Coronado Unified School District
201 Sixth Street, Coronado, CA 92118
www.coronadousd.net

Regular Governing Board Meeting Agenda
Thursday, February 20, 2025 – 4:00 PM

Alexia Palacios-Peters, Malachy Sandie, Dr. Scot Youngblood, Renee Cavanaugh, Fitzhugh Lee
Student Board Representative: Dylan Matter
Superintendent/Secretary: Karl Mueller Recording Secretary: Kami McElligott

Times indicated are Anticipated and Serve as Guidelines for Discussion; this meeting will be videotaped and will show live on the internet at https://coronadousd.net/Board-of-Trustees/Board-Meetings/index.html

Welcome
Welcome to the meeting of the Coronado Unified School District Board of Trustees. As a courtesy to others, we ask that you silence your cell phones during the meeting. Your cooperation is appreciated.

A reminder that Board Meetings are not interactive meetings, it is a meeting of the Governing Board held in the public's view.

How to watch live
Board meetings are videotaped and will show live on the internet at https://coronadousd.net/about/boarddept/.

Public Comment
- Items on the agenda: Members of the public wishing to speak on an agenda item may come forward when called by the Board President at the time the Board considers that item.
- Items NOT on the agenda: Members of the public wishing to address the Board regarding items not on the agenda may do so during the Item **Public Comment on Non-Agendized Items** (Regular Board Meetings only).

As a reminder, Board rules and California law does not allow the Board to take action or to discuss any item not explicitly posted on the agenda in advance.

Speakers will queue behind the podium and state their name and city prior to speaking; speakers will have three minutes at the podium and may not yield their time to another speaker; total public input on any one agenda item will be limited to twenty minutes (This time may be extended at the discretion of the Board President); if there are still speakers after twenty minutes they may submit their comments to the Board in writing at kmcelligott@coronadousd.net. Comments submitted electronically will be shared with all Trustees and posted with the meeting minutes.

Disturbances
The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the privilege of addressing the Board.

Public Records/Brown Act
In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board of Trustees in advance of its meetings, may be viewed at the Coronado Unified School District located at 201 Sixth Street, Coronado, California 92118. In addition, if you would like a copy of any record related to an item on the agenda, please contact the Superintendent's Office at 619-522-8900. Also, in accordance with the Brown Act, all public Board meeting recordings are available for review on the district website.

Upon request by a student's parent/guardian, or by the student, 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other

directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Executive Assistant to the Superintendent and Board of Trustees (Education Code 49073.2).

Compliance with the Americans with Disabilities Act (ADA)
The Coronado Unified School District, in compliance with the Americans with Disabilities Act (ADA), requests individuals who may need special accommodation to access, attend, and/or participate in Board meetings to contact the Superintendent's Office at 619-522-8900 at least 48 hours in advance of the meeting for information on such accommodation.

1. CALL TO ORDER

1.1 Call to Order

2. OPEN SESSION (10 min.)

2.1 Pledge to the American Flag

2.2 Approval of the Agenda: Any changes to the agenda must be made at this time

2.3 Audience is Notified of Public Comment Protocols
Anyone wishing to speak on an agenda item may come forward when called by the Board President at the time the Board considers that item; speakers will queue behind the podium and state their name and city prior to speaking; speakers will have three minutes at the podium and may not yield their time to another speaker; total public input on any one agenda item will be limited to twenty minutes (This time may be extended at the discretion of the Board President); if there are still speakers after twenty minutes they may submit their comments to the Board in writing at kmcelligott@coronadousd.net. Please click here if you would like to share your comments electronically. Comments submitted electronically will be shared with all Trustees and posted with the meeting minutes.

2.4 Spotlight Presentation: Silver Strand & Village Elementary Choir, Presented by Linda Kullmann

2.5 Spotlight Presentation: CUSD Portrait of a Graduate

2.6 Spotlight Presentation: Career Technical Education

2.7 Spotlight Presentation: Safe Harbor Coronado, Executive Director, Danielle Maske

3. CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)

The purpose of the consolidated motion is to expedite action on routine agenda items. All agenda items will be approved as written as part of the consolidated motion. Items held for discussion will be acted upon individually after all other agenda items have been considered. Any member of the audience who wishes to speak to an agenda item may come forward when this item is called; speakers will queue behind the podium and state their name and city prior to speaking; speakers will have three minutes at the podium and may not yield their time to another speaker; total public input on any one agenda item will be limited to twenty minutes.

3.1 Approve the Board Meeting Minutes of January 15 & 16, 2025
Minutes must be taken of all actions taken by the governing board and every official board

action be affirmed by a formal vote of the board and recorded . (Education Code 35145, 35163)

3.2 Approve the Personnel Register

The following candidates possess the appropriate certification and qualifications to meet the needs of students, to add value to CUSD, and to support the district's vision, mission and goals. Each candidate has gone through a rigorous HR selection process as per BP 4111 and meets the requirements to be hired.

