specified)
Education or Other Legal Code: Education Code 49013; 5 CCR 4622
Board Policy/Administrative Regulation #: See AR 1312.3, BP 0460, BP 3260
Subject: Uniform complaint procedures, available appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, AR 5125.3
Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7
Board Policy/Administrative Regulation #: See AR 5125
Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria for defining school officials and to determine legitimate educational interest, categories defined as directory information, disclosures, right to file complaint with U.S. Department of Education, course prospectus availability

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Release of directory information

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49069.5, 51225.1, 51225.25
Board Policy/Administrative Regulation #: See AR ~~6173, AR 6173.1, AR 6173.3, AR 6175~~6146.3
Subject: Transfer of coursework and credits for foster youth, students experiencing homelessness, former juvenile court school students, children of military family, and newcomer students

When to Notify: Two or more times during the school year

Education or Other Legal Code: Education Code 49428
Board Policy/Administrative Regulation #: See BP 5141.5
Subject: How to access mental health services at school and/or in the community

When to Notify: ~~Beginning of each school year in schools serving students in grades 6-12~~
~~Education or Other Legal Code: Education Code 49428.5~~
~~Board Policy/Administrative Regulation #: See BP 5141.5~~
~~Subject: Distribution of digitized mental health poster online~~

~~When to Notify:~~ Annually or upon enrollment in elementary school
Education or Other Legal Code: Education Code 49452.6
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Availability of type 1 diabetes informational materials developed by the California Department of Education

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49520, 48980, 42 USC 1758, 7 CFR 245.5
Board Policy/Administrative Regulation #: See AR 3553
Subject: Eligibility and application process for free and reduced price meals

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 51513, 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022, BP 6162.8
Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

When to Notify: When developing the local control and accountability plan and during the annual update of the local control and accountability plan (LCAP)
Education or Other Legal Code: Education Code 52062
Board Policy/Administrative Regulation #: See BP 0460
Subject: Opportunity to submit written comments regarding specific actions and expenditures in proposed plan or annual update

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 56301
Board Policy/Administrative Regulation #: See BP 6164.4
Subject: Parental rights ~~re:~~regarding special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 58501, 48980
Board Policy/Administrative Regulation #: See AR 6181
Subject: Alternative schools

When/Whom to Notify: Annually (not otherwise specified)

Education or Other Legal Code: Education Code 60615, 5 CCR 852
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Student's participation in state assessments; option to request exemption from testing

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 60900.5
Board Policy/Administrative Regulation #: ~~Not currently in CSBA policy~~AR 5125, AR 6143
Subject: Use of CalPADS data as specified in Education Code 60900.5

When to Notify: Beginning of each school year
Education or Other Legal Code: Health and Safety Code 104855
Board Policy/Administrative Regulation #: See AR 5141.6
Subject: Availability of dental fluoride treatment; opportunity to accept or deny treatment

When to Notify: Beginning of each school year, if district receives Title I funds
Education or Other Legal Code: 20 USC 6312; 34 CFR 200.48
Board Policy/Administrative Regulation #: See BP 4112.2, AR 4222
Subject: Right to request information ~~re:~~regarding professional qualifications of child's teacher and paraprofessional

When to Notify: Beginning of each school year
Education or Other Legal Code: 34 CFR 104.8, 106.8
Board Policy/Administrative Regulation #: See BP 0410, BP 6178
Subject: Nondiscrimination

When to Notify: Beginning of each school year to parent/guardina, teacher, and employee organizations or, in their absence, individuals
Education or Other Legal Code: 40 CFR 763.84, 40 CFR 763.93
Board Policy/Administrative Regulation #: See AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When to Notify: Beginning of each school year
Education or Other Legal Code: USDA FNS Instructions 113-1
Board Policy/Administrative Regulation #: See BP 3555
Subject: Information related to the district's food service programs

When to Notify: Beginning of each school year
Education or Other Legal Code: USDA SP-46-2016
Board Policy/Administrative Regulation #: See AR 3551
Subject: District policy on meal payments

II. At Specific Times During the Student's Academic Career

When to Notify: Beginning in grade 7, at least once prior to course selection and career counseling
Education or Other Legal Code: Education Code 221.5, 48980

Board Policy/Administrative Regulation #: See BP 6164.2
Subject: Course selection and career counseling

When to Notify: Upon a student's enrollment
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, AR 6174
Subject: Information on the district's language acquisition programs

When to Notify: When child first enrolls in a public school, if the school offers a fingerprinting program
Education or Other Legal Code: Education Code 32390, 48980
Board Policy/Administrative Regulation #: See AR 5142.1
Subject: Fingerprinting program

When/Whom to Notify: When participating in driver training courses under the jurisdiction of the district
Education or Other Legal Code: Education Code 35211
Board Policy/Administrative Regulation #: None
Subject: Civil liability, insurance coverage

When to Notify: Upon registration in K-6, if students have not previously been transported
Education or Other Legal Code: Education Code 39831.5
Board Policy/Administrative Regulation #: See AR 3543
Subject: School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops

When to Notify: Beginning of each school year for high school students, if high school is open campus
Education or Other Legal Code: Education Code 44808.5, 48980
Board Policy/Administrative Regulation #: See BP 5112.5
Subject: Open campus status

When to Notify: When admitted or advancing to sixth grade
Education or Other Legal Code: Education Code 48980.4
Board Policy/Administrative Regulation #: ~~Not currently in CSBA policy~~None
Subject: A statement regarding the state's public policy, advising that ~~the student~~students adhere to current immunization guidelines regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level

When to Notify: Prior to providing an eye examination
Education or Other Legal Code: Education Code 49455.5
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Upcoming eye examinations at school site, including form on which parent/guardian may indicate lack of consent

When to Notify: When a parent/guardian request for district designation of volunteers is received for training on emergency use of anti-seizure medication for a student diagnosed with seizures

Education or Other Legal Code: Education Code 49468.2
Board Policy/Administrative Regulation #: See AR 5141.21
Subject: Request for volunteers to be trained in the recognition and response to seizures, including administration of emergency anti-seizure medication, description of training, right to rescind offer to volunteer, prohibition against retaliation.

When to Notify: Upon a student's enrollment
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, AR 5125.3
Subject: Specified rights related to student records

When to Notify: When students enter grade 7
Education or Other Legal Code: Education Code 49452.7
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Specified information on type 2 diabetes

When to Notify: In transitional kindergarten, kindergarten, or in first grade if not previously enrolled in public school
Education or Other Legal Code: Education Code 49452.8
Board Policy/Administrative Regulation #: See AR 5141.32
Subject: Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights

When to Notify: Prior to administering any psychological test
Education or Other Legal Code: Education Code 51101
Board Policy/Administrative Regulation #: See AR 5020
Subject: Information about and to opt out of any psychological testing involving their child

When to Notify: On a timely basis following an absence
Education or Other Legal Code: Education Code 51101
Board Policy/Administrative Regulation #: See AR 5020
Subject: If child is absent from school without permission

When to Notify: Before grade 12
Education or Other Legal Code: Education Code 51225.8
Board Policy/Administrative Regulation #: See AR 6143
Subject: Completion and submission of FAFSA and CADAA

When to Notify: Beginning of each school year for students in grades 9-12
Education or Other Legal Code: Education Code 51229, 48980
Board Policy/Administrative Regulation #: See AR 6143, BP 6178
Subject: UC and CSU College admission requirements, UC and CSU websites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors to assist with selection of courses that meet college admission requirements and/or enroll in CTE courses, direction to the CaliforniaColleges.edu platform to access resources that help students and their families learn about college admission requirements

When to Notify: Beginning of each school year for students in grades 9-12
Education or Other Legal Code: Education Code 51229, 48980

Board Policy/Administrative Regulation #: See AR 5125
Subject: Disclosure that student data may be shared with the California College Guidance Initiative to provide students and their families with direct access to online tools and resources for college and career planning

When to Notify: Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year
Education or Other Legal Code: Education Code 51938, 48980
Board Policy/Administrative Regulation #: See AR 6142.1
Subject: Sexual health and HIV prevention education; right to view ~~A/V~~audiovisual materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse

When to Notify: Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year
Education or Other Legal Code: Education Code 60641, 5 CCR 863
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Results of tests; test purpose, individual score and intended use

When/Whom to Notify: By October 15 for students in grade 12
Education or Other Legal Code: Education Code 69432.9
Board Policy/Administrative Regulation #: See AR 5121, AR 5125
Subject: Forwarding of student's grade point average to Cal Grant program; timeline to opt out

When to Notify: Upon enrollment in a California State Preschool program
Education or Other Legal Code: Education Code 8489.1
Board Policy/Administrative Regulation #: See AR 5148.3
Subject: Limitations on disenrollment, including expulsion and suspension and how to file an appeal in the event of expulsion or suspension

When to Notify: When child is enrolled or reenrolled in a licensed child care and development center or preschool
Education or Other Legal Code: Health and Safety Code 1596.7996
Board Policy/Administrative Regulation #: See AR 5148
Subject: Information on risks and effects of lead exposure, blood lead testing

When to Notify: When child participates in licensed child care and development program
Education or Other Legal Code: Health and Safety Code 1596.857, 22 CCR 101218.1
Board Policy/Administrative Regulation #: See AR 5148
Subject: Parent/guardian right to enter and inspect facility and other rights as specified

When to Notify: When child is enrolled in a licensed child care and development center or preschool
Education or Other Legal Code: Health and Safety Code 1597.640
Board Policy/Administrative Regulation #: See BP/AR 5148, BP 5148.3
Subject: Website with Attorney General's model policies

When to Notify: When child is enrolled in kindergarten
Education or Other Legal Code: Health and Safety Code 124100, 124105
Board Policy/Administrative Regulation #: See AR 5141.32
Subject: Health screening examination

When to Notify: To students in grades 11-12, early enough to enable registration for fall test
Education or Other Legal Code: 5 CCR 11523
Board Policy/Administrative Regulation #: See AR 6146.2
Subject: Notice of proficiency examination provided under Education Code 48412

When to Notify: When child participates in licensed child care and development program
Education or Other Legal Code: 5 CCR 18066
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies regarding excused and unexcused absences

When to Notify: Upon child's enrollment in child care and development program
Education or Other Legal Code: 5 CCR 18114
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policy on fee collection

When to Notify: To secondary students, if district receives Title I funds
Education or Other Legal Code: 20 USC 7908
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Request that district not release student's name, address, and phone number to military recruiters without prior written consent

III. When Special Circumstances Occur

When to Notify: In the event of a breach of security of district records
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: See BP 3580
Subject: Types of records affected, date of breach, description of incident, contact information for credit reporting agencies

When to Notify: Upon receipt of a complaint alleging discrimination
Education or Other Legal Code: Education Code 262.3
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Civil law remedies available to complainants

When to Notify: When determining whether an English learner should be reclassified as fluent English proficient
Education or Other Legal Code: Education Code 313, 5 CCR 11303
Board Policy/Administrative Regulation #: See AR 6174
Subject: Description of reclassification process, opportunity for parent/guardian to participate

When to Notify: When Student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year

Education or Other Legal Code: Education Code 313.2, 440, 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program

When to Notify: When the school confirms the presence of immigration enforcement on the school site
Education or Other Legal Code: Education Code 32282
Board Policy/Administrative Regulation #: AR 0450, 1445
Subject: Presence of immigration enforcement on school site

When to Notify: For districts under financial distress, as defined, upon an affirmative action by the Board to implement a school closure or consolidation
Education or Other Legal Code: Education Code 41329
Board Policy/Administrative Regulation #: ~~Not currently in CSBA policy~~None
Subject: The date of the closure or consolidation, student's new school assignment, district resources to support student transition, contacts for additional information~~.~~

When to Notify: Prior to implementing alternative schedule
Education or Other Legal Code: Education Code 46162
Board Policy/Administrative Regulation #: See BP 6112
Subject: Public hearing on alternative schedule in secondary grades

When to Notify: When a student experiencing homelessness ~~or~~, a foster youth, or a child eligible for free or reduced price meals applies for enrollment in before/after school program
Education or Other Legal Code: Education Code 8483
Board Policy/Administrative Regulation #: See AR 5178.2
Subject: Right to priority enrollment and how to request priority enrollment

When to Notify: When certification status of a nonpublic, nonsectarian school or agency attended by a district student changes, within 14 days of becoming aware of the change
Education or Other Legal Code: Education Code 56366.45
Board Policy/Administrative Regulation #: ~~Not currently in CSBA policy~~BP 6159.2
Subject: A change in certification status of nonpublic, nonsectarian school or agency

When to Notify: When a child in a California State Preschool program exhibits persistent and serious challenging behaviors
Education or Other Legal Code: Education Code 8489.1
Board Policy/Administrative Regulation #: See AR 5148.3
Subject: Description of the child's behaviors and program plan for maintaining the child's safe participation in program and expulsion/unenrollment process

When to Notify: At least 24 hours before the effective date of suspending or expelling a child from a California State Preschool program
Education or Other Legal Code: Education Code 8489.1
Board Policy/Administrative Regulation #: See AR 5148.3
Subject: "Notice of Action, Recipient of Services," as described in 5 CCR 17783

When to Notify: Before high school student attends specialized secondary program on a university campus
Education or Other Legal Code: Education Code 17288
Board Policy/Administrative Regulation #: None
Subject: University campus buildings may not meet Education Code requirements for structural safety

When to Notify: At least 72 hours before use of pesticide product not included in annual list
Education or Other Legal Code: Education Code 17612
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Intended use of pesticide product

When to Notify: To members of athletic teams
Education or Other Legal Code: Education Code 32221.5
Board Policy/Administrative Regulation #: See AR 5143
Subject: Offer of insurance; no-cost and low-cost program options

When to Notify: Annually to parents/guardians of student athletes before participation in competition
Education or Other Legal Code: Education Code 33479.3
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on sudden cardiac arrest

When to Notify: If school has lost its WASC accreditation status
Education or Other Legal Code: Education Code 35178.4
Board Policy/Administrative Regulation #: See BP 6190
Subject: Loss of status, potential consequences

When/Whom to Notify: When district has contracted for electronic products or services that disseminate advertising
Education or Other Legal Code: Education Code 35182.5
Board Policy/Administrative Regulation #: See BP 3312
Subject: Advertising will be used in the classroom or learning center

When to Notify: At least six months before implementing a schoolwide uniform policy
Education or Other Legal Code: Education Code 35183
Board Policy/Administrative Regulation #: See AR 5132
Subject: Dress code policy requiring schoolwide uniform

When to Notify: Before implementing a year-round schedule
Education or Other Legal Code: Education Code 37616
Board Policy/Administrative Regulation #: See BP 6117
Subject: Public hearing on year-round schedule

When to Notify: When interdistrict transfer is requested and not approved or denied within 30 days

Education or Other Legal Code: Education Code 46601
Board Policy/Administrative Regulation #: See AR 5117
Subject: Appeal process

When to Notify: Before early entry to transitional kindergarten or kindergarten, if early entry offered
Education or Other Legal Code: Education Code 48000
Board Policy/Administrative Regulation #: See AR 5111, AR 6170.1
Subject: Effects, advantages and disadvantages of early entry

When to Notify: When student identified as being at risk of retention
Education or Other Legal Code: Education Code 48070.5
Board Policy/Administrative Regulation #: See AR 5020, 5123
Subject: Student at risk of retention

When to Notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health
Education or Other Legal Code: Education Code 48213
Board Policy/Administrative Regulation #: See AR 5112.2
Subject: Student has been excluded from school

When to Notify: Before already admitted student is excluded for lack of immunization
Education or Other Legal Code: Education Code 48216, 17 CCR 6040
Board Policy/Administrative Regulation #: See AR 5141.31
Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

When to Notify: When a student is classified as truant
Education or Other Legal Code: Education Code 48260.~~5Board~~5
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Truancy, ~~parental~~parent/guardian obligation, availability of alternative programs, right to a conference, availability of mental health and supportive services

When to Notify: When a truant is referred to a SARB or probation department
Education or Other Legal Code: Education Code 48263
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Name and address of SARB or probation department and reason for referral

When/Whom to Notify: When student requests to voluntarily transfer to continuation school
Education or Other Legal Code: Education Code 48432.3
Board Policy/Administrative Regulation #: See AR 6184
Subject: Copy of district policy and regulation on continuation education

When to Notify: Prior to involuntary transfer to continuation school
Education or Other Legal Code: Education Code 48432.5
Board Policy/Administrative Regulation #: See AR 6184
Subject: Right to require a meeting prior to involuntary transfer to continuation school

When/Whom to Notify: To person holding educational rights, prior to recommending placement of foster youth outside school of origin
Education or Other Legal Code: Education Code 48853.5
Board Policy/Administrative Regulation #: See AR 6173.1
Subject: Basis for the placement recommendation

When to Notify: When a foster youth or an Indian child receives a suspension, expulsion, manifestation determination, or involuntary transfer
Education or Other Legal Code: Education Code 48853.5
Board Policy/Administrative Regulation #: See AR 6173.1, AR 6173.4
Subject: Suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information to a foster youth's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, the child's county social worker

When to Notify: When student is removed from class and teacher requires parental attendance at school
Education or Other Legal Code: Education Code 48900.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Parental attendance required; timeline for attendance

When to Notify: Prior to withholding grades, diplomas, or transcripts
Education or Other Legal Code: Education Code 48904
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student
Education or Other Legal Code: Education Code 48904.3
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer
Education or Other Legal Code: Education Code 48906
Board Policy/Administrative Regulation #: See BP 5145.11
Subject: Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as a victim of suspected child abuse

When to Notify: At time of suspension
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See BP 5144.1, AR 5144.1
Subject: Notice of suspension

When to Notify: When original period of suspension is extended
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Extension of suspension

When to Notify: At the time a student is assigned to a supervised suspension classroom
Education or Other Legal Code: Education Code 48911.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: The student's assignment to a supervised suspension classroom

When to Notify: Before holding a closed session re: suspension
Education or Other Legal Code: Education Code 48912
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Intent to hold a closed session re: suspension

When to Notify: When a student expelled from another district for certain acts seeks admission
Education or Other Legal Code: Education Code 48915.1, 48918
Board Policy/Administrative Regulation #: See BP 5119
Subject: Hearing ~~re:~~regarding possible danger presented by expelled student

When to Notify: When readmission is denied
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Readmission procedures

When to Notify: At least 10 calendar days before expulsion hearing
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Decision to expel; right to appeal to County Board of Education; obligation to inform new district of status

When to Notify: Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: Right to request a meeting with principal or designee

When to Notify: One month before the scheduled minimum day
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: When minimum days are scheduled after the beginning of the school year

When to Notify: When parents/guardians request guidelines for filing complaint of child abuse at a school site
Education or Other Legal Code: Education Code 48987
Board Policy/Administrative Regulation #: See AR 5141.4
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When to Notify: When student in danger of failing a course
Education or Other Legal Code: Education Code 49067
Board Policy/Administrative Regulation #: See AR 5121
Subject: Student in danger of failing a course

When to Notify: When student transfers from another district or private school into the district
Education or Other Legal Code: Education Code 49068
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to receive copy of student's record and a hearing to challenge content of student's records

When/Whom to Notify: When parent/guardian's challenge of student record is denied and parent/guardian appeals
Education or Other Legal Code: Education Code 49070
Board Policy/Administrative Regulation #: See AR 5125.3
Subject: If Governing Board sustains allegations, the correction of destruction of record; if denied, right to submit written objection

When/Whom to Notify: When district is considering program to gather safety-related information from students' social media activity
Education or Other Legal Code: Education Code 49073.6
Board Policy/Administrative Regulation #: See BP 5125
Subject: Opportunity for input on proposed program

When/Whom to Notify: When district adopts program to gather information from students' social media activity, and annually thereafter
Education or Other Legal Code: Education Code 49073.6
Board Policy/Administrative Regulation #: AR 5125
Subject: Information is being gathered, access to records, process for removal or corrections, destruction of records

When to Notify: Within 24 hours of release of information to a judge or probation officer
Education or Other Legal Code: Education Code 49076
Board Policy/Administrative Regulation #: See AR 5125
Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

When to Notify: Before release of information pursuant to court order or subpoena
Education or Other Legal Code: Education Code 49077

Board Policy/Administrative Regulation #: See AR 5125
Subject: Release of information pursuant to court order or subpoena

When to Notify: When screening results in suspicion that student has scoliosis
Education or Other Legal Code: Education Code 49452.5
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Scoliosis screening

When to Notify: When test results in discovery of visual or hearing defects
Education or Other Legal Code: Education Code 49456; 17 CCR 2951
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Vision or hearing test results

When to Notify: Annually to parents/guardians of student athletes
Education or Other Legal Code: Education Code 49475
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on concussions and head injuries

When to Notify: Annually to parents/guardians of student athletes before their first practice or competition
Education or Other Legal Code: Education Code 49476
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Opioid fact sheet

When/Whom to Notify: Within 30 days of foster youth, student experiencing homelessness, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or enrollment of newcomer student in grades 11-12
Education or Other Legal Code: Education Code 51225.1, 51225.25
Board Policy/Administrative Regulation #: See BP 6146.~~1, AR 6173, AR 6173.1, AR 6173.3, AR 6175~~3
Subject: Exemption from local graduation requirements, effect on college admission, option for fifth year of high school, transfer opportunities through California Community Colleges

When to Notify: When satisfactory educational progress in one or more independent study courses is not being made by student under 18
Education or Other Legal Code: Education Code 51749.5
Board Policy/Administrative Regulation #: See BP 6158
Subject: Findings from evaluation to determine if it is in student's best interest to remain in independent study or whether student should be referred to an alternative program.

When to Notify: Before any test/survey questioning personal beliefs
Education or Other Legal Code: Education Code 51513
Board Policy/Administrative Regulation #: See AR 5022
Subject: Permission for test, survey questioning personal beliefs

When to Notify: At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year

Education or Other Legal Code: Education Code 51938
Board Policy/Administrative Regulation #: See AR 6142.1
Subject: Instruction in HIV prevention or sexual health by guest speaker or outside consultant

When to Notify: Prior to administering survey regarding health risks and behaviors to students in 7-12
Education or Other Legal Code: Education Code 51938
Board Policy/Administrative Regulation #: See AR 5022
Subject: Notice that the survey will be administered

When to Notify: Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency
Education or Other Legal Code: Education Code 52164.1, 52164.3, 5 CCR 11511.5
Board Policy/Administrative Regulation #: See AR 6174
Subject: Results of state test of English proficiency

When to Notify: When migrant education program is established
Education or Other Legal Code: Education Code 54444.2
Board Policy/Administrative Regulation #: See BP 6175, AR 6175
Subject: Parent advisory council membership composition

When to Notify: When ~~child participates in licensed child care and development program~~
~~Education or Other Legal Code: Health and Safety Code 1596.857, 22 CCR 101218.1~~
~~Board Policy/Administrative Regulation #: See AR 5148~~
~~Subject: Parent/guardian right to enter and inspect facility and other rights as specified~~

~~When to Notify: When a licensed child care~~a licensed child care and development center has a building constructed before January 1, 2010 and has drinking water tested for lead
Education or Other Legal Code: Health and Safety Code 1597.16
Board Policy/Administrative Regulation #: See AR 5148
Subject: The requirement to test the facility, and the results of the test

When to Notify: When an automated external defibrillator (AED) is placed in a school serving students in grades 6-12, at least annually notify students
Education or Other Legal Code: Health and Safety Code 1797.196
Board Policy/Administrative Regulation #: See AR 6145.2 Athletic Competition
Subject: The location of all AED units on campus

When/Whom to Notify: When district receives Tobacco-Use Prevention Education Funds
Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: See AR 3513.3
Subject: The district's tobacco-free schools policy and enforcement procedures

When to Notify: When sharing student immunization information with an immunization system
Education or Other Legal Code: Health and Safety Code 120440
Board Policy/Administrative Regulation #: See AR 5125, BP 5141.31, AR 5141.32

Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When/Whom to Notify: At least 14 days prior to sex offender coming on campus as volunteer
Education or Other Legal Code: Penal Code 626.81
Board Policy/Administrative Regulation #: See AR 1240, BP 1250
Subject: Dates and times permission granted; obtaining information from law enforcement

When to Notify: When hearing is requested by person asked to leave school premises
Education or Other Legal Code: Penal Code 627.5
Board Policy/Administrative Regulation #: See AR 3515.2
Subject: Notice of hearing

When/Whom to Notify: When responding to complaint re: discrimination, special education, or noncompliance with law
Education or Other Legal Code: 5 CCR 4631
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When to Notify: ~~When child participates in licensed child care and development program~~
~~Education or Other Legal Code: 5 CCR 18066~~
~~Board Policy/Administrative Regulation #: See AR 5148~~
~~Subject: Policies regarding excused and unexcused absences~~

~~When to Notify:~~ Within 30 days of application for subsidized child care and development program or preschool services
Education or Other Legal Code: 5 CCR 17782, 18094, 18118
Board Policy/Administrative Regulation #: See AR 5148, AR 5148.3
Subject: Policies re: Approval or denial of services

When to Notify: At least 14 days before change in service or other intended action, upon recertification or update of application for child care or preschool services
Education or Other Legal Code: 5 CCR 17783, 18095, 18119
Board Policy/Administrative Regulation #: See AR 5148, AR 5148.3
Subject: Policies re: Any change in service, such as in fees, amount of service, termination of service

When to Notify: ~~Upon child's enrollment in child care program~~
~~Education or Other Legal Code: 5 CCR 18114~~
~~Board Policy/Administrative Regulation #: See AR 5148~~
~~Subject: Policies re: Policy on fee collection~~

~~When to Notify: When payment of child care~~When payment of child care and development program fees is seven days late
Education or Other Legal Code: 5 CCR 18114
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: Notice of delinquent fees

When to Notify: When district substantively changes policy on student privacy rights
Education or Other Legal Code: 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022
Subject: Notice of any substantive change in policy or regulation

When to Notify: For districts receiving Title I funds, when a child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See BP 4112.2
Subject: Timely notice to parent/guardian of child's assignment

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy
Education or Other Legal Code: 20 USC 6318
Board Policy/Administrative Regulation #: See AR 6020
Subject: Notice of policy

When to Notify: When district receives Impact Aid funds for students residing on Indian lands, to parents/guardians of Indian children
Education or Other Legal Code: 20 USC 7704; 34 CFR 222.94
Board Policy/Administrative Regulation #: See AR 3231
Subject: Relevant applications, evaluations, program plans, information about district's general educational program; opportunity to submit comments

When to Notify: When household is selected for verification of eligibility for free or reduced-price meals
Education or Other Legal Code: 42 USC 1758, 7 CFR 245.6a
Board Policy/Administrative Regulation #: See AR 3553
Subject: Need to submit verification information; any subsequent change in benefits; appeals

When to Notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30
Education or Other Legal Code: 34 CFR 99.34
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to receive records and an opportunity for hearing upon request

When to Notify: When student complains of sexual harassment
Education or Other Legal Code: 34 CFR 106.44, 106.45
Board Policy/Administrative Regulation #: See AR 5145.7

Subject: Right to file formal complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable

When to Notify: When district receives federal funding assistance for nutrition program
Education or Other Legal Code: USDA FNS Instruction 113-1
Board Policy/Administrative Regulation #: See BP 3555
Subject: Rights and responsibilities, nondiscrimination policy, complaint procedures

~~**Special Education Notices**~~

When to Notify: ~~Prior to a student with disabilities beginning tenth grade~~When advised by legal counsel
Education or Other Legal Code: ~~Education Code 51225.31~~*Mahmoud v. Taylor* (2025)
Board Policy/Administrative Regulation #: See ~~BP 6146.1~~AR 5020, BP/AR 6141.2, AR 6142.8, BP 6143
Subject: ~~Exemption from local graduation requirements~~Right to opt out of instructional content that substantially interferes with religious development; opt out form if applicable

IV. Special Education Notices

When to Notify: Prior to conducting initial evaluation
Education or Other Legal Code: Education Code 56301, 56321, 56321.5, 56321.6, 56329, 20 USC 1415 (d), 34 CFR 300.502, 300.503
Board Policy/Administrative Regulation #: See BP 6159.1, AR 6159.1, AR 6164.4
Subject: Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards

When/Whom to Notify: Before functional behavioral assessment begins
Education or Other Legal Code: Education Code 56321
Board Policy/Administrative Regulation #: See AR 6159
Subject: Notification and consent

When to Notify: 24 hours before IEP when district intending to record
Education or Other Legal Code: Education Code 56341.1
Board Policy/Administrative Regulation #: See AR 6159
Subject: Intention to audio-record IEP meeting

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting
Education or Other Legal Code: Education Code 56341.5, 34 CFR 300.322
Board Policy/Administrative Regulation #: See AR 6159
Subject: Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate

When to Notify: When parent/guardian orally requests review of IEP
Education or Other Legal Code: Education Code 56343.5
Board Policy/Administrative Regulation #: See AR 6159
Subject: Need for written request

When to Notify: Within one school day of emergency intervention or serious property damage
Education or Other Legal Code: Education Code 56521.1
Board Policy/Administrative Regulation #: See AR 6159.4
Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services
Education or Other Legal Code: 20 USC 1415(c), 34 CFR 300.300, 300.503
Board Policy/Administrative Regulation #: See AR 6159, AR 6159.1
Subject: Prior written notice

When/Whom to Notify: Upon filing of state complaint
Education or Other Legal Code: 20 USC 1415(d), 34 CFR 300.504
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Procedural safeguards notice

When/Whom to Notify: When disciplinary measures are taken or a change in placement
Education or Other Legal Code: 20 USC 1415(k), 34 CFR 300.530
Board Policy/Administrative Regulation #: See AR 5144.2
Subject: Decision and procedural safeguards notice

When to Notify: Upon requesting a due process hearing
Education or Other Legal Code: 20 USC 1415(k), 34 CFR 300.508
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Child's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504
Education or Other Legal Code: 34 CFR 104.32, 104.36
Board Policy/Administrative Regulation #: See AR 6164.6
Subject: District responsibilities, district actions, procedural safeguards

V. Building, Classroom, and Other Notices to Be Posted

Where to Post: In each bathroom and locker room at each school site
Education or Other Legal Code: Education Code 231.6
Board Policy/Administrative Regulation #: See AR 5145.7
Subject: Poster that notifies students of the applicable written policy on sexual harassment required by Education Code 231.5

Where to Post: In all district schools and offices, including staff lounges and student government meeting rooms
Education or Other Legal Code: Education Code 234.1
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Uniform complaint procedures Board policy and administrative regulation

Where to Post: In district administrative buildings
Education or Other Legal Code: Education Code 234.7
Board Policy/Administrative Regulation #: BP 1445

Subject: Information relating to, "The Immigration-Enforcement Actions at California Schools Guide for Students and Families," also known as, "Know Your Educational Rights," developed by the Attorney General; post in every language that the Attorney General provides and update the school year following any updates published by the Attorney General

Where to Post: In each classroom used for license exempt California State Preschool Program
Education or Other Legal Code: Education Code 8212
Board Policy/Administrative Regulation #: See AR/E 1312.3
Subject: Health and safety requirements for preschool programs; where to get complaint form

Where to Post : In each classroom in each school
Education or Other Legal Code: Education Code 35186
Board Policy/Administrative Regulation #: See AR/E 1312.4
Subject: Complaints subject to Williams uniform complaint procedures

Where to Post: On or Before July 1, 2026, in a prominent and conspicuous location outside at least one all-gender restroom
Education or Other Legal Code: Education Code 35292.5
Board Policy/Administrative Regulation #: See AR 3517, AR 5145.3
Subject: Signage identifying the bathroom facility as being open to all genders and in conformity with 24 CCR 11B-703, is available during school hours and school functions when students are present, designated point of contact

Where to Post: In any school serving any of grades 3-12, in a prominent and conspicuous location in every restroom required to stock menstrual products,
Education or Other Legal Code: Education Code 35292.6
Board Policy/Administrative Regulation #: See AR 3517
Subject: Requirement to stock and make available free of cost an adequate supply of menstrual products that includes email address and telephone number for a designated individual responsible for maintaining requisite supply of menstrual products

Where to Post: Prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by students at each school site
Education or Other Legal Code: Education Code 49428.5
Board Policy/Administrative Regulation #: See BP 5141.5
Subject: Distribution of digitized mental health poster online

Where to Post: In at least two places normally visible to students, teachers, and visiting parents/guardians in each attendance unit for the entire month of May, annually
Education or Other Legal Code: Education Code 58501
Board Policy/Administrative Regulation #: See AR 6181
Subject: Alternative schools

Where to Post: In a licensed child care and development center at a location accessible to parents/guardians
Education or Other Legal Code: Health and Safety Code 1596.857
Board Policy/Administrative Regulation #: See AR 5148
Subject: Parent/guardian right to inspect, prohibition against retaliation, right to file complaint; registered sex offender database available to public; review licensing reports of facility visits and substantiated complaints against facility

Where to Post: In a prominent, publicly accessible location in the child care and development facility
Education or Other Legal Code: Health and Safety Code 1596.8555
Board Policy/Administrative Regulation #: See AR 5148
Subject: Child care license

Where to Post: In a prominent location adjacent to child care and development program license at facility
Education or Other Legal Code: Welfare and institutions Code 10228
Board Policy/Administrative Regulation #: See AR 5148
Subject: Rates, discounts, or scholarship policies

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

State	Description
17 CCR 2950-2951	Hearing tests
17 CCR 6000-6075	School attendance immunization requirements
22 CCR 101218.1	Child care and development licensing; parent/guardian rights
24 CCR 11B-703	Bathroom signage
5 CCR 11303	Reclassification of English learners
5 CCR 11511.5	English language proficiency assessment; test results
5 CCR 11523	Notice of proficiency examinations
5 CCR 17782	Notice of Action; application for services
5 CCR 17783	Notice of Action; recipient of services
5 CCR 18066	Child care and development policies regarding excused and unexcused absences
5 CCR 18094-18095	Notice of Action; child care and development services
5 CCR 18114	Notice of delinquent fees; child care and development services
5 CCR 18118-18119	Notice of Action; child care and development services
5 CCR 3052	Behavioral intervention
5 CCR 4622	Uniform complaint procedures
5 CCR 4631	Uniform complaint procedures; notification of decision and right to appeal
5 CCR 4917	Notification of sexual harassment policy
5 CCR 852	Exemptions from state assessments
5 CCR 863	Reports of state assessment results
Civ. Code 1798.29	District records; breach of security
Ed. Code 17288	Building standards for university campuses

Ed. Code 17612	Notification of pesticide use
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.5	Equal opportunity
Ed. Code 231.5	Sexual harassment policy
Ed. Code 231.6	Poster of sexual harassment policy
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 244	Prohibition of discrimination; instructional materials
Ed. Code 262.3	Appeals for discrimination complaints; information regarding availability of civil remedies
Ed. Code 310	Language acquisition programs
Ed. Code 313	Reclassification of English learners; parental consultation
Ed. Code 313.2	Long-term English learner; notification
Ed. Code 32221.5	Insurance for athletic team members
Ed. Code 32255-32255.6	Student's right to refrain from harmful or destructive use of animals
Ed. Code 32282	School safety plans
Ed. Code 32390	Voluntary program for fingerprinting students
Ed. Code 33479-33479.9	The Eric Parades Sudden Cardiac Arrest Prevention Act
Ed. Code 35160.5	Extracurricular and cocurricular activities
Ed. Code 35178.4	Notice of accreditation status
Ed. Code 35182.5	Advertising in the classroom
Ed. Code 35183	School dress code; uniforms
Ed. Code 35186	Complaints concerning deficiencies in instructional materials and facilities
Ed. Code 35211	Driver training; district insurance, parent/guardian liability
Ed. Code 35256	School Accountability Report Card
Ed. Code 35258	School Accountability Report Card
Ed. Code 35291	Rules for student discipline
Ed. Code 35292.5	All-gender restroom signage
Ed. Code 35292.6	School maintenance

Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 39831.5	School bus rider rules and information
Ed. Code 41329	School closures and consolidation
Ed. Code 440	English language proficiency assessment; instruction in English language development
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44808.5	Permission to leave school grounds
Ed. Code 46010.1	Notice regarding excuse to obtain confidential medical services
Ed. Code 46014	Regulations regarding absences for religious purposes
Ed. Code 46015	~~Accommodations for pregnant and parenting pupils~~Accommodations for pregnant and parenting students
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48000	Minimum age of admission
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 48204	Residency requirements
Ed. Code 48205	Absence for personal reasons
Ed. Code 48206.3	Students with temporary disabilities; individual instruction; definitions
Ed. Code 48207-48208	Students with temporary disabilities in hospitals
Ed. Code 48213	Prior notice of exclusion from attendance
Ed. Code 48216	Immunization and exclusion from attendance
Ed. Code 48260.5	Notice regarding truancy
Ed. Code 48262	Need for parent/guardian conference regarding truancy
Ed. Code 48263	Referral to school attendance review board or probation department
Ed. Code 48301	Interdistrict transfers
Ed. Code 48412	Certificate of proficiency
Ed. Code 48432.3	Voluntary enrollment in continuation education
Ed. Code 48432.5	Involuntary transfers of students
Ed. Code 48850-48859	Students in foster care and students experiencing homelessness

Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48900.1	~~Parental~~Parent/Guardian attendance required after suspension
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48906	Notification of release of student to peace officer
Ed. Code 48911	Notification in case of suspension
Ed. Code 48911.1	Assignment to supervised suspension classroom
Ed. Code 48912	Closed sessions; consideration of suspension
Ed. Code 48915.1	Expelled students; enrollment in another district
Ed. Code 48916	Readmission procedures
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48929	Transfer of student convicted of violent felony or misdemeanor
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48980.3	Notification of pesticide use
Ed. Code 48980.4	Notice regarding full human papillomavirus (HPV) immunization
Ed. Code 48980.5	Availability of apprenticeship programs
Ed. Code 48980.6	Dual enrollment and International Baccalaureate options notification
Ed. Code 48981	Time and means of notification
Ed. Code 48982	Parent/Guardian signature acknowledging receipt of notice
Ed. Code 48983	Contents of notice
Ed. Code 48984	Activities prohibited unless notice given
Ed. Code 48985	Notices to parents/~~guardians~~guardian in language other than English
Ed. Code 48985.5	Synthetic drug use
Ed. Code 48986	Safe storage of firearms
Ed. Code 48987	Child abuse information
Ed. Code 49013	Use of uniform complaint procedures for complaints regarding student fees
Ed. Code 49063	Notification of ~~parental~~parent/guardian rights

Ed. Code 49067	Student evaluation; student in danger of failing course
Ed. Code 49068	Transfer of permanent enrollment and scholarship record
Ed. Code 49069.7	Absolute right to access
Ed. Code 49070	Challenging content of student record
Ed. Code 49073	Release of directory information
Ed. Code 49073.6	Student records; social media
Ed. Code 49076	Access to student records
Ed. Code 49077	Access to information concerning a student in compliance with court order
Ed. Code 49392	Threats of homicide at school
Ed. Code 49403	Cooperation in control of communicable disease and immunizations
Ed. Code 49423	Administration of prescribed medication for student
Ed. Code 49428.5	Mental health poster
Ed. Code 49451	Physical examinations: ~~parent's~~parent/guardian refusal to consent
Ed. Code 49452.5	Screening for scoliosis
Ed. Code 49452.6	Type 1 diabetes informational materials
Ed. Code 49452.7	Information on type 2 diabetes
Ed. Code 49452.8	Oral health assessment
Ed. Code 49455.5	Eye examination for purpose of eyeglasses
Ed. Code 49456	Results of vision or hearing test
Ed. Code 49471-49472	Insurance
Ed. Code 49475	Student athletes; concussions and head injuries
Ed. Code 49476	Student athletes; opioid fact sheet
Ed. Code 49480	Continuing medication regimen for nonepisodic conditions
Ed. Code 49510-49520	Duffy-Moscone Family Nutrition Education and Services Act of 1970
Ed. Code 51101	Psychological testing
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.25	Students participating in a newcomer program
Ed. Code 51225.3	High school graduation requirements

Ed. Code 51225.31	Graduation from high school; exemption for eligible students with special needs
Ed. Code 51225.8	Completion and submission of FAFSA and CADAA
Ed. Code 51229	Course of study for grades 7-12
Ed. Code 51500-51501	Prejudices; nondiscriminatory subject matter
Ed. Code 51513	Personal beliefs; privacy
Ed. Code 51749.5	Independent study
Ed. Code 51938	HIV/AIDS and sexual health instruction
Ed. Code 52062	Local control and accountability plans and the statewide system of support
Ed. Code 52164	Language census
Ed. Code 52164.1	Census-taking methods; determination of primary language; assessment of language skills
Ed. Code 52164.3	Reassessment of English learners; notification of results
Ed. Code 52242	Advanced placement examination fees
Ed. Code 54444.2	Migrant education programs; parent/guardian involvement
Ed. Code 56301	Child-find system; policies regarding written notification rights
Ed. Code 56321	Special education: proposed assessment plan
Ed. Code 56321.5-56321.6	Notice of parent/guardian rights pertaining to special education
Ed. Code 56329	Written notice of right to findings; independent assessment
Ed. Code 56341.1	Development of individualized education program; right to audio record meeting
Ed. Code 56341.5	Individualized education program team meetings
Ed. Code 56343.5	Individualized education program meetings
Ed. Code 56366.45	Change in status of a nonpublic, nonsectarian school or agency
Ed. Code 56521.1	Behavioral intervention
Ed. Code 58501	Alternative schools; notice required prior to establishment
Ed. Code 60615	Exemption from state assessment
Ed. Code 60641	California Assessment of Student Performance and Progress
Ed. Code 60900.5	Use of CalPADS data
Ed. Code 69432.9	Submission of grade point average to Cal Grant program

Ed. Code 8212	Complaints related to preschool health and safety issues
Ed. Code 8483	Before/after school program; enrollment priorities
Ed. Code 8489	Expulsion and suspension procedures in ~~childcare~~child care and development services programs
Ed. Code 8489.1	Expulsion and suspension procedures in ~~childcare~~child care and development services programs
H&S Code 104420	Tobacco use prevention
H&S Code 104855	Availability of topical fluoride treatment
H&S Code 116277	Lead testing of potable water at schools and requirements to remedy
H&S Code 120365-120375	Immunizations
H&S Code 120440	Sharing immunization information
H&S Code 124100-124105	Health screening and immunizations
H&S Code 1596.8555	Administration of child day care licensing; posting license
H&S Code 1596.857	Right to enter child care facility
H&S Code 1597.16	Licensed child care centers; lead testing
H&S Code 1797.196	Automated external defibrillator locations
Pen. Code 626.81	Notice of permission granted to sex offender to volunteer on campus
Pen. Code 627.5	Hearing request following denial or revocation of registration
W&I Code 10228	Child care providers; posting of rates, discounts, and scholarships

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights
20 USC 1415	Procedural safeguards
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6318	Parent/guardian and family engagement
20 USC 7704	Impact Aid; policies and procedures related to children residing on Indian lands
20 USC 7908	Armed forces recruiter access to students
34 CFR 104.32	District responsibility to provide free appropriate public education