3.3 Approve/Ratify Contracts for Services

California Education Code, Public Contract Code, Board Policies and Administrative Regulations govern the procurement of goods and services for local education agencies. These contracts for goods and services conform with relevant laws and regulations, are consistent with industry best practices and are necessary to meet the needs of students and staff to support teaching and learning.

3.4 Approve/Ratify Purchase Orders and Warrants

These purchase orders and warrants conform with California Education Code, Public Contract Code, Board Policies and Administrative Regulations which govern the procurement of goods and services for local education agencies.

3.5 Authorize Disposal of Surplus Property & Equipment

The disposal and surplus of property and equipment is governed by California Education Code, Board Policies and Administrative regulations. The timely surplus of outdated and unusable property and equipment is integral to ensuring safe and conducive teaching and learning environments.

3.6 Approve/Ratify Out of State or Overnight Field Trip or Athletic Event

Board Policy 3350 requires that out-of-state and overnight travel be approved. Board Policy further establishes that the Governing Board shall authorize payment for actual and necessary expenses, incurred by any employee performing authorized services for the district. Board Policy 6153 requires that field trips involving out of state, out of country, or overnight travel shall be submitted to the Superintendent before Board approval.

3.7 Approve Comprehensive Safety Plans for Village and Silver Strand Elementary Schools, Coronado Middle School, and Coronado High School

California Education Code (32280) requires an annual review and update of the district's Comprehensive School Safety Plan by March 1st. Each year this plan is reviewed by the individual sites, district safety committee, law enforcement and fire agency before being approved by the District Office.

4. PUBLIC HEARING (10 min.)

4.1 Public Hearing on the Coronado Unified School District (CUSD) Initial Proposals for Negotiations to the Association of Coronado Teachers (ACT).

5. ACTION ITEMS (10 min.)

5.1 Approve Updated AR 3516.51 Heat Day Release Guidelines

5.2 Adoption of Instructional Materials for Freshmen Islander Experience (F.I.E.)

5.3 Nominate 2025 California School Boards Association Delegate Assembly Representatives

5.4 Approve the Agreement between the Coronado Unified School District (CUSD) and the California School Employees Association (CSEA), and approve related AB1200 disclosures

5.5 Adopt the Coronado Unified School District's (CUSD) Initial Proposal for Negotiations to the Association of Coronado Teachers (ACT).

5.6 Approve the Revised Salary Schedules and Accept the Accompanying Recommendations for Certificated/Classified Management & Confidential (Non-Represented) Employees

6. REPORTS (60 min.)

6.1 ACT Report: President Jennifer Landry (5 min.)

6.2 Student Board Member Report: Dylan Matter (5 min.)

6.3 Village Elementary School Annual Report: Principal, Peter Kuhns (15 min. + Board Discussion)

6.4 Learning Department Report: Senior Director of Learning, Dr. Megan Battle (10 min. + Board Discussion)

- LCAP Mid-Year Monitoring Report for the 2024-25 LCAP

6.5 Learning Department Report: Senior Director of Learning, Dr. Megan Battle (10 min. + Board Discussion)

- CHS Freshmen Course Offerings

6.6 Calendar Committee Update

6.7 Deputy Superintendent Updates (5 min. + Board Discussion)
Department Reports:

- Business Services
    - Attendance Dashboard

6.8 Superintendent Updates (5 min. + Board Discussion)

- Long Range Plan
    - Safety
        - GIS Mapping
        - Safety Trainings
        - eBike Safety

7. FIRST READING

7.1 Adoption of Ethnic Literature Instructional Materials

7.2 First Read: Board Policy 3050

7.3 Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits

8. ITEMS PULLED CONSOLIDATED MOTION FOR CONSENT CALENDAR

9. COMMENTS (20 min.)

9.1 Public Comments on Non-Agendized Items

Non-Agenda/Closed Session Items: Anyone wishing to speak to a non-agenda item or a closed session item are invited to queue behind the podium and state their name and city prior to speaking; each speaker will have three minutes and may not yield their time; total public input will be twenty minutes (this time may be extended at the discretion of the Board President). If there are still speakers after twenty minutes they may submit their comments to the Board in writing at kmcelligott@coronadousd.net. Please click here if you would like to share your comments electronically. Comments submitted electronically will be shared with all Trustees and posted with the meeting minutes. Pursuant to the Brown Act, during this period, the Board is not allowed to consider issues or take action on any item not listed on the agenda.

9.2 Board Member Comments

9.3 Superintendent's Comments

10. ORGANIZATIONAL BUSINESS (5 min.)

10.1 Proposed List of Agenda Items for Future Board Meetings

The best time to request items is during the period at the end of each meeting that is set aside for Organizational Business. This allows the President to determine if there are at least two members interested in future discussion of the item, and also allows the Superintendent to recommend a future meeting date for the item based on the anticipated length of time staff will need to prepare information for the discussion.