34 CFR 104.36	Procedural safeguards
34 CFR 104.8	Nondiscrimination
34 CFR 106.9	Severability
34 CFR 200.48	Teacher qualifications
34 CFR 222.94	Impact Aid; district responsibilities
34 CFR 300.300	Parent/Guardian consent for special education evaluation
34 CFR 300.322	Parent/Guardian participation in IEP team meetings
34 CFR 300.502	Independent educational evaluation of student with disability
34 CFR 300.503	Prior written notice regarding identification, evaluation, or placement of student with disability
34 CFR 300.504	Procedural safeguards notice for students with disabilities
34 CFR 300.508	Due process complaint
34 CFR 300.530	Discipline procedures
34 CFR 99.30	Disclosure of personally identifiable information
34 CFR 99.34	Student records; disclosure to other educational agencies
34 CFR 99.37	Disclosure of directory information
34 CFR 99.7	Student records; annual notification
40 CFR 763.84	Asbestos inspections, response actions, and post-response actions
40 CFR 763.93	Asbestos management plans
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 1758	Child nutrition programs
7 CFR 245.5	Eligibility criteria for free and reduced-price meals
7 CFR 245.6a	Verification of eligibility for free and reduced-price meals

Management Resources	**Description**
California Attorney General	~~Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, December 2024~~Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025 (https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf)

CA Office of the Attorney General Publication	Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025, April 2026 (https://oag.ca.gov/system/files/media/ece-childcare-guidance-model-policies-public.pdf)
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. 522
U.S. Department of Agriculture Publication	Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005
Website	CSBA District and County Office of Education Legal Services
Website	Office of the Attorney General (State of California - Department of Justice - Office of the Attorney General)
Website	U.S. Department of Agriculture, Food and Nutrition Service

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0510	School Accountability Report Card
0510	School Accountability Report Card
5020	Parent Rights and Responsibilities
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1445	Response to Immigration Enforcement
1445	Response to Immigration Enforcement
3231	Impact Aid

3260	Fees And Charges
3260	Fees And Charges
3312	Contracts
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.2	Integrated Pest Management
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
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3550	Food Service/Child Nutrition Program
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3551	Food Service Operations/Cafeteria Fund
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4119.24	Maintaining Appropriate Adult-Student Interactions
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.24	Maintaining Appropriate Adult-Student Interactions
4222	Teacher Aides/Paraprofessionals

4222	Teacher Aides/Paraprofessionals
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5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
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5111	Admission
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5111.1	District Residency
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5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
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5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
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5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
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5119	Students Expelled From Other Districts
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
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5125	Student Records
5125.1	Release Of Directory Information

5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5125.3	Challenging Student Records
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5132	Dress And Grooming
5132	Dress And Grooming
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.3	Health Examinations
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5141.31	Immunizations
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5141.32	Health Screening For School Entry
5141.5	Mental Health
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Policy 5148: Child Care And Development

Status: ADOPTED

Original Adopted Date: 03/01/2009 **| Last Revised Date:** ~~12~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~12~~05/01/~~2024~~2026

~~CSBA NOTE: The following optional~~CSBA NOTE: The following policy is **mandated** for use by districts that operate their own child care and development programs. See below for requirements regarding response to immigration enforcement. This policy may be revised to reflect the type(s) of child care and development programs offered by the district.

The Child Care and Development Services Act (Welfare and Institutions Code 10207-10492.2) establishes a variety of child care and development programs including resource and referral programs (Welfare and Institutions Code 10217-10224.5; 5 CCR 18240-18249), alternative payment programs (Welfare and Institutions Code 10225-10234; 5 CCR 18220-18231), migrant child care and development programs (Welfare and Institutions Code 10235-10238), general child care and development programs (Welfare and Institutions Code 10240-10243), and programs for children with disabilities (Welfare and Institutions Code 10260-10263).

The Early Education Expansion Program (Education Code 8337) provides grant funding, as specified, until June 30, 2027, for the purpose of increasing access to inclusive early care and education programs. Additionally, the California Department of Education (CDE) has developed a Universal Prekindergarten resources landing page, "Universal Prekindergarten (UPK), California's Great Start," designed for use by districts that operate California State Preschool Programs (CSPP), Head Start programs, transitional kindergarten, and child care ~~providers.~~

~~Effective July 1, 2021, administrative authority over the state's child care and development programs was statutorily transferred from CDE to the California Department of Social Services (CDSS), pursuant to Welfare and Institutions Code 10200-10206. Accordingly, the related statutes were repealed from the Education Code and reenacted in the Welfare and Institutions Code. Pursuant to Welfare and Institutions Code 10205, all existing regulations relating to child care programs that have been adopted by CDE are expressly continued in force, unless they conflict with law. Additionally, pursuant to Welfare and Institutions Code 10206, the date by which CDE and CDSS are required to adopt implementing regulations related to early childhood development has been extended to December 31, 2025~~and development programs.

Education Code 8207 clarifies that the Superintendent of Public Instruction (SPI) and CDE retain administrative supervision of the CSPP.

For requirements pertaining to before-school and after-school programs, including the After-School Education and Safety ~~program~~Program (Education Code 8482-8484.65), 21st Century Community Learning Centers (Education Code 8484.7-8484.8), and Expanded Learning Opportunities Program (Education Code 46120), see BP/AR 5148.2 - Before/After School Programs. For requirements pertaining to preschool programs pursuant to the CSPP, see BP/AR 5148.3 - Preschool/Early Childhood Education.

The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

CSBA NOTE: Pursuant to Welfare and Institutions Code 10277, ~~as added by SB 140 (Ch. 193, Statutes of 2023),~~ each county and contractor that reimburses child care providers for the provision of state-funded subsidized child care and development services is required to develop, implement, and publish a plan for timely payment to child care providers.

Upon approval by the Board, the district shall enter into a contract with the California Department of Social Services (CDSS) for the provision of child care and development services by the district.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Welfare and Institutions Code 10480-10487 establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care and to develop policies to meet identified needs.

Pursuant to Welfare and Institutions Code 10492.1 and 10492.2, ~~CDSS~~the California Department of Social Services (CDSS) is required to develop the Whole Child Equity Framework and Whole Child Community Equity Screening Tool to provide data needed to support the equitable distribution of resources and monitor progress on addressing racial and economic inequities of children up to 13 years of age, including access to child care.

The district shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and supply information about child care options.

CSBA NOTE: Pursuant to 5 CCR 18271, the district ~~must~~is required to have a written philosophical statement, goals, and objectives, approved by the Governing Board, which address each program component specified in 5 CCR 18272-18281. ~~See~~For required program components, see the accompanying administrative regulation ~~for required program components~~.

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

CSBA NOTE: Pursuant to Education Code 49414, as amended by SB 568 (Ch. 322, Statutes of 2025), the district is required to provide emergency epinephrine delivery systems to each child care and development program operated by or under contract with the district, as specified. For additional information regarding emergency epinephrine delivery systems, see BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions.

In accordance with Board Policy/Administrative Regulation 5141.21—Administering Medication and Monitoring Health Conditions, the Superintendent or designee shall make epinephrine delivery systems available at each child care and development program operated by or under contract with the district for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

Response to Immigration Enforcement

CSBA NOTE: Pursuant to Health and Safety Code 1597.640, as added by AB 495 (Ch. 664, Statutes of 2025), the California Attorney General published, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2026 Guidance) on April 1, 2026. Pursuant to the 2026 Guidance, child care and development programs are encouraged to adopt language regarding responding to requests by immigration officials that is equivalent to the model policy language. Additionally, pursuant to Health and Safety Code 1597.640, as added by AB 495, licensed child care facilities are required to ensure that parents/guardians or authorized representatives of children in care are aware of the model policies, including how to obtain a copy of the model policies. The 2026 Guidance is available on the Office of the Attorney General's website. Child care and development programs operated by school districts are subject to additional requirements. For more information regarding response to immigration enforcement, see BP/AR 1445 – Response to Immigration Enforcement. It is recommended that districts with questions related to responding to immigration enforcement consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The district's child care and development program shall provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025."

The district and district staff shall act in accordance with Health and Safety Code 1597.640 and Board Policy/Administrative Regulation 1445 – Response to Immigration Enforcement with respect to:

1. Soliciting or collecting information or documents regarding the citizenship or immigration status of a child or the child's family members

2. Nondiscrimination on the basis of immigration status

3. Responding to the presence of immigration enforcement activity on district property, including requests for access to children or access to district-provided transportation, nonpublic areas of district property or facilities, or nonpublic area in which a district-sponsored activity is occurring

4. Responding to a request for information regarding a child or a child's family or household from immigration authorities

   If the district's child care and development program responds to a request for information regarding the child, the district shall make a copy of the documents requested and shall document the name of the person/agency to whom the documents were provided. The child care and development program shall keep a record of the documents produced and place the copy in the child's file.

5. Responding in the event a child's parent/guardian is detained or deported

6. Permitting families to update children's emergency contact information as needed throughout the year

Families may provide as many alternative contacts as they wish if no parent/guardian is available.

7. Accessing, reviewing, or obtaining employee records by immigration authorities, except as to I-9 Employment Eligibility Verification forms and other documents for which a Notice of Inspection has been provided to the employer

The district shall review the Attorney General's website by June 1 of each calendar year. If there are updated model policies related to protecting the rights of immigrants and families to safely access child care and development programs, the district shall update this Board policy and accompanying administrative regulation with equivalent policy language by July 1 of that calendar year.

Eligibility, Enrollment, and Disenrollment

CSBA NOTE: Pursuant to 5 CCR 18105, districts contracting to offer child care and development services are **mandated** to develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, as provided below. ~~See the accompanying administrative regulation for~~For additional language that fulfills this **mandate**, see the accompanying administrative regulation.

Child care and development admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care and development center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

CSBA NOTE: Welfare and Institutions Code 10271 and 5 CCR 18106 establish eligibility criteria and priorities for subsidized child care and development services, as provided below and in the accompanying administrative regulation.

Eligibility is generally limited to children who reside within district boundaries. However, Welfare and Institutions Code 10332 and 5 CCR 18107 authorize the Board to enter into an agreement with the boards of other districts to serve children who reside within those districts. The district may revise the following paragraph to reflect any such agreement approved by the Board.

The Superintendent or designee shall ensure that subsidized child care and development services are provided to eligible families to the extent that state and/or federal funding is available and in accordance with enrollment priorities specified in Welfare and Institutions Code 10271 and 5 CCR 18106.

CSBA NOTE: The following paragraph is optional and may be revised to reflect any district-established priorities for nonsubsidized services.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

CSBA NOTE: Pursuant to Health and Safety Code 1596.802, ~~as added by SB 722 (Ch. 631, Statutes of 2023),~~ CDSS is required to create a template form for plans of operations and for incidental medical services plans, and to eliminate any requirement that an incidental medical services plan or amended plan of operation be approved before a child with a disability is allowed to attend a child care and development program.

So long as the district has submitted a completed incidental medical services plan to CDSS, a child may be enrolled in the district's child care and development program prior to approval of the plan. Additionally, for a child with disabilities, the child may attend the district's child care and development program prior to the approval of an incidental medical services plan or amended plan of operation, so long as the forms have been submitted to CDSS. (Health and Safety Code 1596.802)

A child's eligibility for transitional kindergarten enrollment shall not impact family eligibility for a child care and development or preschool program. (Education Code 48000)

A child shall not be expelled or unenrolled from the district's child care and development program, nor shall the child's parents/guardians be persuaded or encouraged to voluntarily unenroll from the program based on the child's behavior, unless in accordance with the procedures specified in the accompanying administrative regulation.

When necessary due to a reduction in state reimbursements, families shall be disenrolled from subsidized child care and development services as specified in the accompanying administrative regulation.

Fees and Charges

CSBA NOTE: Except when prohibited, the district may charge a fee for families using child care and development services, including families who are eligible for subsidized ~~child care~~ services~~; see the accompanying administrative regulation for~~. For additional information on charging family fees for child care and development programs, see the accompanying administrative regulation.

Except when offering a program that is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services in accordance with law and the accompanying administrative regulation.

Staffing

CSBA NOTE: The Commission on Teacher Credentialing (CTC) issues permits for child development program directors, site supervisors, master teachers, teachers, associate teachers, and assistants pursuant to criteria established in Welfare and Institutions Code 10380-10387.5 and 5 CCR 80105-80125. Welfare and Institutions Code 10383.5~~, as added by AB 1930 (Ch. 687, Statutes of 2024),~~ requires CTC to authorize a holder of a Child Development Associate Teacher Permit to renew their permit without a limitation on the number of renewals if the permitholder completes specified hours of professional growth activities. The district may request a waiver of the qualification requirements for a site supervisor upon demonstration of a compelling need, in accordance with Welfare and Institutions Code 10213.5 and 5 CCR 18295.

Additionally, 5 CCR 80067, 80067.1, 80067.2, and 80067.3, pertaining to the prekindergarten-

grade 3 early childhood education specialist credential, include requirements, and accelerated pathways to meet the requirements, in an effort to increase the number of early childhood education teachers~~; see CTC Coded Correspondence 24-03 for more information regarding the regulations~~.

Health and Safety Code 1596.7995 requires that employees and volunteers at a day care center be immunized against influenza, pertussis, and measles, with specified exemptions. ~~In addition~~Additionally, Health and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance~~;~~. For more information regarding required immunizations in child care and development programs, see the accompanying administrative regulation.

Welfare and Institutions Code 10208 specifies indicators for the implementation of quality programs, which requires that staff have the appropriate and required training, or any combination of qualifications, experience, or training.

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications, experience, and training, and have satisfied all legal requirements.

Facilities

CSBA NOTE: Optional Items #1-5 below present examples of methods that may be used to provide facilities for child care and development services and may be revised to reflect district practice.

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity

2. Renovation or improvement of district facilities to make them suitable for such services

3. Purchase of relocatable child care and development facilities

4. Inclusion of child care and development facilities in any new construction

5. Agreement with a public agency or community organization for the use of community facilities

CSBA NOTE: Health and Safety Code 1596.804 requires CDSS to revise its regulations to permit children with disabilities to use outdoor play spaces simultaneously with children who do not have disabilities without having to first seek a regulatory waiver and to specify any health and safety requirements that are required to be met when simultaneous play occurs.

The Superintendent or designee shall ensure that facilities used for child care and development services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

CSBA NOTE: Pursuant to 5 CCR 4610, the district's uniform complaint procedures should be used to resolve any complaint alleging violation of state or federal laws governing educational programs, including child care and development programs~~;~~. For more information regarding the resolution of complaints using the uniform complaint procedure, see BP/AR 1312.3 - Uniform Complaint Procedures. However, 5 CCR 4611, provides that health and safety complaints regarding licensed facilities that operate a child care and development program should be referred to CDSS as described in the following paragraph and BP 1312.3 - Uniform Complaint Procedures.

Pursuant to 22 CCR 101156, all child care and development centers ~~must~~are required to be licensed by CDSS unless exempted by law. ~~See the accompanying administrative regulation for~~For information about child care and development programs that are exempted from licensure requirements~~.~~, see the accompanying administrative regulation. If all of the district's child care and development services are license-exempt, the following paragraph may be deleted.

For a licensed child care and development center, any complaint alleging health and safety violations shall be referred to CDSS. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Program Evaluation

CSBA NOTE: 5 CCR 18279-18281 require child care and development programs to be evaluated through the standardized "Desired Results for Children and Families" system. The system requires a program self-evaluation that includes, but is not limited to, a staff assessment, a parent/guardian survey, and an environment rating scale. CDE's Early Education Division Management Bulletin 23-10 provides that each child care and development setting that includes one or more children enrolled in a CSPP is required to conduct Classroom Assessment Scoring System observations with respect to all children in the child care and development setting, regardless of funding source.

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The results of the evaluation shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
22 CCR 101151-101191	Licensing and application procedures (https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I144AECE05B6211EC9451000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 18000-18308	Early Learning and Care Programs
5 CCR 18012-18122	General requirements
5 CCR 18180-18192	Federal and state migrant programs
5 CCR 18210-18213	Severely handicapped program
5 CCR 18220-18231	Alternative payment program
5 CCR 18240-18249	Resource and referral program
5 CCR 18270-18281	Program quality; accountability
5 CCR 18290-18292	Staffing ratios
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 18300-18308	Appeals and dispute resolution
5 CCR 4600-4687	Uniform complaint procedures and Williams complaints
5 CCR 80067-80067.3	Early Childhood Education Specialist Credential
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 46120	Expanded Learning Opportunities Program
Ed. Code 48000	Transitional kindergarten
Ed. Code 49414	Emergency epinephrine delivery systems
Ed. Code 49540-49546	Child care food program
Ed. Code 49570	National School Lunch program
Ed. Code 56244	Staff development funding
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8301.1	Assistant teacher permit
Ed. Code 8337	Early Education Expansion Program
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Gov. Code 12532.5	Model policies for state and local agencies relating to interaction with immigration authorities
H&S Code 120325-120380	Immunization against communicable diseases

H&S Code 120440	Disclosure of immunization information to local and state health departments
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
H&S Code 1597.640	Family preparedness in licensed child care and development program facilities; response to immigration enforcement
W&I Code 10200-10206	Early Childhood Development Act of 2020
W&I Code 10207-10492.2	Child Care and Development Services Act
W&I Code 10213.5	Child care and development; definitions
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10271	Eligibility, enrollment, and priority of services; physical examinations; rules and regulations
W&I Code 10271.5	Income eligibility
W&I Code 10271.7	Family member certified as eligible to receive benefits; definition
W&I Code 10272.5	Order of disenrollment
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12
W&I Code 10276	Child Care and Development Fund notice to providers
W&I Code 10290	Fee schedule for families using preschool and child care and development services
W&I Code 10291	Families exempt from family fees
W&I Code 10315	Transfer of information to public schools
W&I Code 10332	Children residing in another district; use of facilities and personnel
W&I Code 10383.1	Assistant teacher permits
W&I Code 10491-10491.1	Expulsion and suspension procedures in ~~childcare~~child care and development services programs

Federal	**Description**

20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
34 CFR 303.1-303.734	Early Intervention Program for Infants and Toddlers with Disabilities
42 USC 1751-1769j	School Lunch Program
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 98.1-98.93	Child Care and Development Fund
7 CFR 210.1-210.33	National School Lunch Program

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025, April 2026 (https://oag.ca.gov/system/files/media/ece-childcare-guidance-model-policies-public.pdf)
Bipartisan Policy Center Publication	From the Ground Up: Improving Child Care and Early Learning Facilities, 2023
CA Commission on Teacher Credentialing Publication	Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024
CA Dept of Social Services Publication	AB 116 Implementation: Family Fee Changes, Child Care Bulletin No. 23-22, August 2023
CA Dept of Social Services Publication	Child Care Transition: The Early Childhood Development Act of 2020
CA Dept of Social Services Publication	American Rescue Plan Act Child Care & Development Division FAQ
California Department of Education Publication	Implementation of the Classroom Assessment Scoring System (CLASS) and CLASS Environment and Removal of the Environment Rating Scale for the California State Preschool Program (CSPP), Early Education Division Management Bulletin 23-10, December 2023
Court Decision	CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services (2001) 91 Cal.App.4th 892
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	Osteopathic Medical Board of California
Website	Medical Board of California

Website	California Department of Social Services, Child Care Licensing
Website	Every Child California, an Association of Leaders Advancing Early Learning
Website	Office of Administrative Law
Website	Universal Prekindergarten, California's Great Start
Website	CSBA District and County Office of Education Legal Services
Website	California Commission on Teacher Credentialing
Website	California Association for the Education of Young Children
Website	California Department of Education, Early Education Division
Website	California Department of Education, Early Education Management Bulletins
Website	California Head Start Association
Website	California School-Age Consortium
Website	California Office of the Attorney General (https://oag.ca.gov/)
Website	National Association for the Education of Young Children
Website	U.S. Department of Health and Human Services
Website	Commission on Teacher Credentialing
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Public Health

Cross References

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0410	Nondiscrimination In District Programs And Activities
0500	Accountability
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1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures

1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3312	Contracts
3523	Electronic Signatures
3523	Electronic Signatures
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3550	Food Service/Child Nutrition Program
3552	Summer Meal Program
3552	Summer Meal Program
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3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check

4112.6	Personnel Files
4131	Staff Development
4161.2	Personal Leaves
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
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4231	Staff Development
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Regulation 5148: Child Care And Development

Status: ADOPTED

Original Adopted Date: 07/01/2015 **| Last Revised Date:** ~~12~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~12~~05/01/~~2024~~2026

CSBA NOTE: The following administrative regulation reflects provisions generally applicable to programs under the Child Care and Development Services Act (Welfare and Institutions Code 10207-10492.2). Such programs include resource and referral programs (Welfare and Institutions Code 10217-10224.5; 5 CCR 18240-18249), alternative payment programs (Welfare and Institutions Code 10225-10234; 5 CCR 18220-18231), migrant child care and development programs (Welfare and Institutions Code 10235-10238), general child care and development programs (Welfare and Institutions Code 10240-10243), and programs for children with disabilities (Welfare and Institutions Code 10260-10263).

~~Pursuant to Welfare and Institutions Code 10200-10206, effective July 1, 2021, the state's responsibility for administering these programs transferred from the California Department of Education (CDE) to the California Department of Social Services (CDSS). Education Code 8207 clarifies that the Superintendent of Public Instruction and CDE retain administrative supervision of the California State Preschool Programs (CSPP).~~

The district may revise this regulation to reflect specific requirements for the program(s) it offers. See BP/AR 5148.2 - Before/After School Programs for requirements pertaining to the After-School Education and Safety ~~program~~Program (Education Code 8482-8484.65), 21st Century Community Learning Centers (Education Code 8484.7-8484.9), and Expanded Learning Opportunities Program (Education Code 46120), and BP/AR 5148.3 - Preschool/Early Childhood Education for ~~CSPP~~California State Preschool Program (CSPP) requirements.

The following administrative regulation does not reflect all policy language mandated for each specific program. The district should be careful to include the mandates, if any, applicable to the program(s) it offers. For example, for the alternative payment program, 5 CCR 18221 mandates a written policy statement that includes specified components, including, but not limited to, program purpose, enrollment priorities, family eligibility, conditions/requirements for participation, reimbursement of providers, range of services available, and family fee collection. For the resource and referral program, 5 CCR 18244 and 18247 mandate written referral policies and written complaint procedures.

In addition to the program requirements described below, child care and development programs may be subject to other policies in the district's policy manual, such as BP/AR 1240 - Volunteer Assistance, AR 3514.2 - Integrated Pest Management, and BP/AR 3550 - Food Service/Child Nutrition Program. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel if there are questions regarding the applicability of other laws to the district's child care and development program.

Licensing

CSBA NOTE: Pursuant to 22 CCR 101156, all child care centers ~~must~~are required to be licensed by the California Department of Social Services (CDSS) unless exempted by law. Health and Safety Code 1596.792 and 22 CCR 101158 list exemptions from the licensure requirements including, but not limited to, any program that (1) is a "public recreation program" that meets the criteria specified in Health and Safety Code 1596.792, (2) is operated before and/or after school by qualified teachers employed by the district, (3) is a school parenting program or adult education child care program, (4) operates only one day per week for no more than four hours on that day, (5) offers temporary child care services to parents/guardians who are on the same premises as the child care site, (6) provides activities that are of an instructional nature in a classroom-like setting when K-12 students are normally not in session and the sessions do not exceed a total of 30 days when only school-age children are enrolled or 15 days when younger children are enrolled, or (7) is a CSPP ~~program~~ operated in a school building that meets specified health and safety requirements. If the district offers only programs that are exempted from licensure, it should modify the following regulation accordingly.

Pursuant to Health and Safety Code 1596.951, CDSS created a child care center license that includes components for serving infant, toddler, preschool, and school-age children; health and safety standards; and enhanced ability to transition children to the next age group. All child care centers are required to be licensed as a "single license child care center," which is defined as a child care center that operates as one facility under a single license and may serve children with more than one age component.

All district child care and development services shall be licensed by the California Department of Social Services~~,~~ (CDSS), unless exempted pursuant to Health and Safety Code 1596.792 or 22 CCR 101158.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care and development centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21, 22 CCR 101151-101239.2, and, when applicable, 22 CCR 101451-101539.

Program Components

CSBA NOTE: Items #1-7 and 9 below list components of child care and development programs that are required for all providers pursuant to 5 CCR 18272-18281. The Governing Board is required, pursuant to 5 CCR 18271, to approve goals and objectives addressing each of these program components~~;~~. For more information regarding goals and objectives related to the annual evaluation of child care and development services, see the accompanying Board policy. Additionally, Welfare and Institutions Code 10208 specifies indicators for the implementation of quality programs, which require that program activities meet the needs of dual language learners. The district may add components of other programs offered by the district.

The district's child care and development program shall include the following components:

1. The use of a developmental profile reflecting each child's physical, cognitive, social, and emotional development to plan and conduct developmentally and age appropriate activities (Welfare and Institutions Code 10209.5; 5 CCR 18272)

Program staff shall complete the developmental profile for each child who is enrolled in the program for at least 10 hours per week and for any child with disabilities regardless of the number of hours enrolled. The profile shall be completed within 60 days of enrollment and at least once every six months thereafter for children of all ages. (Welfare and Institutions Code 10209.5; 5 CCR 18270.5, 18272)

CSBA NOTE: Pursuant to Welfare and Institutions Code 10209.6, ~~as added by AB 393 (Ch. 435, Statutes of 2023),~~ child care and development contractors are required to identify dual language learners enrolled in general or migrant child care and development programs through a family language instrument, which may be fulfilled by using the previous designation of a kindergarten-12 child as an "English learner," and supporting their needs through a family language and interest interview. Pursuant to Welfare and Institutions Code 10209.6~~, as added by AB 393~~, a family may not be compelled to complete a family language instrument or to participate in the family language and interest interview.

2. An educational program that complies with Welfare and Institutions Code 10208 and 5 CCR 18273, including the provision of services that are developmentally, linguistically, and culturally appropriate, and inclusive of children with disabilities

   For any child enrolled in a general child care and development program or migrant child care and development program who has been identified as a dual language learner pursuant to Welfare and Institutions Code 10209.6, the child's teacher or other designated staff member shall conduct a family language and interest interview that includes, at a minimum, an inquiry and a discussion about the strengths and interests of the child, the language background of the child, and the needs of parents/guardians or family members of the child to support the language and development of the child. However, the family shall not be compelled to complete the family language survey for identification purposes or participate in the family language and interest interview. (Welfare and Institutions Code 10209.6)

3. A staff development program which complies with 5 CCR 18274

4. Parent/guardian involvement and education that comply with 5 CCR 18275 and includes an orientation, at least two individual conferences per year, meetings with program staff, an advisory committee, participation in daily activities, and information regarding their child's progress

5. A health and social services component that complies with 5 CCR 18276 and includes referrals to appropriate community agencies as needed

6. A community involvement component that complies with 5 CCR 18277

CSBA NOTE: Health and Safety Code 1596.808 establishes beverage standards for licensed child care and development centers. ~~In addition~~Additionally, centers that receive funding through the Child and Adult Care Food Program (42 USC 1766) ~~must~~are required to meet federal guidelines for meals, snacks, fluid milk or nutritionally equivalent milk substitutes, and drinking water.

7. As applicable, a nutrition component that ensures children in the program are provided nutritious meals, beverages, and snacks that meet state and federal standards and have

access to drinking water throughout the day, including meal times (Health and Safety Code 1596.808; 5 CCR 18278; 42 USC 1766)

CSBA NOTE: Item #8 below is optional and may be revised to reflect district practice. 42 USC 1766 encourages child care and development centers to provide opportunities for physical activity and to limit the amount of time spent in sedentary activities, such as time spent using electronic devices.

8. Programs that promote age-appropriate structured and unstructured opportunities for physical activity and that limit the amount of time spent in sedentary activities to an appropriate level

CSBA NOTE: 5 CCR 18279-18281 require an annual evaluation using the standardized, "Desired Results for Children and Families"," system. The system requires a program self-evaluation that includes a staff assessment, a parent/guardian survey, and an environment rating scale. Each contractor is required to submit a summary of the self-evaluation findings by June 1 of each year.

9. An annual plan for program evaluation which conforms with the state's system and includes a self-evaluation, parent/guardian survey, and environment rating scale (5 CCR 18270.5, 18279, 18280, 18281)

Health and Safety

CSBA NOTE: The following section is for use by districts that offer one or more licensed child care and development programs. Health and Safety Code 1596.7996 requires licensed child care and development programs to provide parents/guardians of enrolled children with a flyer developed by CDSS in conjunction with the California Department of Public Health (CDPH), which contains specified information regarding lead exposure and blood testing. The flyer is available on CDSS' website.

When a child enrolls or reenrolls in a licensed child care and development program, the center shall provide the child's parent/guardian with written information on the risks and effects of lead exposure, blood lead testing recommendations and requirements, and options for obtaining blood lead testing, including any state or federally funded programs that offer free or discounted tests. (Health and Safety Code 1596.7996)

CSBA NOTE: Pursuant to Health and Safety Code 1597.16, a licensed child care and development center located in a building that was constructed before January 1, 2010 ~~must~~is required to have its drinking water tested for lead contamination as provided below. A licensed child care and development center is subject to the temporary suspension of its license if it fails to comply with the requirements to cease using any fountains and faucets where elevated lead levels may exist and to provide potable water.

If a licensed child care and development center is located in a building that was constructed before January 1, 2010, the center shall have its drinking water tested for lead contamination levels every five years. The center shall notify the parents/guardians of enrolled children of the requirement to test a facility's drinking water and of the test results. If notified of elevated lead levels, the center shall immediately make inoperable and cease using the fountains and faucets where elevated lead levels may exist and shall obtain a potable source of water for children and staff at that location. (Health and Safety Code 1597.16)

Staffing

The district's child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in Welfare and Institutions Code 10275.5 and 5 CCR 18290-18292 based on the ages of the children served.

~~All persons employed at a licensed district child care~~

CSBA NOTE: Pursuant to Education Code 8301.1 and Welfare and Institutions Code 10383.1, as added by AB 753 (Ch. 165, Statutes of 2025), the Commission on Teacher Credentialing (CTC) may issue an assistant teacher permit that authorizes the permitholder to assist in the care, development, and instruction of children, including temporarily supervising children independently for no more than 120 minutes per day while the supervising employee leaves the classroom, for purposes of offering flexibility for classroom support, during breaks, or escorting children outside of the classroom. An employee who holds an assistant teacher permit pursuant to Education Code 8301.1 is required to be under the supervision of an employee who holds a valid CTC-issued child development permit at the teacher level, or at an equivalent or higher permit level.

The district may employ assistant teacher permitholders to assist in the care, development, and instruction of children in accordance with Education Code 8301.1 and Welfare and Institutions Code 10383.1. However, the number of assistant teacher permitholders employed by the district at one site shall not exceed 50 percent of the number of classrooms at that site, and the district shall not assign more than one assistant teacher to each classroom. (Education Code 8301.1; Welfare and Institutions Code 10383.1)

CSBA NOTE: Pursuant to Health and Safety Code 1596.866, at least one director or teacher at each child care center is required to have at least 15 hours of health and safety training, as specified, including training in a pediatric first aid or pediatric cardiopulmonary resuscitation (CPR) course that includes instruction in the prevention and treatment of anaphylaxis. Education Code 1596.7985 requires CDSS and the California Department of Education (CDE) to publish on each of their websites, on or before September 1, 2027, an anaphylactic policy that sets forth guidelines and procedures recommended for child care personnel to prevent a child from suffering from anaphylaxis and to be used during an emergency.

In addition to any other required training, at least one director or teacher at each child care and development center shall have at least 15 hours of health and safety training, as specified, including training in a pediatric first aid or pediatric cardiopulmonary resuscitation (CPR) course that includes instruction in the prevention and treatment of anaphylaxis, including the emergency use of epinephrine auto-injectors. (Health and Safety Code 1596.866)

All persons employed at a licensed district child care and development center and all volunteers who provide care and supervision to children at such a center shall be immunized against influenza, pertussis, and measles. If a person meets all other requirements for employment or volunteering, as applicable, but needs additional time to obtain and provide immunization records, the person may be employed or volunteer conditionally for a maximum of 30 days upon signing and submitting a written statement attesting that the person has received the required immunizations. Employees and volunteers shall be immunized against influenza between August 1 and December 1 of each year. (Health and Safety Code 1596.7995)

A person shall be exempt from the above immunization requirements only under any of the following circumstances: (Health and Safety Code 1596.7995)

1. The person submits a written statement from a licensed physician declaring either that immunization is not safe because of the person's physical condition or medical circumstances or that the person has evidence of current immunity to influenza, pertussis, and measles

2. In the case of the influenza vaccine, the person submits a written declaration declining the vaccination

3. In the case of the influenza vaccine required during the first year of employment or volunteering, the vaccine is not timely because the person was hired after December 1 of the previous year and before August 1 of the current year

Documentation of the required immunizations or exemptions from immunization shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

In addition to the above immunization requirements, teachers employed in a licensed child care and development center shall present evidence of a current tuberculosis clearance and meet other requirements specified in Health and Safety Code 1597.055. (Health and Safety Code 1597.055)

Eligibility and Enrollment

CSBA NOTE: State funding is only available for services to families who meet the criteria for subsidized services as specified in Welfare and Institutions Code 10271, 10271.5, and 10271.7. TheAdditionally, the district may also provide services to nonsubsidized families provided the district uses other funding sources or the families pay the full cost of services;. For more information regarding fees and charges for child care and development programs, see section on "Fees and Charges"," below.

Pursuant to 5 CCR 18105, districts contracting to offer child care services are **mandated** to develop and make available to the public written admissions policies and procedures that conform to requirements of 22 CCR 101218, including, but not limited to, criteria designating those children whose needs can be met by the child care and development center's program and services and the ages of children who will be accepted.

The following section should be revised to reflect the district's contract(s).

The district's subsidized child care and development services may be available to infants and children through 12 years of age and to individuals with disabilities through 21 years of age in accordance with their individualized education program and Welfare and Institutions Code 10213.5. (Welfare and Institutions Code 10213.5, 10273; 5 CCR 18089, 18407, 18422)

CSBA NOTE: Pursuant to 5 CCR 18082-18083, the parent/guardian mustis required to submit an application for services which contains specified information and documentation. The family's or child's eligibility mustis required to be certified by a person designated by the district.

Pursuant to Welfare and Institutions Code 10271.5, income eligibility which is based on an adjusted monthly family income at or below 85 percent of the state median income, adjusted for family size, does not include foster care payments made on behalf of a child or guaranteed income payments. Welfare and Institutions Code 10271.5 ~~requires~~required CDSS to adopt regulations regarding the exclusion of these two forms of payment no later than July 1, 2025.

Welfare and Institutions Code 10271 extends eligibility for child care and development programs to families in which a member of the family has been certified as eligible to receive benefits from specified means tested government programs, as reflected below.

To participate in the district's subsidized child care and development program, families shall document both an eligibility basis and need for care as follows: (Welfare and Institutions Code 10271 and 10271.5)

1. The family is eligible for subsidized services on the basis of being:
    a. A current aid recipient
    b. Income eligible
    c. Homeless
    d. The family's children are recipients of child protective services or have been identified as being or at risk of being abused, neglected, or exploited
    e. A member of the household is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other means-tested government program as determined by ~~the California Department of Social Services~~ CDSS
2. The family has a need for child care based on either of the following:
    a. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated
    b. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as experiencing homelessness

CSBA NOTE: The following paragraph may be revised to reflect district practice. Unless state funding is allocated to support the centralized eligibility list established in each county pursuant to Welfare and Institutions Code 10231, such lists will be maintained only if locally funded. In situations where there is no locally funded centralized eligibility list or the district elects not to participate in the local list, the district ~~must~~is required to establish its own waiting list in accordance with admission priorities pursuant to Welfare and Institutions Code 10271 and 5 CCR 18106.

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment shall be given to neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Welfare and Institutions Code 10271)

CSBA NOTE: Pursuant to Welfare and Institutions Code 10271, if a family's eligibility for the district's subsidized child care and development services program is based on a family member's certification as eligible to receive benefits from a specified means tested government program, as defined in Welfare and Institutions Code 10271.7, the family's priority for enrollment ~~must~~is required to be based on the income declared on the application of the government program.

Second priority for enrollment shall be given to families, regardless of the number of parents in the home, who are income eligible, as defined in Welfare and Institutions Code 10271.5. Families with the lowest gross monthly income in relation to family size shall be admitted first. If two or more families are in the same priority in relation to income, the family that has a child with disabilities shall be admitted first or, if there is no child with disabilities, the family in which the primary home language is a language other than English shall be admitted first. If there is no family of the same priority in which the primary home language is a language other than English, the family of the same priority that has been on the waiting list for the longest time shall be admitted first. (Welfare and Institutions Code 10271 and 10271.5)

The district shall allow eligible children 11-12 years of age to combine enrollment in a before-school or after-school program with subsidized child care and development services during the time that the before-school or after-school program does not operate. Children 11-12 years of age, except for children with disabilities, shall be eligible for subsidized child care and development services only for the portion of care needed that is not available in a before-school or after-school program. (Welfare and Institutions Code 10273)

CSBA NOTE: The following optional paragraph may be revised to reflect additional enrollment priorities or criteria established by the district, such as priority for district students, children of district students, or children of district employees~~:~~. For more information regarding priority for admissions, see the accompanying Board policy.

After all children eligible for subsidized services have been enrolled, the district may enroll other children in accordance with the priorities established in the accompanying Board policy by the Governing Board.

The district's decision to approve or deny services shall be communicated to the parent/guardian

through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18118)

CSBA NOTE: Pursuant to Welfare and Institutions Code 10271, ~~as amended by AB 1808 (Ch. 356, Statutes of 2024),~~ a family who receives CalWORKs Stage 1, 2, or 3 is considered to meet eligibility and need requirements for services for not less than 24 months, and is eligible to receive services for at least 24 months before having the family's eligibility or need recertified.

Upon establishing eligibility for services, a family shall be eligible for and shall receive services for not less than 24 months before having the family's eligibility or need recertified and shall not be required to report changes to income or other changes for at least 24 months. If such eligibility ends before the end of the child care and development services program year, eligibility shall be extended until the end of the program year as long as applicable age-eligibility requirements specified in Welfare and Institutions Code 10213.5 are met. (Welfare and Institutions Code 10271)

However, a family establishing eligibility on the basis of income shall report any increases in income that exceed the threshold for ongoing income eligibility specified in Welfare and Institutions Code 10271.5, and the family's ongoing eligibility shall be recertified at that time. At any time, a family may voluntarily report income or other changes which shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of eligibility before recertification. (Welfare and Institutions Code 10271)

CSBA NOTE: Pursuant to Welfare and Institutions Code 10271, as amended by SB 120 (Ch. 13, Statutes of 2025), when a family that already receives child care and development services adds an additional child and requests services for that child during the current eligibility period, the district is required to extend the family's eligibility period to ensure that the additional child receives at least 12 months of eligibility before there is a redetermination of eligibility.

If a family already receiving services adds an additional child to the family size and the family requests services for that child during the current eligibility period, the family's eligibility period shall be extended, as necessary, to ensure that the additional child receives at least 12 months of eligibility for services before a redetermination of eligibility. (Welfare and Institutions Code 10271)

The Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination made during recertification or the update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified

2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing

3. An indication by the parent/guardian that the service is no longer wanted

4. The death of a parent/guardian or child

5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

The Superintendent or designee shall establish and maintain a basic data file for each family receiving child care and development services including, but not limited to, the completed and signed application for services, documentation used to determine the child's eligibility and need, and copies of all Notices of Action. (5 CCR 18081, 18095)

Fees and Charges

CSBA NOTE: Welfare and Institutions Code 10290 requires CDSS, in consultation with CDE, to establish a fee schedule for families using child care and development services, including families who are eligible for subsidized ~~child care~~ services based on the criteria specified in Item #1 in "Eligibility and Enrollment" above.

Welfare and Institutions Code 10290~~, as amended by AB 116 (Ch. 41, Statutes of 2023),~~ prohibits districts from charging or assessing family fees for families whose adjusted monthly family income falls below 75 percent of the State Median Income, and caps family fees at one percent of a family's monthly income for all other families. Additionally, Welfare and Institutions Code 10271.6~~, as added by AB 116,~~ allows families that experience income fluctuation to provide up to the 12 preceding months of income information for the purpose of determining income eligibility or calculating family fees.

Welfare and Institutions Code 10260 and 5 CCR 18110 prohibit districts from assessing fees for a child's enrollment in a program because of a need for child protective services, or because the child is in a CSPP, in the severely disabled program, or in the federally based migrant program, or because the family has an income level in relation to family size that is less than the first entry in the fee schedule.

Pursuant to Welfare and Institutions Code 10236, as amended by SB 778 (Ch. 459, Statutes of 2025), a "migrant agricultural worker family" means a family with at least one individual who has earned at least 40 percent of total gross income from employment in fishing, agriculture, or agriculturally related work during the 12–month period immediately preceding the date of application for child care and development services. Pursuant to Welfare and Institutions Code 10236.5, as added by SB 778, for the purpose of enrollment in migrant child care and development programs, CDSS is required to ensure that the self-certification of income is consistent with other child care and development programs.

Districts may revise the following paragraph to reflect any such program(s) offered by the district. Districts that offer only programs prohibited from charging fees may delete the following section.

Except when offering a program that is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services according to the state fee schedule, the actual cost of services, or the maximum daily/hourly rate specified in the contract, whichever is least. (Welfare and Institutions Code 10260, 10271, 10290, 10291, 10436; 5 CCR 18078, 18108-18110)

No fee shall be charged to a family that is receiving CalWORKS cash aid, an income-eligible family whose child is enrolled in a part-day California State Preschool Program, or a family whose income level, in relation to family size, is less than the first entry in the fee schedule. (Welfare and Institutions Code 10291; 5 CCR 18110)

CSBA NOTE: Pursuant to Welfare and Institutions Code 10291, as amended by SB 792 (Ch. 234, Statutes of 2025), a family that receives services pursuant to Welfare and Institutions Code 10271 may be exempt from family fees for up to 24 months.

~~In addition~~ Additionally, any family receiving child care on the basis of having neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency, may be exempt from these fees for up to ~~12~~24 months. (Welfare and Institutions Code 10271 and 10291)

CSBA NOTE: Pursuant to Welfare and Institutions Code 10290, family fees ~~must~~are required to be assessed at initial enrollment and reassessed at recertification.

Pursuant to 5 CCR 18114, districts contracting to offer child care and development services are **mandated** to adopt a policy for the collection of fees in advance of providing services, as provided below. 5 CCR 18114 contains an alternative definition of delinquency for alternative payment programs offered pursuant to Welfare and Institutions Code 10225-10234.