10.2 Upcoming Meetings

- Regular Board Meeting: Thursday, March 13, 2025 at 4:00 PM
- Regular Board Meeting: Thursday, April 17, 2025 at 4:00 PM
- Regular Board Meeting: Thursday, May 22, 2025 at 4:00 PM
- Regular Board Meeting: Thursday, June 5, 2025 at 4:00 PM
- Regular Board Meeting: Wednesday, June 18, 2025 at 4:00 PM

11. CLOSED SESSION

When a closed session is held, the governing board shall publicly report any action taken in closed session as specified and the vote or abstention on that action of every member present. Members are prohibited from disclosing closed session proceedings except as provided by the Ralph M. Brown Act. (GC 54957.1-7)

11.1 Student Matters: Settlement Agreement, Government Code 54962 and Education Code 35146: OAH Case #2024110841

11.2 Superintendent's Public Employee Performance Mid-Year Evaluation, Government Code 54957 and Board Policy 2140

12. RECONVENE TO OPEN SESSION

12.1 Reconvene to Open Session and report out Action taken in Closed Session

13. ADJOURN

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Kami McElligott, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.

AGENDA - February 20, 2025

CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)

3.1 Approve the Board Meeting Minutes of January 15 & 16, 2025

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:

Presented for Board Approval:

- January 15, 2025: Special Meeting Minutes
- January 16, 2025: Regular Meeting Minutes

Superintendent's Recommendation:

That the Board approve the attached minutes with any necessary modifications.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Jan 15 2025 - SBM - DRAFT.pdf

Jan 16 2025 - RBM - DRAFT.pdf

Coronado Unified School District
201 Sixth Street, Coronado, CA 92118
www.coronadousd.net

Special Governing Board Meeting MINUTES
January 15, 2025, 10:00 AM

Alexia Palacios-Peters ♦ Malachy Sandie ♦ Dr. Scot Youngblood ♦ Renee Cavanaugh ♦ Fitzhugh Lee
Student Board Representative: Dylan Matter
Superintendent/Secretary: Karl Mueller **Recording Secretary: Kami McElligott**

Times indicated are Anticipated and Serve as Guidelines for Discussion; this meeting will be videotaped and will show live on Spectrum Cable, Channel 19, and also on the internet at www.coronadotv.me

DRAFT

1) CALL TO ORDER

1.1 Call to Order

Meeting was called to order at 10:00 AM

2) OPEN SESSION

2.1 Pledge to the American Flag

2.2 Approval of the Agenda: Any changes to the agenda must be made at this time

Motion: Scot Youngblood Second: Malachy Sandie Vote: 5 - 0

2.3 Audience is Notified of Public Comment Protocols at a Special Board Meeting

Public Comment was received from ACT President, Jennifer Landry regarding updating Board Policy and Administrative Regulation Policies to reflect new high school terms and neutral pronouns.

3) GOVERNANCE WORKSHOP

3.1 Review Governance Protocols

The Board discussed and reviewed Governance Protocols

3.2 Review and Update Board Policy

The Board discusses and reviewed Board Policy Updates

4) ADJOURN

Meeting adjourned at 1:30 PM

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_____

Karl Mueller, Superintendent

DRAFT

Coronado Unified School District
201 Sixth Street, Coronado, CA 92118
www.coronadousd.net

Regular Governing Board Meeting MINUTES
January 16, 2025, 4:00 PM

Alexia Palacios-Peters ♦ Malachy Sandie ♦ Dr. Scot Youngblood ♦ Renee Cavanaugh ♦ Fitzhugh Lee
Student Board Representative: Dylan Matter
Superintendent/Secretary: Karl Mueller **Recording Secretary: Kami McElligott**

Times indicated are Anticipated and Serve as Guidelines for Discussion; this meeting will be videotaped and will show live on Spectrum Cable, Channel 19, and also on the internet at www.coronadotv.me

Roll Call
The following Board members were present: Renee Cavanaugh, Scot Youngblood, Alexia Palacios-Peters, Malachy Sandie, Fitzhugh Lee, Dylan Matter. Also present were Karl Mueller, Donnie Salamanca.

1) CALL TO ORDER

1.1 Call to Order

Meeting was called to order at 3:01 PM

2) CLOSED SESSION (3:00 PM)

No comments regarding Closed Session items.