Fees shall be assessed at initial enrollment and reassessed when a family is recertified or experiences a change in status. Fees shall be considered delinquent after seven days from the date that fees are due. Parents/guardians shall be notified in the event that fees are delinquent. If a reasonable plan for payment of the delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. (Welfare and Institutions Code 10290; 5 CCR 18082, 18114, 18115)

CSBA NOTE: The following paragraph is for use by districts that contract to offer child care and development services and wish to require parents/guardians to provide diapers and/or to pay the costs of field trips (unless the program is exempt from fees), and may be modified to delete diapers as appropriate for the age of the children served. Welfare and Institutions Code 10292 **mandates** that such districts have a written policy which includes parents/guardians in the decision-making process. Pursuant to Welfare and Institutions Code 10292, the fees cannot exceed $25 per child in the contract year.

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Welfare and Institutions Code 10292)

District child care and development centers shall post in a prominent location adjacent to the license at the child care and development facility the rates, and discounts or scholarship policies if any. (Welfare and Institutions Code 10288)

Expulsion/Unenrollment and Suspension Based on Behavior

The district's child care and development program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Welfare and Institutions Code 10491.1)

1. In writing, inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher, and if available engage an early childhood mental health consultant, in an effort to maintain the child's safe participation in the program

2. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child

3. If appropriate, consider completing a comprehensive screening to identify the needs of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Welfare and Institutions Code 10491.1)

A child shall not be suspended from the district's child care and development program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child. (Welfare and Institutions Code 10491.1)

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate. (Welfare and Institutions Code 10491.1)

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing all of the following: (Welfare and Institutions Code 10491.1)

1. Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources

2. Developing a written plan to document the action and supports needed

3. Providing referrals to appropriate community resources

4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDSS in the event of expulsion or suspension. If the district suspends or expels a child from the child care and development program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 18095, informing the parents/guardians of the right to file an appeal of the action directly with CDSS no later than 14 calendar days after receiving the notice. (Welfare and Institutions Code 10491.1)

CSBA NOTE: A joint statement by the U.S. Department of Education and U.S. Department of Health and Human Services, "Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings," provides that if a child in an early childhood program is suspected of having a developmental delay, disability, or mental health issue, the child's parent/guardian be referred, if appropriate, to the mental health system, the state's early intervention program, or the district for information regarding evaluation for services under the Individuals with Disabilities Education Act (20 USC 1400-1482), to ensure that children with disabilities are not suspended or expelled because of disability-related behaviors.

If a child is suspected of having a developmental delay, disability, or mental health issue, the child's parent/guardian shall be referred, if appropriate, to the mental health system, the state's early intervention program, or the district's special education program regarding evaluation for services under the Individuals with Disabilities Education Act (IDEA). Children with disabilities may only be suspended or expelled in conformance with the procedures and limitations of the IDEA.

Disenrollment

CSBA NOTE: Welfare and Institutions Code 10272 specifies the order by which families ~~must~~are required to be disenrolled from child care and development services when funding levels are reduced. Parents/guardians may appeal such actions pursuant to 5 CCR 18120-18122, but only on the grounds that the factors used to determine the family's disenrollment are incorrect. ~~See section~~For more information regarding parent/guardian rights, see "Rights of Parents/Guardians~~"~~," below.

As necessary, families shall be disenrolled from subsidized child care and development services in the following order: (Welfare and Institutions Code 10272.5)

1. Families with the highest income in relation to family size shall be disenrolled first

2. If two or more families have the same income ranking, children who have been enrolled in child care services the longest shall be disenrolled first

3. If two or more families have the same income, children without disabilities shall be disenrolled first

4. Families whose children are receiving child protective services or are at risk of neglect or abuse, regardless of family income, shall be disenrolled last

Health Examination and Immunizations

~~CSBA NOTE: Welfare and Institutions Code 10271 requires children enrolling in a child care center to obtain a physical examination and evaluation, including immunizations, unless a parent/guardian submits a letter stating that such examination is contrary to the parent/guardian's religious beliefs. However, with respect to immunization requirements, Health and Safety Code 120335 eliminated the personal beliefs exemption unless the parent/guardian filed a letter or affidavit prior to January 1, 2016. Since an exemption granted for personal beliefs was only effective until the next grade span (i.e., birth through preschool, grades K-6, and grades 7-12), and any student who received a personal belief exemption prior to January 1, 2016 would be in the next grade span, this exemption no longer exists. See BP/AR 5141.31 - Immunizations.~~

CSBA NOTE: CDPH has developed a tool, the School and Child Care Lookup (SCRL), available on its website, which looks at information from the California Immunization Registry (CAIR2) and can be used by child care and development centers to determine whether a student meets all immunization requirements to enroll in child care and development services.

Prior to or within six weeks of enrollment, a child enrolling in a child care and development center shall obtain a physical examination and evaluation and receive age-appropriate immunizations. (Welfare and Institutions Code 10271)

A child may be exempted from the immunization requirements only if a licensed physician indicates that immunization should not be given and specifies how long this exemption is expected to be needed. (22 CCR 101220.1)

CSBA NOTE: Pursuant to Health and Safety Code 120372, a child care and development center may only accept a medical exemption request that is made by a licensed physician or surgeon on an electronic, standardized, statewide medical exemption certification form developed by CDPH and transmitted using CAIR2. However, Health and Safety Code 120370 requires that a child who has a medical exemption issued prior to January 1, 2020 be allowed to continue enrollment until the next grade span, unless the exemption was issued by a physician or surgeon that has been subject to disciplinary action by the Medical Board of California or the Osteopathic Medical Board of California.

A medical exemption shall be submitted using the standardized medical exemption certification form developed by California Department of Public Health (CDPH) and transmitted using the California Immunization Registry. The request shall include, but not be limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary, including the date upon which a temporary medical exemption will expire. All medical exemptions shall not extend beyond the current grade

span of the student, and a temporary exemption shall not exceed one year. (Health and Safety Code 120372)

If there is good cause to believe that a child is suffering from a recognized contagious or infectious disease, the child shall be temporarily excluded from the child care and development program until it is determined that the child is not suffering from that contagious or infectious disease. (Welfare and Institutions Code 10271)

CSBA NOTE: Pursuant to Health and Safety Code 120440, child care and development centers are required to disclose specified immunization information to local health departments operating countywide or regional immunization information and reminder systems and CDPH, and to maintain the confidentiality of such information in the same manner as other student records. See BP/AR 5125 - Student Records.

District child care centers shall disclose immunization information to the local health department and CDPH in accordance with Health and Safety Code 120440, and maintain the confidentiality of such information in the same manner as other students records in accordance with law and as specified in Administrative Regulation 5125 - Student Records. (Health and Safety Code 120440)

Attendance

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence, and signature of parent/guardian or the district's authorized representative if verification is made by telephone. (5 CCR 18065, 18066)

Absences shall be excused for the following reasons:

1. Illness or quarantine of the child or of the parent/guardian (Welfare and Institutions Code 10213.5)

2. Family emergency (Welfare and Institutions Code 10213.5)

CSBA NOTE: Pursuant to 5 CCR 18066, districts contracting to offer child care and development services are **mandated** to adopt policies delineating circumstances constituting an excused absence for a family emergency. The following paragraph may be revised to reflect district practice.

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident, or is required to appear in court.

CSBA NOTE: Pursuant to Welfare and Institutions Code 10213.5, as amended by SB 792, absences due to medical or educational appointments are considered excused.

3. Medical and educational appointments (Welfare and Institutions Code 10213.5)

~~3.~~ 4. Time spent with a parent/guardian or other relative as required by a court of law (Welfare and Institutions Code 10213.5)

~~4.~~ 5. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (Welfare and Institutions Code 10213.5)

CSBA NOTE: 5 CCR 18066 **mandates** a policy that delineates circumstances constituting an excused absence "in the best interest of the child." The following paragraph may be revised to reflect district practice.

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of child protective services or are at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 18066)

CSBA NOTE: 5 CCR 18066.5 establishes procedures to follow when a child has been absent and the family has not been in communication with the district's child care and development services program coordinator or site supervisor for seven consecutive calendar days.

When a child has been absent and the family has not been in communication with the program coordinator or site supervisor for seven consecutive calendar days, the district shall attempt to contact the parent/guardian through a variety of communication methods, including one attempt in writing which may be through electronic means, informing the parent/guardian that failure to communicate with the district may result in termination of child care and development services. The district shall keep documentation of all such communication attempts in the family's data file, and, if there has been no communication for a total of 30 consecutive calendar days, issue a Notice of Action to disenroll the family on the basis of abandonment of care. (5 CCR 18066.5)

CSBA NOTE: Pursuant to Welfare and Institutions Code 10213.5, as amended by SB 792, for purposes of reimbursement, the district may claim attendance for days that the district is required to hold a space for a child during the period that a family is assumed to have abandoned care or is engaging in the appeal process based on disenrollment for abandoning care.

For purposes of reimbursement, the district may claim attendance for days that the district is required to hold a space for a child during the period that a family is assumed to have abandoned care or is engaging in the appeal process based on disenrollment for abandoning care. (Welfare and Institutions Code 10213.5)

Parents/guardians shall be notified of the policies and procedures related to excused absences for child care and development services. (5 CCR 18066)

Rights of Parents/Guardians

CSBA NOTE: The following two paragraphs are for use by districts that operate one or more licensed child care and development centers, but may be used by license-exempt providers.

At the time a child is accepted into a licensed child care and development center, the child's parent/guardian or authorized representative shall be notified of the rights specified in 22 CCR 101218.1, including, but not limited to, the right to enter and inspect the child care and development facility and the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (Health and Safety Code 1596.857; 22 CCR 101218.1)

~~The~~Additionally, the written notice of parent/guardian rights ~~also~~ shall be permanently posted within the facility in a location accessible to parents/guardians. Notwithstanding these rights, access to the facility may be denied to an adult whose behavior presents a risk to children present in the facility or to noncustodial parents/guardians when so requested by the responsible parent/guardian. (Health and Safety Code 1596.857)

CSBA NOTE: The remainder of this section is for use by all districts and applies to licensed and license-exempt child care and development programs.

In addition, if a parent/guardian disagrees with any district action to deny a child's eligibility for subsidized child care and development services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to the Child Development Division. (5 CCR 18120-18122)

Coordinating Transitions

When a child in the district's child care and development program transfers to a local public school, the district's child care and development program administrator shall provide the child's parent/guardian with information from the previous year which is beneficial to the student and the student's teacher, including, but not limited to, developmental issues, social interaction abilities, health background, and diagnostic assessments, if any. The program administrator shall transfer this information to the student's elementary school, with permission of the student's parent/guardian. (Welfare and Institutions Code 10315)

To facilitate the transition of a child with a disability, the district designates the individual listed below as the main point of contact for coordinating and completing, with other agencies and persons, the transition of a child and family from infant/toddler programs to preschool (Part C to Part B of IDEA), including establishing practices to educate and support families during the transition: (Government Code 95008)

_____

(title or position)
_____
(address)
_____
(telephone number)
_____
(email)

Records

CSBA NOTE: State contracts require the district to submit data on both subsidized and nonsubsidized families served by child care and development centers. ~~In addition~~Additionally, the district is required to provide monthly reports regarding any families receiving subsidized services during that month.

Welfare and Institutions Code 10315 requires a preschool or infant and toddler program to, when a child in a state-funded preschool or infant and toddler program will be transferring to a local public school, provide the parent/guardian with information from the previous year deemed beneficial to the student and the public school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments, if any. The preschool or infant and toddler program may, with the permission of the parent/guardian, transfer this information to the student's elementary school.

The Superintendent or designee shall maintain records, in accordance with Board Policy/Administrative Regulation 3580 - District Records and Board Policy/Administrative Regulation 5125 - Student Records, of enrollment, attendance, types of families served, income received from all families participating in the district's child care and development program, and any other records required under the state contract.

CSBA NOTE: Pursuant to Health and Safety Code 1597.640, as added by AB 495 (Ch. 664, Statutes of 2025), the California Attorney General published, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2026 Guidance) on April 1, 2026. Pursuant to the 2026 Guidance, child care and development programs are encouraged to adopt language regarding responding to requests by immigration officials that is equivalent to the model policy language. Additionally, pursuant to Health and Safety Code 1597.640, as added by AB 495, licensed child care and development facilities are required to ensure that parents/guardians or authorized representatives of children in care are aware of the model policies, including how to obtain a copy of the model policies. The 2026 Guidance is available on the Office of the Attorney General's website. Child care and development programs operated by school districts are subject to additional requirements. For more information regarding response to immigration enforcement, see BP/AR 1445 – Response to Immigration Enforcement. It is recommended that districts with questions related to responding to immigration enforcement consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Additionally, the immigration or citizenship status of a child or a child's family member may only be collected and disclosed in accordance with the accompanying Board policy, Health and Safety Code 1597.640, and Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

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

State	Description
22 CCR 101151-101191	Licensing and application procedures (https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I144AECE05B6211EC9451000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 18000-18308	Early Learning and Care Programs
5 CCR 18012-18122	General requirements
5 CCR 18180-18192	Federal and state migrant programs
5 CCR 18210-18213	Severely handicapped program
5 CCR 18220-18231	Alternative payment program
5 CCR 18240-18249	Resource and referral program
5 CCR 18270-18281	Program quality; accountability
5 CCR 18290-18292	Staffing ratios
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 18300-18308	Appeals and dispute resolution
5 CCR 4600-4687	Uniform complaint procedures and Williams complaints
5 CCR 80067-80067.3	Early Childhood Education Specialist Credential
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 46120	Expanded Learning Opportunities Program
Ed. Code 48000	Transitional kindergarten
Ed. Code 49414	Emergency epinephrine delivery systems
Ed. Code 49540-49546	Child care food program
Ed. Code 49570	National School Lunch program

Ed. Code 56244	Staff development funding
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8301.1	Assistant teacher permit
Ed. Code 8337	Early Education Expansion Program
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Gov. Code 12532.5	Model policies for state and local agencies relating to interaction with immigration authorities
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 120440	Disclosure of immunization information to local and state health departments
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
H&S Code 1597.640	Family preparedness in licensed child care and development program facilities; response to immigration enforcement
W&I Code 10200-10206	Early Childhood Development Act of 2020
W&I Code 10207-10492.2	Child Care and Development Services Act
W&I Code 10213.5	Child care and development; definitions
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10271	Eligibility, enrollment, and priority of services; physical examinations; rules and regulations
W&I Code 10271.5	Income eligibility
W&I Code 10271.7	Family member certified as eligible to receive benefits; definition
W&I Code 10272.5	Order of disenrollment
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12

W&I Code 10276	Child Care and Development Fund notice to providers
W&I Code 10290	Fee schedule for families using preschool and child care and development services
W&I Code 10291	Families exempt from family fees
W&I Code 10315	Transfer of information to public schools
W&I Code 10332	Children residing in another district; use of facilities and personnel
W&I Code 10383.1	Assistant teacher permits
W&I Code 10491-10491.1	Expulsion and suspension procedures in ~~childcare~~child care and development services programs

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
34 CFR 303.1-303.734	Early Intervention Program for Infants and Toddlers with Disabilities
42 USC 1751-1769j	School Lunch Program
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 98.1-98.93	Child Care and Development Fund
7 CFR 210.1-210.33	National School Lunch Program

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025, April 2026 (https://oag.ca.gov/system/files/media/ece-childcare-guidance-model-policies-public.pdf)
Bipartisan Policy Center Publication	From the Ground Up: Improving Child Care and Early Learning Facilities, 2023
CA Commission on Teacher Credentialing Publication	Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024
CA Dept of Social Services Publication	AB 116 Implementation: Family Fee Changes, Child Care Bulletin No. 23-22, August 2023
CA Dept of Social Services Publication	Child Care Transition: The Early Childhood Development Act of 2020
CA Dept of Social Services Publication	American Rescue Plan Act Child Care & Development Division FAQ

California Department of Education Publication	Implementation of the Classroom Assessment Scoring System (CLASS) and CLASS Environment and Removal of the Environment Rating Scale for the California State Preschool Program (CSPP), Early Education Division Management Bulletin 23-10, December 2023
Court Decision	CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services (2001) 91 Cal.App.4th 892
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	Osteopathic Medical Board of California
Website	Medical Board of California
Website	California Department of Social Services, Child Care Licensing
Website	Every Child California, an Association of Leaders Advancing Early Learning
Website	Office of Administrative Law
Website	Universal Prekindergarten, California's Great Start
Website	CSBA District and County Office of Education Legal Services
Website	California Commission on Teacher Credentialing
Website	California Association for the Education of Young Children
Website	California Department of Education, Early Education Division
Website	California Department of Education, Early Education Management Bulletins
Website	California Head Start Association
Website	California School-Age Consortium
Website	California Office of the Attorney General (https://oag.ca.gov/)
Website	National Association for the Education of Young Children
Website	U.S. Department of Health and Human Services
Website	Commission on Teacher Credentialing
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Public Health

Cross References

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1330	Use Of School Facilities
1330	Use Of School Facilities
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1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
1700	Relations Between Private Industry And The Schools
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3280	Sale Or Lease Of District-Owned Real Property
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Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 11/01/2012 **| Last Revised Date:** ~~12~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~12~~05/01/~~2024~~2026

CSBA NOTE: The following policy is **mandated** for use by districts that operate their own preschool/early childhood education programs and/or collaborate to provide preschool opportunities within the community. ~~See~~See below for **mandated** policy requirements regarding immigration enforcement, and the accompanying administrative regulation for **mandated** ~~language~~policy requirements regarding (1) written admissions policies and procedures, and (2) fees for field trips and/or parent/guardian provision of diapers.

CSBA's publications, "The Preschool Landscape in California and Strategies for Expansion," and, "The Importance of Early Childhood Education Programs," provide information about the characteristics of effective preschool programs and actions that the district and Governing Board can take to encourage and/or provide high-quality preschool education. Additionally, the California Department of Education (CDE) has developed a Universal Prekindergarten resources website, "Universal Prekindergarten (UPK), California's Great Start," designed for use by districts that operate California State Preschool Programs (CSPP), Head Start programs, and/or transitional kindergarten (TK).

Pursuant to Education Code 8207, CSPPs include part- and full-day, age and developmentally appropriate programs, designed to facilitate the transition to kindergarten for two-, three- and four-year-old children~~, and as amended by SB 163 (Ch. 73, Statutes of 2024), two-year-old children.~~. Pursuant to Education Code 8207.1~~, as added by SB 163~~, a district operating a CSPP, may, but is not required to, enroll interested eligible two-year-old children. However, a district's CSPP may not serve any two-year-old children on or after July 1, 2027, unless the district was serving those two-year-old children before July 1, 2027.

Education Code 8320 establishes the California Universal Preschool Planning Grant Program, with the goal of expanding access to preschool programs for three- and four-year-old children universally across the state, through a mixed-delivery system by a variety of providers, programs, and settings such as Head Start agencies and other public, private, or proprietary agencies. Under the program, grants are awarded per county, based on collaborative planning among the local child care and development planning council, districts and other local educational agencies, public and private agencies, and other community members, to ensure that activities conducted under the grant meet community needs for universal preschool in a mixed-delivery system which are not already addressed.

Education Code 8281.5 established the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs. Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of

prekindergarten education within the district, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children.

Additionally, preschool programs may ~~also~~ receive funding through the state migrant child care and development program (Welfare and Institutions Code 10235-10238), child care and development services for children with exceptional needs program (Welfare and Institutions Code 10260-10263), federal Head Start program (42 USC 9831-9852c), Title I preschool program (20 USC 6311-6322), or other funding sources available to the district.

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for two-, three-, and four-year-old children.

CSBA NOTE: The following optional paragraphs may be used by all districts, regardless of whether they provide their own preschool programs, and may be revised to reflect district practice.

Welfare and Institutions Code 10480-10487 establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care, including preschool programs, and to develop policies to meet identified needs~~;~~. For more information regarding child care and development programs, see BP 5148 - Child Care and Development. ~~Such~~Additionally, such councils may ~~also~~ develop centralized student eligibility lists~~;~~. For more information regarding centralized student eligibility lists, see ~~the section~~ "Waiting List" in the accompanying administrative regulation.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

CSBA NOTE: The following optional section is for use by districts that choose to provide preschool/early childhood education programs for two-, three-, and four-year-old children and should be revised to reflect district practice.

The district may contract with CDE to offer a program through the CSPP pursuant to Education Code 8200-8340. Two-, three-, and four-year-old children from low-income or otherwise disadvantaged families may be eligible for subsidized services. ~~See~~For major program requirements for CSPPs, see the accompanying administrative regulation ~~for major program requirements for CSPP~~.

Education Code 60910 requires CDE to collect data regarding each student enrolled in a district operated CSPP, including all applicable data elements that are collected for TK students pursuant to Education Code 48000. For more information about data collection, see CDE's Early Education Division Management Bulletin 24-08.

In order to support equitable access to CSPPs, Education Code 8222~~, as added by AB 51 (Ch. 618, Statutes of 2024),~~ requires CDE to (1) provide prospective CSPP providers an equitable opportunity to establish a trained workforce and administrative systems, and technical assistance on how to meet the requirements of applicable regulations, (2) develop early learning resources, as specified, and (3) develop and implement a proactive one-time three-year outreach, capacity building, training, and technical assistance plan that targets prospective and new contractors.

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

CSBA NOTE: Pursuant to Health and Safety Code 1596.792, CSPPs that are operated in a school building by a school district under contract with CDE are exempted from licensure and regulation requirements of Health and Safety Code 1596.70-1597.21. However, such CSPPs are required to comply with other specified health and safety requirements, including the Field Act, California Building Standards Code, requirements for kindergarten classrooms specified in 5 CCR 14001-14036, and requirements for CSPPs specified in 5 CCR 17700-17833.

Education Code 8207 requires any CSPP to provide early learning and care and comply with Health and Safety Code 1596.955 and all other applicable statutory and regulatory requirements, including, but not limited to, the requirement of Education Code 8205 that any child under four years of age be served only in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations. Additionally, pursuant to Education Code 8207.1, ~~as amended by AB 176 (Ch. 998, Statues of 2024), requires~~ the Superintendent of Public Instruction (SPI), in consultation with the California Department of Social Services (CDSS), ~~to develop~~has developed guidance for CSPPs to follow when enrolling two-year-old children, including guidance regarding age-appropriate diapering and toilet training, which is available on CDE's website.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

CSBA NOTE: Pursuant to 5 CCR 17701 the Board is required to approve a written philosophical statement, goals, objectives, and requirements addressing each program component specified in 5 CCR 17701-17711. ~~See the accompanying administrative regulation for~~For further information about these required program components, see the accompanying administrative regulation.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

CSBA NOTE: Pursuant to the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program (Education Code 17375), districts may be awarded grants for the construction of new preschool classrooms, the modernization of existing preschool classrooms, or the modernization of existing kindergarten-grade 12 classrooms that will be converted to provide CSPPs operated by districts on a public school site.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

~~CSBA NOTE: The following optional paragraph provides for coordination of the preschool program with the TK program and may be revised to reflect district practice. Education Code 48000 phases in the timespans for mandatory admittance requirements until the 2025-2026 school year.~~

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge. In order to provide families with the option of a full-day, high-quality instructional program, the district may enroll children who are in a TK or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

CSBA NOTE: Pursuant to Education Code 48000, a district that commingles children from CSPP and TK in the same classroom is required to meet all of the requirements of the respective programs in which the children are enrolled and is required to complete an observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environment tool. For more information on TK programs, see BP 6170.1 - Transitional Kindergarten.

~~The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in Board Policy 6170.1 - Transitional Kindergarten. (Education Code 8281.5)~~

~~CSBA NOTE: Pursuant to Education Code 48000.15, as amended by SB 141 (Ch. 194, Statutes of 2023), for the 2024-25 school year, a district that offers TK to early enrollment children must concurrently offer enrollment in a CSPP, if offered by the district, and space permitting. The district may enroll an early enrollment child in a CSPP operated by the district regardless of income, after all other eligible children have been enrolled.~~

~~Pursuant to Education Code 48000, a district that commingles children from CSPP and TK in the same classroom is required to meet all of the requirements of the respective programs in which the~~

~~children are enrolled, and, as amended by SB 153 (Ch. 38, Statutes of 2024), is required to complete an observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environment tool.~~

~~For more information on TK programs, see BP 6170.1 - Transitional Kindergarten.~~

~~If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP, subject to available space. (Education Code 48000.15)~~

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in Board Policy 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

CSBA NOTE: Pursuant to Education Code 48000 a child's eligibility for TK enrollment may not impact family eligibility for a preschool or child care program. Education Code 8205 clarifies that four-year-old children who are eligible to participate in a CSPP include those children whose 5th birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP and whose parent/guardian has opted to retain or enroll them in a CSPP.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

CSBA NOTE: Pursuant to Education Code 8203.3, CDE in consultation with CDSS, is responsible for establishing and updating prekindergarten learning development guidelines that focus on preparing children for kindergarten, including developmental milestones, how to assess where children are in relation to the milestones, and suggested methods for achieving the milestones.

~~Effective July 1, 2025, the~~The district's CSPP is required to use CDE's, "Preschool/Transitional Kindergarten Learning Foundations (PTKLF)," formerly "Preschool Learning Foundations," to guide curriculum and lesson planning to support children ages three to five. The PTKLF describe the knowledge, skills, and developmental milestones that most children ages three through five can achieve in a high-quality early education program. For more information, see CDE's Early Education Division Management Bulletin 24-07 and CDE's California PTKLF website.

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

CSBA NOTE: Pursuant to Education Code 8241.5, preschool providers are required to identify dual language learners enrolled in specified preschool programs through a family language instrument and a family language and interest interview, which~~, as amended by AB 393 (Ch. 435, Statutes of 2023),~~ may be fulfilled by using the previous designation of a child as a "dual language learner" by a general child care and development program or migrant child care program to identify and report child and program data related to dual language learners to CDE. Pursuant to Education Code 8241.5~~, as amended by AB 393~~, a family may not be compelled to complete a family language

instrument or to participate in the family language and interest interview. Education Code 8203 requires the quality indicators for CSPPs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English, and is reflected in the following paragraph. Pursuant to Education Code 8203, the SPI ~~is required to develop~~developed standards for the implementation of high-quality preschool programs, one component of which are activities and services that meet the cultural and linguistic needs of dual language learners for support in the development of their home language and English, published in, "UPK Mixed Delivery Quality and Access Workgroup Legislative Report," available on CDE's website.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

CSBA NOTE: The following paragraph reflects Education Code 8208, ~~as amended by SB 163,~~ which requires at least five percent of enrollment into subsidized preschool be reserved for children with exceptional needs.

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

CSBA NOTE: Pursuant to Education Code 8207, CSPPs ~~must~~are required to include ~~certain required~~specified components, such as health services, nutrition, and referrals to appropriate social service agencies, as reflected in the following paragraph and accompanying administrative regulation.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

Staffing

CSBA NOTE: The Commission on Teacher Credentialing (CTC) issues permits for child development program directors, site supervisors, and teachers pursuant to criteria established in Education Code 8205 and 8298 and 5 CCR 17717-17721. The district may request from CDE a waiver of the qualification requirements for a site supervisor upon demonstration of a compelling need, in accordance with Education Code 8205 and 5 CCR 17719.

5 CCR 80067, 80067.1, 80067.2, and 80067.3, pertaining to the prekindergarten-grade 3 (PK-3) early childhood education specialist credential, include requirements, and accelerated pathways to meet the requirements, in an effort to increase the number of early childhood education teachers. The PK-3 credential is designed to provide individuals who already hold a bachelor's degree and

have gained experience in early childhood education through their work, to have an expedited pathway to earning the credential to teach in the PK-3 environment. ~~See~~For more information regarding this credential, see CTC Coded Correspondence 24-03 for more information. For more information about the Early Childhood Education Emergency Specialist Permit/Emergency Transitional Kindergarten Permit, see AR 4112.2 -- Certification.

Pursuant to Education Code 69617, ~~as amended by SB 114 (Ch. 48, Statutes of 2023),~~ the Golden State Teacher Grant Program awards up to $20,000 to students currently enrolled in a professional preparation program approved by CTC who are working towards earning their preliminary teaching or pupil personnel services credential, and who commit to work for four years at a CSPP.

Pursuant to Education Code 8281.5, ~~as amended by SB 114,~~ CDE is authorized to allocate or prorate unexpended funds from the California Prekindergarten Planning and Implementation Grant Programs to districts for costs associated with the educational expenses of current and future CSPP, TK, and kindergarten professionals that support their attainment of required credentials, permits, or professional development in early childhood instruction or child development, including developing competencies in serving inclusive classrooms and dual language learners.

Health and Safety Code 1596.7995 requires that employees and volunteers at a day care center be immunized against influenza, pertussis, and measles, with specified exemptions. ~~In addition~~Additionally, Health and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance. ~~See~~For more information regarding immunizations, see the accompanying administrative regulation.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Eligibility, Enrollment, and Disenrollment

CSBA NOTE: 5 CCR 17743 **mandates** that districts offering a CSPP develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218.1, as provided in the following paragraph. ~~See the accompanying administrative regulation for~~For additional language that fulfills this **mandate**, see the accompanying administrative regulation.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

CSBA NOTE: Education Code 8208, ~~as amended by SB 141 and SB 163, Education Code~~ 8210, and 8211, ~~as amended by SB 141, SB 163 and AB 176,~~ and 5 CCR 17746-17748, ~~revised~~provide for eligibility criteria and enrollment priorities for subsidized preschool services, as provided below and in the accompanying administrative regulation.

Eligibility is generally limited to children who reside within district boundaries. However, Education Code 8267 authorizes the Board to enter into an agreement with the boards of other districts to

serve children who reside within those districts. The district may revise the following paragraph to reflect any such agreement approved by the Board.

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

CSBA NOTE: In addition to other eligibility requirements, pursuant to 5 CCR 17745, a child and the child's parents/guardians must live in California while the child is receiving services.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California, which may be established by providing evidence of a California street or post office address. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the U.S. Department of Homeland Security. (5 CCR 17745)

The district's program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the expulsion or unenrollment is in accordance with the procedures specified in the accompanying administrative regulation.

When necessary due to a reduction in state reimbursements, families shall be disenrolled as specified in the accompanying administrative regulation.

Response to Immigration Enforcement

CSBA NOTE: Pursuant to Health and Safety Code 1597.640, as added by AB 495 (Ch. 664, Statutes of 2025), all CSPPs, whether licensed or license-exempt, are **mandated** to update their policies by July 1, 2026, with language regarding responding to requests by immigration officials that is equivalent to the model policy language developed by the California Attorney General in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2026 Guidance) published on April 1, 2026. Additionally, pursuant to Health and Safety Code 1597.640, as added by AB 495, license-exempt CSPP facilities are required to ensure parents/guardians or authorized representatives of children in care are aware of the model policies, including, but not limited to, how to obtain a copy of the model policies. The 2026 Guidance is available on the Office of the Attorney General's website. CSPPs operated by school districts are subject to additional requirements. For additional information regarding response to immigration enforcement, see BP/AR 1445 – Response to Immigration Enforcement. It is recommended that districts with questions related to responding to immigration enforcement issues consult CSBA's District and County Office of Education Legal Services or district legal counsel.

CSPPs shall provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025."

The district and district staff shall act in accordance with Health and Safety Code 1597.640 and Board Policy/Administrative Regulation 1445 – Response to Immigration Enforcement with respect to:

1. Soliciting or collecting information or documents regarding the citizenship or immigration status of a child or the child's family members

2. Nondiscrimination on the basis of immigration status

3. Responding to the presence of immigration enforcement activity on district property, including requests for access to children or access to district-provided transportation, nonpublic areas of district property or facilities, or nonpublic area in which a district-sponsored activity is occurring

   The district's legal counsel or other district official designated by the Superintendent is encouraged to submit a timely report regarding the officer or employee's requests to the California Attorney General and CDE.

4. Responding to a request for information regarding a child or a child's family or household from immigration authorities

   If the district's CSPP responds to a request for information regarding the child, the district shall make a copy of the documents requested and shall document the name of the person/agency to whom the documents were provided. The CSPP shall keep a record of the documents produced and place the copy in the child's file.

5. Responding in the event a child's parent/guardian is detained or deported

6. Permitting families to update children's emergency contact information as needed throughout the year

   Families may provide as many alternative contacts as they wish if no parent/guardian is available.

7. Accessing, reviewing, or obtaining employee records by immigration authorities, except as to I-9 Employment Eligibility Verification forms and other documents for which a Notice of Inspection has been provided to the employer

CSPPs shall review the Attorney General's website by June 1 of each calendar year. If there are updated model policies related to protecting the rights of immigrants and CSPP families to safely access CSPP facilities, the district shall adopt the updated policies or equivalent policies by July 1 of that calendar year.

Program Evaluation

CSBA NOTE: As specified in CDE's Early Education Division Management Bulletin 23-10, districts are no longer required to complete an environment rating scale, as part of the annual self-evaluation or as part of Federal Program Monitoring/Contract Monitoring Review. Instead, beginning with the 2024-25 annual program self evaluation, districts are required to implement the CLASS, CLASS Environment tool, and additional requirements as specified, with full implementation

in program year 2028-29.

Education Code 8203.1 establishes the early learning quality rating and improvement system (QRIS) block grant to support continuous local improvement efforts that increase the number of low-income children in high-quality preschool programs. Grant funds may be awarded to eligible local consortia, which then allocate funds to districts and other agencies contracting to provide CSPPs. Pursuant to Education Code 8203.1, QRIS is based on a tiered rating structure with progressively higher quality standards for each tier. It is designed to (1) provide supports and incentives for programs, teachers, and administrators to reach higher levels of quality, (2) monitor and evaluate program impacts on child outcomes, and (3) disseminate information to parents/guardians and the public about program quality.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Complaints

CSBA NOTE: The following paragraph is for use by districts that offer a CSPP and may be revised to reflect the type(s) of programs offered by the district. Education Code 8212 requires districts to use the uniform complaint procedures, with modifications as necessary, to investigate and resolve health and safety complaints in license-exempt CSPPs. Pursuant to 5 CCR 17781, license-exempt CSPPs are required to comply with the procedures described in 5 CCR 4690-4694. ~~See~~For more information regarding the resolution of complaints using the uniform complaint procedure, see BP/AR 1312.3 - Uniform Complaint Procedures.

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

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

State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 14001-14036	School housing

5 CCR 17700-17833	California State Preschool Program
5 CCR 17701-17711	General program requirements
5 CCR 17745	Admission requirements; residency
5 CCR 17746-17748	Enrollment priorities
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80067-80067.3	Prekindergarten-3 Early Childhood Education Specialist Instruction Credential
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000-48003	Kindergartens
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 60910	Data for students enrolled in California State Preschool Program
Ed. Code 69617	Golden State Teacher Grant Program
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8489-8489.1	Expulsion and suspension procedures
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
H&S Code 1597.640	Family preparedness in licensed child care and development program facilities; response to immigration enforcement
W&I Code 10207-10215	General provisions
W&I Code 10207-10492.2	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs

W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils

Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool
20 USC 6391-6399	Education of migratory children
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025, April 2026 (https://oag.ca.gov/system/files/media/ece-childcare-guidance-model-policies-public.pdf)
CA Commission on Teacher Credentialing Publication	Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024
California Department of Education Publication	UPK Mixed Delivery Quality and Access Workgroup Legislative Report (https://www.cde.ca.gov/sp/cd/ce/upkmixeddelivery.asp)
California Department of Education Publication	Assessment and Reporting of Family Fees for Fiscal Year (FY) 2024-25, Early Education Division Management Bulletin 24-06, June 2024
California Department of Education Publication	California State Preschool Program Neighborhood School Eligibility Criteria to Enroll Three- and Four-Year-Old Children, Early Education Division Management Bulletin 24-01, January 2024
California Department of Education Publication	Preschool/Transitional Kindergarten Learning Foundations, Early Education Division Management Bulletin 24-07, August 2024
California Department of Education Publication	Data Collection for California State Preschool Programs Operated by a Local Educational Agency, Early Education Division Management Bulletin 24-08, August 2024

California Department of Education Publication	Early Childhood Division Federal Program Monitoring Instrument
California Department of Education Publication	California State Preschool Program and Children with Disabilities (Exceptional Needs), Early Education Division Management Bulletin 23-02, February 2023
California Department of Education Publication	Part-day California State Preschool Program as an Extended Learning and Care Option, Early Education Division Management Bulletin 23-05, April 2023
California Department of Education Publication	Suspension and Expulsion in the California State Preschool Program, Early Education Division Management Bulletin 23-08, September 2023
California Department of Education Publication	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009
California Department of Education Publication	Implementation of the Classroom Assessment Scoring System (CLASS) and CLASS Environment and Removal of the Environment Rating Scale for the California State Preschool Program (CSPP), Early Education Division Management Bulletin 23-10, December 2023
California Department of Education Publication	California Preschool Learning Foundations
California Department of Education Publication	First Class: A Guide for Early Primary Education, 1999
CSBA Publication	The Importance of Early Childhood Education Programs, September 2019
CSBA Publication	The Preschool Landscape in California and Strategies for Expansion, January 2020
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	Universal PreKindergarten, California's Great Start
Website	California Office of Administrative Law
Website	California County Superintendents Educational Services Association
Website	CSBA District and County Office of Education Legal Services
Website	California Commission on Teacher Credentialing
Website	National Institute for Early Education Research
Website	California Association for the Education of Young Children
Website	California Head Start Association
Website	California Preschool Instructional Network

Website	Child Development Policy Institute
Website	First 5 California
Website	California Department of Social Services
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	California Department of Education
Website	U.S. Department of Education
Website	California Office of the Attorney General (https://oag.ca.gov/)

Cross References

Code	Description
0415	Equity
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response to Immigration Enforcement
1445	Response to Immigration Enforcement
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property

3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness

5111	Admission
5111	Admission
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6159	Individualized Education Program
6159	Individualized Education Program
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children

6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6200	Adult Education
6200	Adult Education
7110	Facilities Master Plan
7210	Facilities Financing

Regulation 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 07/01/2015 **| Last Revised Date:** ~~12~~05/01/~~2024~~2026 **| Last Reviewed Date:** ~~12~~05/01/~~2024~~2026

CSBA NOTE: The following administrative regulation is **mandated** for use by districts that operate their own preschool/early childhood education programs and/or collaborate to provide preschool opportunities within the community. The following administrative regulation reflects the major requirements of the California State Preschool Program (CSPP) pursuant to Education Code 8200-8340 and 5 CCR 17700-17833.

The following administrative regulation does not reflect all requirements for other state and federally funded preschool program(s). The district may revise this administrative regulation to reflect other preschool program(s) it offers, such as the state migrant child care and development program (Welfare and Institutions Code 10235-10238), child care and development services for children with special needs program (Welfare and Institutions Code 10260-10263), federal Head Start program (42 USC 9831-9852c), Title I preschool program (20 USC 6311-6322), or preschool program developed and funded by the district.

In addition to the program requirements described below, other district policies as contained throughout the district's policy manual may be applicable to preschool programs. See BP/AR 1240 - Volunteer Assistance, BP/AR 1445 – Response to Immigration Enforcement, AR 3514.2 - Integrated Pest Management, BP/AR 3550 - Food Service/Child Nutrition Program, and BP/AR 5148 - Child Care and Development. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel if there are questions regarding the applicability of other laws to the district's preschool program.

Attendance, means the number of children present at a preschool facility, and for purposes of reimbursement, includes excused absences by children because of illness, quarantine, illness or quarantine of their parent, family emergency, or to spend time with a parent or other relative as required by a court of law or that is clearly in the best interest of the child. (Education Code 8205)

Children with exceptional needs means either of the following: (Education Code 8205)

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations, including an infant or toddler with a developmental delay or established risk condition, or a child who is at high risk of having a substantial developmental disability, as defined in Government Code 95014

   Children with exceptional needs under the age of three shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.

2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program (IEP) team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR

Children with exceptional needs between ages 3 to 21 shall have an active IEP and shall be receiving early intervention services or appropriate special education.

Dual language learner children means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English. (Education Code 8205)

~~CSBA NOTE: Pursuant to Education Code 48000.15, as amended by SB 141 (Ch. 194, Statutes of 2023), for the 2024-25 school year, a district that offers transitional kindergarten (TK) to early enrollment children must concurrently offer enrollment in a CSPP, if offered by the district, and space permitting.~~

~~*Early enrollment child* means a child whose fourth birthday will be between June 3 and September 1 preceding the school year during which they are enrolled in a transitional kindergarten (TK) classroom. (Education Code 48000.15)~~

~~CSBA NOTE: Education Code 8205, as amended by SB 163 (Ch. 73, Statutes of 2024), includes the definition of two-year-old children, which is reflected below.~~

Two-year-old children means children who have had their second birthday and do not otherwise meet the definition of "three-year-old children." (Education Code 8205)

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Any child under four years of age shall be served in a California state preschool program facility, licensed in accordance with Title 22 of the California Code of Regulations. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP and whose parent ~~or~~ /guardian has opted to retain or enroll them in a CSPP. (Education Code 8205)

Program Components

When approved by CDE under the CSPP, the district may operate one or more part- or full-day preschool programs in accordance with law and the terms of its contract with CDE.

CSBA NOTE: Pursuant to Education Code 8207, CSPPs are required to include certain components, as reflected in Items #1-7 below. Item #8 is a recommended practice that may be revised to reflect the district's program.

The district's CSPP shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children
2. Supervision
3. Parenting education and parent engagement

4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies

5. Health services

6. Nutrition

7. Training and career ladder opportunities, documentation of which shall be provided to CDE

8. Physical activity to support children's health

CSBA NOTE: CSPP program components are listed in 5 CCR 17701-17711.

Pursuant to Education Code 8203.5, contracts between the California Department of Education (CDE) and districts for CSPPs ~~must include a requirement~~require that a developmental profile be maintained for each child.

The district's CSPP shall satisfy all the requirements described in 5 CCR 17701-17711, including, but not limited to, those related to the program philosophy, goals, and objectives, the educational program, the creation of a developmental profile for each child, staff development, family engagement and strengthening, community involvement, health and social services, nutrition, and program evaluation.

Minimum Hours/Days of Operation

CSBA NOTE: Pursuant to Education Code 8207, CSPPs may be part- or full-day. The following section may be revised to reflect district programs.

The district's part-day CSPP shall operate a minimum of three hours, and up to three hours and 59 minutes, per day, excluding time for home-to-school transportation, and for at least 175 days per year unless otherwise specified in the contract with CDE. (Education Code 8207; 5 CCR 17727)

CSBA NOTE: CDE's Early Education Division Management Bulletin 23-05 provides guidance on eligibility of children enrolled in ~~TK~~transitional kindergarten (TK) or kindergarten for wraparound care if the child is also eligible for a part-day CSPP.

However, a part-day CSPP may also offer ~~TK~~transitional kindergarten (TK) or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services, and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

~~CSBA NOTE: Pursuant to Education Code 48000.15, as amended by SB 141, for the 2024-25 school year, a district that offers TK to early enrollment children must concurrently offer enrollment in a CSPP, if offered by the district, space permitting. The district may enroll an early enrollment child in a CSPP operated by the district regardless of income, after all other eligible children have been enrolled. For more information about TK programs, see BP 6170.1 - Transitional Kindergarten.~~

~~The district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP, subject to available space. (Education Code 48000.15)~~

The district's full-day CSPP shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation, and for the number of operational hours reasonably

necessary to meet the preschool needs of the families in the community. (Education Code 8207; 5 CCR 17728)

Staffing

~~CSBA NOTE: Education Code 8241 provides staffing ratios that apply until the Superintendent of Public Instruction (SPI) promulgates regulations to establish such ratios for center-based programs. Pursuant to Education Code 8241, CSPPs must maintain a ratio of at least one adult to every eight children and at least one teacher to every 24 children.~~

The CSPP shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 17713-17716)

CSBA NOTE: Health and Safety Code 1596.7995 requires employees and volunteers at a day care center to be immunized against influenza, pertussis, and measles, with specified exemptions. Health and Safety Code 1597.055 adds a requirement for such teachers to obtain a tuberculosis clearance. Pursuant to Health and Safety Code 1596.76, a day care center includes a preschool. ~~See AR 5148 - Child Care and Development for~~For further information regarding immunization requirements for staff and volunteers, see AR 5148 - Child Care and Development. Districts that have not adopted AR 5148 - Child Care and Development may revise the following paragraph accordingly and expand it to include the exemptions specified in Health and Safety Code 1596.7995.

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and Administrative Regulation 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

~~In addition~~Additionally, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. Education Code 49406 requires school volunteers, with certain authorized exceptions, to submit to a tuberculosis risk assessment as developed by the California Department of Public Health. If risk factors are identified, then the volunteer is required to submit to an intradermal (skin) tuberculin test or other tuberculin test recommended by the Centers for Disease Control and Prevention.

The district may require any volunteer who is to provide care and supervision to district preschool children to provide evidence that the volunteer is free of infectious tuberculosis.

Family Literacy Services

CSBA NOTE: The following section is optional. Contingent upon funding in the state Budget Act, Education Code 8220 and 8221 provide for the ~~SPI~~Superintendent of Public Instruction to distribute family literacy supplemental grant funds to qualifying CSPP contractors for the purposes described below.

When any district part-day CSPP receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development

2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, ~~parent~~ education in:

    a. Providing support for the educational growth and success of their children

    b. Improving parent/guardian-school communications and ~~parental~~parent/guardian understanding of school structures and expectations

    c. Becoming active partners with teachers in the education of their children

    d. Improving ~~parental~~parent/guardian knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral

3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

4. Staff development for teachers in participating classrooms that includes, but is not limited to:

    a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies

    b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms

    c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities

    d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

Eligibility Criteria for Part-Day CSPP

CSBA NOTE: The following section reflects eligibility criteria for the part-day CSPP pursuant to state law and regulations. Education Code 8208~~, as amended by SB 163,~~ includes ~~revised~~ eligibility criteria and enrollment priorities for part-day CSPP to permit, but not require, districts to offer, until July 1, 2027, CSPP to eligible two-year-old children. See ~~the section~~ "Eligibility and Enrollment Priorities for Full-Day CSPP~~"~~," below for full-day program requirements.

5 CCR 17743 **mandates** that a district operating a CSPP develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218.1, including, but not limited to, criteria designating those children whose needs can be met by the program and services and the ages of children who will be accepted. The requirement to develop written admissions policies and procedures applies to both part- and full-day CSPP.

A child is eligible for a part-day CSPP if both of the following requirements are met: (Education Code 8208)

1. The child is one of the following:

    a. A two-year-old child and the CSPP enrolls the two-year-old child in accordance with the guidance specified in Education Code 8207.1

    b. A three-year-old child

    c. A four-year-old child

    d. ~~Enrolled~~A child enrolled in kindergarten pursuant to Education Code 48000

2. The child's family is one of the following:

    a. A current aid recipient

    b. Income eligible

    c. Experiencing homelessness

    d. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited

    CSBA NOTE: When a family has multiple children with one who has exceptional needs, only children in the family who are children with exceptional needs may be enrolled under this eligibility criteria. Any other child in the family without exceptional needs may be enrolled pursuant to other criteria established pursuant to Education Code 8208.

    e. One who has children with exceptional needs, as defined in Education Code 8205

    f. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

After all eligible two-, three-, and four-year-old children have been enrolled as provided above, a part-day CSPP may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP shall be from families above the income eligibility threshold. (Education Code 8208)

~~In addition~~Additionally, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP may provide services to two-, three-, and four-year-old children in families whose income is above the income eligibility threshold if those children are children with exceptional needs. Such children with exceptional needs shall not count towards the 10-percent limit on enrollment of families with income above the income eligibility threshold described above. (Education Code 8208)

~~CSBA NOTE: Education Code 8217, as amended by AB 176 (Ch. 998, Statutes of 2024), further expands eligibility for part-day CSPP to two-year-old children in the circumstances specified in the following paragraph.~~

A CSPP operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals may enroll two-, three-, and four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208, 8217)

CSBA NOTE: Pursuant to Education Code 8208 at certification or recertification, a child is deemed eligible for a part-day CSPP for the remainder of the program year and the following program year so long as the child continues to meet the age-eligibility requirements.

The district shall certify eligibility and enroll families into the part-day CSPP within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to a child's enrollment, the child shall be deemed eligible for the part-day CSPP for the remainder of the program year and for the following program year, provided applicable age-eligibility requirements are met, as specified in Education Code 8205 and 48000. (Education Code 8208)

Enrollment Priorities for Part-Day CSPP

~~CSBA NOTE: Education Code 8210, as amended by SB 141, AB 163, and AB 176, revised and reordered the priority ranking for part-day CSPP, as provided in Items #1-6 below.~~

The district shall give priority for part-day CSPP as follows: (Education Code 8210)

1. The first priority for services shall be given to three- or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency

   To the extent the district offers services to two-year-old children, pursuant to Education Code 8207.1, then priority for services shall also be given to two-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency.

   If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.

   CSBA NOTE: Education Code 8208~~, as amended by SB 163,~~ requires that at least five percent of part-day CSPP enrollment be reserved for children with exceptional needs. CDE is required to review data on compliance and provide technical assistance to districts in order to meet this requirement.

   Education Code 8210~~, as amended by SB 141, clarifies~~ provides that when enrollment of children with exceptional needs has reached the number reserved, second priority must be given to three- and four-year-old children with exceptional needs from families who are below the income eligibility threshold.

2. When the number of three- or four-year-old children with exceptional needs required to be enrolled pursuant to Education Code 8208 have been enrolled and there are additional children with exceptional needs who are interested in enrolling, the second priority for

services shall be given to all three- and four-year-old children with exceptional needs from families with incomes below the income eligibility threshold, as described in Education Code 8213

Within this priority category, children with exceptional needs from families with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.

3. The third priority shall be given to eligible three- or four-year-old children who are not enrolled in a state-funded TK program

   This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208(a)(1)(B)(v), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first.

~~CSBA NOTE: Education Code 8210, as amended by SB 141, revises the third priority criteria for part-day CSPP to be based on whether three- and four-year-old children who are not enrolled in a state funded TK are identified as dual language learners, rather than whether they are from a family in which the primary home language is a language other than English.~~

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child who is identified as a dual language learner shall be enrolled first. If there are no children identified as dual language learners, the child that has been on the waiting list for the longest time shall be admitted first.

~~CSBA NOTE: Education Code 8210, as amended by SB 163, adds a fourth priority criteria for part-day CSPP for eligible two-year-old children, to the extent that a district elects to enroll two-year-old children.~~

4. If the district offers services to two-year-old children pursuant to Education Code 8207.1, the fourth priority shall be given to eligible two-year-old children

   This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208(a)(1)(B)(v), if they are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.

~~CSBA NOTE: Education Code 8210, as amended by SB 163, revises the fifth priority criteria for part-day CSPP to add, after income eligible children and children with exceptional needs are enrolled within this priority, three- and four-year-old children without exceptional needs based on income ranking, and if two or more families have the same income ranking, the child that has been on the waiting list for the longest time is required to be admitted first.~~

5. The fifth priority, after all otherwise eligible children have been enrolled, shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213

Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the five percent of funded enrollment set aside pursuant to Education Code 8208, then to three- and four-year old children without exceptional needs in income ranking order, with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, being enrolled first. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has been on the waiting list for the longest time shall be admitted first

~~CSBA NOTE: Education Code 8210, as amended by AB 176, revises the sixth priority criteria for part-day CSPP to add, after three- or four-year-old children from within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price meals, two-year-old children whose families reside within the attendance boundaries of the qualified school.~~

6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, the district may enroll other children in the following order:

   a. A CSPP site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any three- or four-year-old children whose families reside within the attendance boundary of the qualified elementary school, followed by two-year-old children whose families reside within the attendance boundary of the qualified elementary school, if the district offers services to two-year-old children pursuant to Education Code 8207.1

      These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

   b. Children enrolling in a CSPP that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

Regardless of the priorities listed above, until the district attains the five percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8210)

Eligibility and Enrollment Priorities for Full-Day CSPP

CSBA NOTE: The following section reflects the eligibility criteria for full-day CSPP, pursuant to Education Code 8208, ~~as amended by SB 141 and SB 163,~~ and the priority ranking for enrollment, pursuant to Education Code 8211~~, as amended by SB 141, SB 163 and AB 176~~, which permit, but do not require, districts to offer full-day CSPP to eligible two-year-old children.

A child is eligible for a full-day CSPP if all of the following requirements are met: (Education Code 8208)

1. The child is one of the following:

    a. A two-year-old child and the CSPP enrolls the two-year-old child in accordance with the guidance specified in Education Code 8207.1

    b. A three-year-old child

    c. A four-year-old child

2. The child's family is one of the following:

    a. A current aid recipient

    b. Income eligible

    c. Experiencing homelessness

    d. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited

    CSBA NOTE: When a family has multiple children with one who has exceptional needs, only children in the family who are children with exceptional needs may be enrolled under this eligibility criteria. Any other child in the family without exceptional needs may be enrolled pursuant to other criteria established pursuant to Education Code 8208.

    e. One who has children with exceptional needs, as defined in Education Code 8205

    f. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

3. The child's family needs the childcare services because of either the following:

    a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as experiencing homelessness

    b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all eligible two-, three-, and four-year-old children have been enrolled as provided above, a full-day CSPP may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP shall be from families above the income eligibility threshold. (Education Code 8208)

After all families meeting the criteria specified in the paragraphs above have been enrolled, a full-day CSPP may provide services to two-, three-, and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

CSBA NOTE: Education Code 8217, as amended by AB 176, further expands eligibility for full-day CSPP to two-year-old children as specified below.

After all otherwise eligible children have been enrolled as provided above, a full-day CSPP operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals may enroll any two-, three-, or four-year-old child. (Education Code 8208, 8217)

CSBA NOTE: Education Code 8211, as amended by SB 163 and AB 176, revised and reordered the priority ranking for enrollment in full-day CSPP to include eligible two-year-old children, if a program is offered by the district. The priority ranking is now almost identical to the ranking for part-day CSPPs, as provided in "Enrollment Priorities for Part-Day CSPP", above.

For full-day CSPP, the district shall use the same priority ranking specified in Items #1-5 of "Enrollment Priorities for Part-Day CSPP", above. (Education Code 8211)

After all otherwise eligible children based on Items #1-5 of "Enrollment Priorities for Part-Day CSPP" have been enrolled, the district may enroll other children in the following order: (Education Code 8211)

1. Two-, three-, and four-year-old children from families who do not meet at least one of the need requirements in Item #2 above

   Within this priority, families shall be enrolled in income ranking order, lowest to highest. Within income ranking order, three-, and four-year old children shall be enrolled before two-year-old children, if the district offers services to two-year-old children pursuant to Education Code 8207.1.

2. A CSPP site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217, may enroll any three- and four-year-old children whose families reside within the attendance boundary of the qualified school without establishing eligibility or a need for services in accordance with Education Code 8208, followed by two-year-old children whose families reside within the attendance boundary of the qualified school without establishing eligibility or a need for services pursuant to Education Code 8208, if the district offers services to two-year-old children pursuant to Education Code 8207.1

   Such children shall, to the extent possible, be enrolled in income ranking order, by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

CSBA NOTE: Education Code 8208, as amended by SB 163, requires that at least five percent of full-day CSPP enrollment be reserved for children with exceptional needs. CDE is required to review data on compliance and provide technical assistance to districts in order to meet this requirement.

Regardless of the priorities listed above, until the district attains the five percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this

category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8211)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP, a family shall be considered to meet all eligibility and need requirements for those services for not less than 24 months. Such families shall receive those services for not less than 24 months before having eligibility or need recertified and shall not be required to report changes to income or other changes for at least 24 months. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, provided age-eligibility requirements are met, as specified in Education Code 8205. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. ~~In addition~~Additionally, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

Waiting List

CSBA NOTE: The following section may be revised to reflect district practice. Pursuant to 5 CCR 17744, a district is required to maintain a current waiting list based on enrollment priorities for part-day and full-day CSPP. The district may satisfy this requirement by participating in a "county child care centralized eligibility list" if one is available. When such centralized eligibility list is not available or the district elects not to participate in the local list, the district ~~must~~is required to establish its own waiting list in accordance with enrollment priorities.

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with applicable enrollment priorities. As vacancies occur, applicant families shall be contacted in order of priority on the waiting list. (5 CCR 17744)

Combined Preschool/Transitional Kindergarten Classroom

CSBA NOTE: Education Code 8207 and 48000 allow districts to place four-year-old children enrolled in a CSPP into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met, including~~, as amended by SB 153 (Ch. 38, Statutes of 2024)~~, that the district completes an observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environment tool, and the district adheres to the requirements listed in the following section. ~~See BP 6170.1 - Transitional Kindergarten for~~For eligibility requirements pertaining to the TK program pursuant to Education Code 48000, see BP 6170.1 - Transitional Kindergarten.

When a child is eligible for both the CSPP and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS environment tool shall be completed for the classroom

2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272

3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256

4. The classroom shall comply with the adult-child ratio specified in Education Code 8241

5. Contractors of the district shall report the services, revenues, and expenditures for children in the CSPP in accordance with 5 CCR 18068

6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom

Fees and Charges

~~CSBA NOTE: Pursuant to Education Code 8252, as amended by AB 116 (Ch. 41, Statutes of 2023), and explained in CDE's Early Education Management Bulletin 23-07, family fees may be assessed but not collected for families receiving subsidized child care services from CSPPs administered by CDE from July 1, 2023 to September 30, 2023. Education Code 8252, as amended by AB 116, requires that no family fees be charged or assessed for families whose adjusted monthly family income falls below 75 percent of the State Median Income, and further caps family fees at one percent of a family's monthly income for all other families. As a result, the FY 2023-24 family fee schedule has been revised accordingly. In addition, family fees accrued but not collected prior to October 1, 2023, may be forgiven, and not collected.~~

Fees for participation in the district's full-day CSPP shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252)

~~In addition~~Additionally, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 17735)

A family may be exempt from the fees for up to 12 months for any child enrolled in full-day preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused, exploited, or neglected. (Education Code 8253; 5 CCR 17735)

CSBA NOTE: Education Code 8254 authorizes a district offering a CSPP to charge a fee for field trips and/or to require parents/guardians to provide diapers, but **mandates** that the district adopt policy to include parents/guardians in the decision-making about such fees, as provided below. Pursuant to Education Code 8254, the fees cannot exceed $25 per child in the contract year. The following paragraph may be modified to ~~delete diapers as appropriate for~~reflect the age of the children served in regard to the provision of diapers.

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay

the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Attendance

CSBA NOTE: CDE monitors district programs and operations, including a CSPP, through its Federal Program Monitoring (FPM) process. The FPM process includes a review of a district's written policies and procedures to ensure that the program has adopted policies and procedures that are consistent with statutes and regulations on excused absences including best interest days and abandonment of care. ~~See~~For more information regarding CDE's monitoring of CSPPs, see CDE's Early Education Division FPM Instrument.

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence, and signature of parent/guardian or the district's authorized representative if verification is made by telephone. (5 CCR 17818, 17819).

Absences shall be excused for the following reasons: (Education Code 8205; 5 CCR 17819)

1. Illness or quarantine of the child or of the parent/guardian

CSBA NOTE: Pursuant to 5 CCR 17819, districts are **mandated** to adopt reasonable policies delineating circumstances that would constitute an excused absence for "family emergency" and "in the best interest of the child." Items #2-3 may be revised to reflect district practice.

2. Family emergency

   A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident, or is required to appear in court.

3. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child

   An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

   Except for children who are recipients of child protective services or are at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 17819)

   CSBA NOTE: Pursuant to 5 CCR 17819, if an excused absence is based on time spent with a parent/guardian or other relative as required by a court of law, the family data file is required to contain a copy of the court order.

4. Time spent with a parent/guardian or other relative as required by a court of law

A child may not be disenrolled due to excessive absences, except in circumstances of abandonment of care, as described below. (5 CCR 17819, 17819.5)

CSBA NOTE: 5 CCR 17819.5 establishes procedures to follow when a child has been absent and the family has not been in communication with the district's CSPP coordinator or site supervisor for seven consecutive calendar days.

When a child has been absent and the family has not been in communication with the program coordinator or site supervisor for seven consecutive calendar days, the district, using the contact information on file, shall attempt to contact the parent/guardian through a variety of communication methods, including one attempt in writing which may be through electronic means, informing the parent/guardian that failure to communicate with the district may result in termination of preschool services. The district shall keep documentation of all such communication attempts in the family's data file, and, if there has been no communication for a total of 30 consecutive calendar days, issue a Notice of Action to disenroll the family on the basis of abandonment of care. (5 CCR 17819.5)

Parents/guardians shall be notified of the policies and procedures related to excused absences for child care and development services. (5 CCR 17819)

Disenrollment Based on Reduced Funding

CSBA NOTE: Education Code 8214 specifies the order by which families will be disenrolled from subsidized preschool services when funding levels are reduced.

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse order of the priority for services specified in Education Code 8210 and 8211 and as described above in the ~~sections~~ "Enrollment Priorities for Part-Day CSPP" and "Eligibility and Enrollment Priorities for Full-Day CSPP." (Education Code 8214; 5 CCR 17744)

Expulsion/Unenrollment and Suspension Based on Behavior

CSBA NOTE: CDE's Early Education Division Management Bulletin 23-08 provides guidance to CSPP contractors regarding requirements for suspension and updated requirements for expelling or unenrolling a child from a program due to a child's behavior, in accordance with Education Code 8489.1.

Suspension means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior.

Removing the child from the program means moving a child to an isolated or separate room. Programs may remove children from specific situations to allow the child to calm down or regain composure, such as taking the child for a walk or accompanying the child to an outdoor environment. However, the child must return to the classroom as soon as the child has calmed down and may not be removed for longer than 30 minutes.

Expulsion means the permanent dismissal of a child from a program in response to a child's behavior.

Persistent and serious behaviors means either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance, including, but not limited to, physical aggression, property destruction, and self-injury.

A district preschool program shall not expel or unenroll a child or persuade or encourage a child's

parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8489.1)

1. In writing, inform the parents/guardians of the child's persistent and serious behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program

2. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child

3. If appropriate, consider completing a comprehensive screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8489.1)

CSBA NOTE: Pursuant to Education Code 8489.1, a child enrolled in a CSPP may only be suspended as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be eliminated or reduced without removal of the child. To suspend a child, the district must comply with specified requirements, including, collaborating with the child's parents/guardians before determining that suspension is necessary and using appropriate community resources to determine that no other reasonable option is appropriate.

A child shall not be suspended from a CSPP, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing the following:

1. Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources

2. Developing a written plan to document the action and supports needed

3. Providing referrals to appropriate community resources

4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDE in the event of expulsion or suspension. If the district suspends or expels a child from any CSPP, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 17783, informing the parents/guardians of the right to file an appeal of the action directly with CDE no later than 14 calendar days after receiving the notice.

CSBA NOTE: A joint statement by the U.S. Department of Education and U.S. Department of Health and Human Services, "Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings," clarifies that preschool children with exceptional needs who are eligible for services under the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) are entitled to the same disciplinary protections that apply to all other IDEA-eligible students with disabilities, may not be subjected to impermissible disciplinary changes of placement for misconduct that is caused by or related to their disability, and must continue to receive educational services consistent with their right to a free appropriate public education. The statement indicates the need for the child's individualized education program (IEP) team to consider the use of positive behavioral interventions and supports when developing or modifying the IEP to reduce the need for discipline of a child with disabilities and avoid suspension or expulsion from a preschool program.

Children with exceptional needs may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Notice of Action

CSBA NOTE: Pursuant to 5 CCR 17757, a parent/guardian must submit an application for services which contains specified information and documentation. The application form is available on CDE's website. Upon receiving an application, a person designated by the district must certify the family's or child's eligibility.

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

CSBA NOTE: Pursuant to 5 CCR 17782 the district is required to provide written notification to parents/guardians as to whether their application for subsidized services has been approved or denied. For this purpose, the district should use the Notice of Action form available on CDE's website. If the services are denied, the parent/guardian may appeal the decision in accordance with 5 CCR 17784-17785; see ~~section~~ "Parent Hearing", below.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 17782)

CSBA NOTE: 5 CCR 17783 requires the district to notify a parent/guardian of any change in services or fees as described below. For such notification, the district should use the Notice of Action form available on CDE's website. Parents/guardians may appeal such actions pursuant to 5 CCR 17784~~;~~. For more information regarding parent/guardian appeal of changes in services or fees, see ~~section~~ "Parent Hearing~~",~~," below.

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not

limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 17783)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified

2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing

3. An indication by the parent/guardian that the parent/guardian no longer wants the service

4. The death of a parent/guardian or child

5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 17758)

Parent/Guardian Hearing

CSBA NOTE: 5 CCR 17784-17786 ~~require~~requires districts to provide due process to parents/guardians who disagree with certain district actions, such as when services are denied, there is a change in services or fees, or their child is disenrolled.

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 17784)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 17784 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 17785-17786)

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

State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 14001-14036	School housing
5 CCR 17700-17833	California State Preschool Program
5 CCR 17701-17711	General program requirements
5 CCR 17745	Admission requirements; residency
5 CCR 17746-17748	Enrollment priorities
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80067-80067.3	Prekindergarten-3 Early Childhood Education Specialist Instruction Credential
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000-48003	Kindergartens
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 60910	Data for students enrolled in California State Preschool Program
Ed. Code 69617	Golden State Teacher Grant Program
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8489-8489.1	Expulsion and suspension procedures
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
H&S Code 1597.640	Family preparedness in licensed child care and development program facilities; response to immigration enforcement

W&I Code 10207-10215	General provisions
W&I Code 10207-10492.2	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils

Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool
20 USC 6391-6399	Education of migratory children
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025, April 2026 (https://oag.ca.gov/system/files/media/ece-childcare-guidance-model-policies-public.pdf)
CA Commission on Teacher Credentialing Publication	Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024
California Department of Education Publication	UPK Mixed Delivery Quality and Access Workgroup Legislative Report (https://www.cde.ca.gov/sp/cd/ce/upkmixeddelivery.asp)
California Department of Education Publication	Assessment and Reporting of Family Fees for Fiscal Year (FY) 2024-25, Early Education Division Management Bulletin 24-06, June 2024
California Department of Education Publication	California State Preschool Program Neighborhood School Eligibility Criteria to Enroll Three- and Four-Year-Old Children, Early Education Division Management Bulletin 24-01, January 2024

California Department of Education Publication	Preschool/Transitional Kindergarten Learning Foundations, Early Education Division Management Bulletin 24-07, August 2024
California Department of Education Publication	Data Collection for California State Preschool Programs Operated by a Local Educational Agency, Early Education Division Management Bulletin 24-08, August 2024
California Department of Education Publication	Early Childhood Division Federal Program Monitoring Instrument
California Department of Education Publication	California State Preschool Program and Children with Disabilities (Exceptional Needs), Early Education Division Management Bulletin 23-02, February 2023
California Department of Education Publication	Part-day California State Preschool Program as an Extended Learning and Care Option, Early Education Division Management Bulletin 23-05, April 2023
California Department of Education Publication	Suspension and Expulsion in the California State Preschool Program, Early Education Division Management Bulletin 23-08, September 2023
California Department of Education Publication	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009
California Department of Education Publication	Implementation of the Classroom Assessment Scoring System (CLASS) and CLASS Environment and Removal of the Environment Rating Scale for the California State Preschool Program (CSPP), Early Education Division Management Bulletin 23-10, December 2023
California Department of Education Publication	California Preschool Learning Foundations
California Department of Education Publication	First Class: A Guide for Early Primary Education, 1999
CSBA Publication	The Importance of Early Childhood Education Programs, September 2019
CSBA Publication	The Preschool Landscape in California and Strategies for Expansion, January 2020
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	Universal PreKindergarten, California's Great Start
Website	California Office of Administrative Law
Website	California County Superintendents Educational Services Association
Website	CSBA District and County Office of Education Legal Services
Website	California Commission on Teacher Credentialing

Website	National Institute for Early Education Research
Website	California Association for the Education of Young Children
Website	California Head Start Association
Website	California Preschool Instructional Network
Website	Child Development Policy Institute
Website	First 5 California
Website	California Department of Social Services
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	California Department of Education
Website	U.S. Department of Education
Website	California Office of the Attorney General (https://oag.ca.gov/)

Cross References

Code	Description
0415	Equity
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response to Immigration Enforcement
1445	Response to Immigration Enforcement

1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files

4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5111	Admission
5111	Admission
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6159	Individualized Education Program
6159	Individualized Education Program
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6170.1	Transitional Kindergarten

6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6200	Adult Education
6200	Adult Education
7110	Facilities Master Plan
7210	Facilities Financing

Policy 7110: Facilities Master Plan

Status: ADOPTED

Original Adopted Date: 02/01/1996 **| Last Revised Date:** ~~09~~05/01/~~2022~~2026 **| Last Reviewed Date:** ~~09~~05/01/~~2022~~2026

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

Pursuant to the School Facility Program (Education Code 17070.10-17079.30), the State Allocation Board (SAB) and Office of Public School Construction administer state funding programs for new construction, modernization, career technical education facilities, charter school facilities, critically overcrowded school facilities, facility hardships, seismic mitigation, high performance incentives (environmentally efficient schools), joint use programs, labor compliance, overcrowding relief, emergency repairs, and deferred maintenance.

~~For additional information about the facilities master planning process, see CSBA's fact sheet, "Facilities Master Planning." In addition, CSBA's Facilities Planning program provides assistance with enrollment projections and/or the development of facilities master plans.~~

As a condition of participating in the School Facility Program, districts are required to submit a 5-year school facilities master plan to the Department of General Services (DGS). Additionally, pursuant to Government Code 66007, if the Governing Board of the district has adopted a five-year facilities master plan, as required by the School Facilities Program, the district may be exempt from deferring the collection of developer fees until a certificate of occupancy or final inspection, and instead may collect developer fees at the time of building permit issuance.

Although not required by law, the California Department of Education's (CDE) publication, "Educational Specifications: Linking Design of School Facilities to Educational Program," recommends that the district's facilities master plan be adopted by formal resolution of the ~~Governing Board~~Board.

For additional information about the facilities master planning process, see CSBA's fact sheet, "Facilities Master Planning," and for the Board's role in the development of the facilities master plan, see CSBA's publication, "Construction Management Task Force." Additionally, CSBA's Facilities Master Plans Planning program provides assistance with enrollment projections and/or the development of facilities master plans.

In addition, the National Center on School Infrastructure is a resource hub that provides a clearinghouse of resources for districts related to improving and developing safe, healthy, sustainable and equitable public school infrastructure, including master planning.

The Governing Board recognizes the importance of long-range planning for school facilities in order to address changes in student enrollment, teacher housing needs, ~~and~~ the district's educational program, and carrying out the district's vision, mission, and goals. The Superintendent or designee shall develop, for Board approval, a master plan for district facilities which describes the district's anticipated short- and long-term facilities needs and priorities.

Plan Development

The district's facilities master plan shall be based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollments, and alignment of facilities with the district's vision for the instructional program.

To solicit broad input into the planning process, the Superintendent or designee may establish a facilities advisory committee consisting of staff, parents/guardians, and business, local government, and other community representatives. The Superintendent or designee shall ensure that the public is informed of the need for construction and modernization of facilities and of the district's plans for facilities.

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with the commission or agency within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. In its "Public School Construction Cost Reduction Guidelines," SAB recommends that facilities master plans be reevaluated whenever a new construction project is initiated or at intervals not exceeding five years.

The master plan shall be regularly reviewed and updated as necessary to reflect changes in the educational program, existing facilities, finances, or demographic data.

Plan Components

CSBA NOTE: CDE's publication, "Educational Specifications: Linking Design of School Facilities to Educational Program (Appendix 1: Master Planning and Overall Goals)," recommends components that should be addressed in the facilities master plan. Items #1-8 below are optional and may be revised to reflect district practice.

The facilities master plan shall include:

1. A statement of purpose, including district goals, philosophy, and related policies

2. A description of the planning process

3. ~~Demographics~~Description and demographics of the community, such as economic trends, migration patterns, employment base, residential base, socioeconomic makeup, historical school enrollments, and inventory of physical resources and needs

4. A description of the educational program, such as grade-level organization, class size, staffing patterns, technology plans, special programs and support services, and other educational specifications

5. Analysis of the safety, adequacy, and equity of existing facilities and potential for expansion, including the adequacy of classrooms, school cafeterias and food preparation areas, physical activity areas, playgrounds, parking areas, and other school grounds

6. Site selection criteria and process

7. Development of a capital planning budget and identification of potential funding sources

8. Policy for reviewing and updating the plan

Planning shall ensure that school facilities meet the following minimum standards: (5 CCR 14001)

1. Are aligned with the district's educational goals and objectives

2. Provide for maximum site enrollment at school facilities

3. Are located on a site that meets California Department of Education standards as specified in 5 CCR 14010

4. Are designed for the environmental comfort and work efficiency of the occupants

5. Are designed to require a practical minimum of maintenance

CSBA NOTE: Education Code 17586 requires school districts that undertake an addition, alteration, reconstruction, rehabilitation, or retrofit of a school building, to install interior locks on each door of any room with an occupancy of five or more persons in that school building. For more information on safety and security on school grounds and in district programs and activities, see BP/AR 0450 – Comprehensive Safety Plan and AR 3515 – Campus Security.

6. Are designed to meet federal, state, and local statutory requirements for structure, fire, and public safety

7. Are designed and engineered with flexibility to accommodate future need

CSBA NOTE: 5 CCR 14030 delineates detailed standards for developing plans for the design and construction of school facilities. All school districts ~~must~~are required to comply with these standards, whether a project is state funded or locally funded. Other legal requirements for facilities plans, including Education Code 16011, 16322, and 17251, vary depending on the funding source and type of project.

Pursuant to the Americans with Disabilities Act (ADA) (42 USC 12101-12213) and 28 CFR 35.150 and 35.151, district facilities ~~must~~are required to be accessible to and usable by individuals with disabilities. In achieving compliance, a district need not make structural changes to existing facilities if other methods are effective and the district can demonstrate that the structural change would result in a fundamental alteration in the nature of the activity or an undue financial or administrative burden. State law limits the cost of complying with the requirement to provide accessible facilities to 20 percent of the adjusted construction cost for specified projects, such as accessible paths of travel in accordance with Education Code 17671 and 17672. However, all newly constructed

facilities ~~must~~are required to comply with the 2010 ADA Standards for Accessible Designs pursuant to 28 CFR 35.151. ~~CSBA's ADA Compliance Program offers a variety of accessibility services including, but not limited to, facilities inspections and planning to transition facilities into full ADA compliance.~~

California Green Building Standards Code, Title 24, Part 11 of the California Code of Regulations, ("CALGreen") establishes both mandatory requirements and voluntary standards for "green" building, which apply to all new construction and are applicable to K-12 schools. CALGreen addresses five major areas: (1) planning and design, (2) energy efficiency, (3) water efficiency, (4) material conservation and resource efficiency, and (5) indoor environmental quality.

Health and Safety Code 53570-53574, The Teacher Housing Act of 2016, authorizes districts to establish and implement programs that address the housing needs of teachers and district employees facing challenges in securing affordable housing. Pursuant to Education Code 17283.5 and Government Code 4454.5, ~~as added by AB 306 (Ch. 49, Statutes of 2021),~~ "residential housing~~.~~," defined as any building used as a personal residence by a teacher or employee of a district, with the teacher's or employee's family, is specifically exempt from obtaining approval from ~~the Department of General Services~~DGS for earthquake safety (Field Act) and access by persons with disabilities.

~~Plans~~Additionally, plans for the design and construction of new school facilities shall ~~also~~ meet the standards described in 5 CCR 14030, the California Green Building Standards Code, Title 24, Part 11 of the California Code of Regulations ("CALGreen"), the Americans with Disabilities Act (ADA) pursuant to 42 USC 12101-12213, and any other requirements applicable to the funding source and type of project.

However, plans for residential housing, which includes any building used or intended to be used by the district as a personal residence by a teacher or employee of the district, is not considered to be a "school building" and does not require approval by the Department of General Services regarding earthquake safety and/or the ADA. (Education Code 17283.5; Government Code 4454.5)

CSBA NOTE: Pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), districts are required to, by July 1, 2026, adopt written policies, plans, or specifications regarding school facilities, including the furnishing of such facilities, that address classroom and nonclassroom environments to promote safe environments for learning and engagement that are easily supervised. Additionally, CDE's publication, "Educational Specifications: Linking Design of School Facilities to Educational Program (Appendix 7: Safe Architecture for Schools)," addresses some of the building and equipment safety issues that districts may consider. For language fulfilling this requirement, see BP 5142 – Safety.

In addition, plans for the design and construction of facilities, including furnishing of such facilities, shall promote safe environments for learning and engagement in accordance with Board Policy 5412 – Safety.

CSBA NOTE: Subject to the availability of funds, districts may apply pursuant to Education Code 17077.40-17077.45 to fund joint use projects which are part of (1) a qualifying new construction project that will either increase the size and/or create extra costs beyond that necessary for school use of the multipurpose room, gymnasium, child care facility, library, or teacher education facility~~;~~, or (2) a modernization project or a stand-alone project to provide for a multipurpose room,

gymnasium, child care facility, library, or teacher education facility at a school that does not have the type of facility needed or has an inadequate facility.

To facilitate the efficient use of public resources when planning for new construction or modernization of school facilities, the district may consider designs that facilitate joint use of the facility with a local governmental agency, public postsecondary institution, or nonprofit organization.

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State	Description
2 CCR 1859-1859.199	Leroy F. Greene School Facilities Act
24 CCR 101	California Building Standards Code
5 CCR 14001	Minimum standards for school facilities
5 CCR 14010	Procedure for site acquisition
5 CCR 14030-14036	Standards, planning, and approval of school facilities
5 CCR 2	Definitions
Ed. Code 16011	Long-range comprehensive master plan
Ed. Code 16322	California Department of Education services
Ed. Code 17017.5	Approval of applications for projects
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17251-17256	CDE powers concerning buildings and building sites
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17283.5	School building does not include residential housing
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 17405	Relocatable structures; lease requirements
Ed. Code 17586	Interior door locks
Ed. Code 17670-17672	Shade structures and other school projects
Ed. Code 32100	Professional boundaries between adults and students; safety of learning environments

Ed. Code 35275	New school planning; cooperation with recreation and park authorities
Ed. Code 4454.5	Approval of plans and specifications; exemption of residential housing
Gov. Code 53090-53097.5	Regulation of local agencies by counties and cities
Gov. Code 65352.2	Communicating and coordinating of school sites
Gov. Code 65995.6	School facilities needs analysis
Gov. Code 66007	Fees for development projects; collection deferment
H&S Code 53570-53574	Teacher Housing Act of 2016

Federal	**Description**
28 CFR 35.101-35.190	Americans with Disabilities Act
42 USC 12101-12213	Americans with Disabilities Act

Management Resources	**Description**
California Department of Education Publication	Educational Specifications: Linking Design of School Facilities to Educational Program, 1997
California Department of Education Publication	Guide for the Development of a Long-Range Facilities Plan, 1986
California Department of Education Publication	Schools of the Future Report, September 2011
CSBA Publication	Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010
CSBA Publication	Facilities Master Planning, Fact Sheet, November 2007
CSBA Publication	Construction Management Task Force (https://www.csba.org/~/media/Files/EducationIssues/Facilities/ConstructionManagement/Construction_Management.ashx)
Office of Public School Construction Publication	School Facility Program Handbook, January 2019
Office of Public School Construction Publication	A Brief Overview of the School Facility Program, May 2016
State Allocation Board Publication	Public School Construction Cost Reduction Guidelines, 2000
Website	National Center on School Infrastructure (https://school-infrastructure.org/)

Website	CSBA District and County Office of Education Legal Services
Website	Department of General Services, Office of Public School Construction
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.3	Design-Build Contracts
3470	Debt Issuance And Management

3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management
3514	Environmental Safety
3514	Environmental Safety
3515	Campus Security
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
~~4119.21~~	~~Professional Standards~~
~~4119.21-E(1)~~	~~Professional Standards~~
~~4119.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
~~4219.21~~	~~Professional Standards~~
~~4219.21-E(1)~~	~~Professional Standards~~
~~4219.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
~~4319.21~~	~~Professional Standards~~
~~4319.21-E(1)~~	~~Professional Standards~~
~~4319.24~~	~~Maintaining Appropriate Adult-Student Interactions~~
5030	Student Wellness
5141.7	Sun Safety
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148	Child Care And Development

5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6117	Year-Round Schedules
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6145.2	Athletic Competition
6145.2	Athletic Competition
6163.1	Library Media Centers
6178	Career Technical Education
6178	Career Technical Education
7000	Concepts And Roles
7111	Evaluating Existing Buildings
7131	Relations With Local Agencies
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
7150	Site Selection And Development
7150	Site Selection And Development
7160	Charter School Facilities
7160	Charter School Facilities
7210	Facilities Financing
7212	Mello-Roos Districts
7213	School Facilities Improvement Districts
7214	General Obligation Bonds
7214	General Obligation Bonds
9000	Role Of The Board

Bylaw 9200: Limits Of Board Member Authority

Status: ADOPTED

Original Adopted Date: 02/01/1994 **| Last Revised Date:** ~~07~~05/01/~~2006~~2026 **| Last Reviewed Date:** ~~07~~05/01/~~2006~~2026

CSBA NOTE: The following ~~bylaw is~~ optional bylaw may be revised to reflect district practice.

The Governing Board recognizes that the Board is the unit of authority over the district and ~~that a Board member has no~~ expects individual ~~authority.~~ Board members ~~shall hold the education~~to conduct themselves in accordance with Board Bylaw 9000 - Role of ~~students above any partisan principle, group interest, or personal interest.~~

~~CSBA NOTE: Boards should carefully review the following paragraph~~ the Board and ~~modify it to reflect district practice~~Board Bylaw 9005 – Governance Standards.

~~Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.~~

~~Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.~~

Unless agreed to by the Board as a whole, an individual Board member possesses no authority to direct staff, represent the Board or the district, or exercise administrative responsibility with respect to the schools.

Additionally, individual Board members do not have the authority to investigate, resolve, or otherwise actively engage with community members with respect to complaints, personnel or student matters, or legal issues. Any Board member who receives a communication regarding such a topic shall forward the communication to or otherwise inform the Superintendent or Board president, as appropriate, who shall respond or otherwise follow-up, as needed. The Board member shall not respond substantively to the communication beyond acknowledging receipt and explaining the limits of the Board member's authority. It shall be the responsibility of the Superintendent or Board president to inform the Board or place the topic on a future Board agenda.

Individual Board members are permitted to engage with community members, including responding to general inquiries or expressions of opinion. Such engagement shall be consistent with Board policies and bylaws such as Board Bylaw 9010 – Public Statements and Board Bylaw 9012 – Board Member Electronic Communications, and may not purport to represent the position of the Board.

Requests for information by an individual Board member shall be submitted to the Superintendent.

CSBA NOTE: ~~The following paragraph is optional.~~ Pursuant to Education Code 35292, the Governing Board is required to visit each district school at least once each term to examine the management, needs, and conditions of the schools or should ensure that the Superintendent or designee does so.

Additionally, pursuant to Education Code 51101, parents/guardians have the right to observe and/or volunteer in ~~their child's~~a school or classroom~~.~~ in accordance with law. Although this right is not affected upon election to the Board, Board members ~~who have children attending district schools~~ should be aware ~~of their status~~that district employees may view them as Board members ~~and the effect of that status on district employees~~even when visiting their child's school or classroom as a parent/guardian.

~~A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.~~

~~CSBA NOTE: Pursuant to Government Code 54952.7, the Board may require a copy of the Brown Act to be given to each Board member and to any person elected to the Board who has not assumed office. The following paragraph is optional.~~

~~The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.~~

~~Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)~~

A Board member may observe and/or volunteer in a school or classroom, including in the school or classroom in which the Board member's child is enrolled, in accordance with Board Policy/Administrative Regulation 1240—Volunteer Assistance and Board Policy/Administrative Regulation 5020 - Parent Rights and Responsibilities. Prior to observing or volunteering, a Board member shall inform the Superintendent. Additionally, a Board member who is present on district property or at district programs or activities is expected to be aware of the role and limits on authority as a Board member.

A Board member who chooses to observe or volunteer shall do so in a manner that does not disrupt school operations. Any questions or concerns regarding operational or personnel matters shall be directed to the Superintendent or designee. Any questions or concerns specific to the Board member's child may be directed to appropriate site staff. If a question or concern is both specific to the Board member's child and involves operational or personnel matters, the Board member shall collaborate with the Superintendent or designee to determine whether the Board member shall

direct the question or concern to site staff or whether the responsibility to investigate or resolve the question or concern, if necessary, lies with the Superintendent or designee.

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State	Description
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35100-35351	Governing boards
Ed. Code 35160-35178.4	Powers and duties
Ed. Code 35291	Rules ~~(power of~~prescribed by governing board~~)~~
Ed. Code 35292	Board member ~~Visits~~visits to schools ~~(Board members)~~
Ed. Code 51101	Rights of parents/guardians
Ed. Code 7054	Use of district property; campaign purposes
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952.1	Member of a legislative body of a local agency
Gov. Code 54952.7	Copies of chapter to members of legislative body

Management Resources	Description
CSBA Publication	Professional Governance Standards
Website	CSBA District and County Office of Education Legal Services
Website	CSBA

Cross References

Code	Description
1160	Political Processes
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees

1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
6020	Parent Involvement
6020	Parent Involvement
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
9000	Role Of The Board
9005	Governance Standards
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9140	Board Representatives
9230	Orientation
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9322	Agenda/Meeting Materials

9323	Meeting Conduct
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board