2.1 Student Matters: Settlement Agreement, Government Code 54962 and Education Code 35146: OAH Case #2024100632

2.2 Discussion of Pending Negotiations with CSEA (Employee Organization) with Director of Human Resources, Donna Tripi (Chief Negotiator), per Government Code 54954.5

2.3 Superintendent's Public Employee Performance Mid-Year Evaluation, Government Code 54957 and Board Policy 2140

3) RECONVENE TO OPEN SESSION (4:00 PM)

3.1 Reconvene to Open Session and report out Action taken in Closed Session

The reconvened to Open Session at 4:00 PM and reported the following action:

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Item 2.1: Motion was made to approve by Renee Cavanaugh Second: Alexia Palacios-Peters Vote: 5 – 0.

Item 2.2 and Item 2.3, no action was taken.

3.2 Pledge to the American Flag

3.3 Approval of the Agenda: Any changes to the agenda must be made at this time

Motion: Malachy Sandie Second: Fitzhugh Lee Vote: 5 - 0

3.4 Audience is Notified of Public Comment Protocols

3.5 Spotlight Presentation: Coronado Historical Association, Claudia Gallant

3.6 State of the District: Superintendent Mueller

4) CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)

4.1 Approve the Board Meeting Minutes of December 13, 2024

4.2 Approve the Personnel Register

4.3 Approve/Ratify Purchase Orders and Warrants

4.4 Approve/Ratify Contracts for Services

4.5 Authorize Disposal of Surplus Property & Equipment

4.6 Accept Uniform Complaint Quarterly Report

4.7 Approve 2023-24 School Accountability Report Cards (SARCs)

4.8 Present the Coronado Unified School District's (CUSD) Initial Proposals for Negotiations to the Association of Coronado Teachers (ACT).

Motion: Renee Cavanaugh Second: Malachy Sandie Vote: 5 - 0

5) PUBLIC HEARING (10 min.)

5.1 Public Hearing on the Association of Coronado Teachers (ACT) Initial Proposals for Negotiations to the Coronado Unified School District (CUSD).

5.2 Conduct a Public Hearing Relative to Increasing Statutory School Fees for Residential and Commercial/Industrial Construction (Level I Fees)

6) ACTION ITEMS (10 min.)

6.1 Approve Business Services Resolution 25-01-01 to Increase Statutory School Fees Imposed on New Residential and Commercial/Industrial Development Projects Pursuant to Education Code Section 17620

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Motion: Scot Youngblood Second: Fitzhugh Lee Vote: 5 - 0

6.2 Accept the Annual Audit for the Fiscal Year Ending June 30, 2024

Motion: Malachy Sandie Second: Alexia Palacios-Peters Vote: 5 - 0

6.3 Human Resources Resolution for 180-day wait period exception with CalPERS.

Motion: Renee Cavanaugh Second: Scot Youngblood Vote: 5 - 0

6.4 Acknowledge receipt of the Association of Coronado Teachers (ACT) Initial Proposal for Negotiations to the Coronado Unified School District (CUSD).

Motion: Renee Cavanaugh Second: Scot Youngblood Vote: 5 - 0

6.5 Appointment of Board Representative for 2X2 Committee

Motion: Scot Youngblood Second: Renee Cavanaugh Vote: 5 - 0

6.6 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits

Motion: Fitzhugh Lee Second: Alexia Palacios-Peters Vote: 5 - 0

7) REPORTS (35 min.)

7.1 ACT Report: Vice President Linda Kullmann (5 min.)

7.2 Student Board Member Report: Dylan Matter (5 min.)

7.3 Silver Strand Elementary School Annual Report: Principal, Jennifer Moore (15 min. + Board Discussion)

7.4 Deputy Superintendent Updates (5 min. + Board Discussion)

7.5 Superintendent Updates (5 min. + Board Discussion)

8) FIRST READING

8.1 Adoption of Instructional Materials for Freshmen Islander Experience Course

9) ITEMS PULLED CONSOLIDATED MOTION FOR CONSENT CALENDAR

No items were pulled.

10) COMMENTS (20 min.)

10.1 Public Comments on Non-Agendized Items

Click here to listen to public comment.

10.2 Board Member Comments

DRAFT

Board Members gave an update on their monthly activities and site visits.

10.3 Superintendent's Comments

Superintendent Mueller gave an update on his and district events.

11) ORGANIZATIONAL BUSINESS (5 min.)

11.1 Proposed List of Agenda Items for Future Board Meetings

11.2 Upcoming Meetings

12) ADJOURN

The meeting adjourned at 6:38 PM

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Kami McElligott, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.

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Karl Mueller, Superintendent

CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)

3.2 Approve the Personnel Register

Department/Category: PERSONNEL

Background Information:

Attached is a report of the personnel actions processed by the Human Resources Department including hires, changes in assignment, resignations and retirements.

For inquiries regarding this Board Item, please contact HR Director, Donna Tripi at 619-522-8900, ext. 1021 or via email at donna.tripi@coronadousd.net.

Superintendent's Recommendation:

Subject to passage of a pre-placement physical and all pre-placement processing on all new hires, the Superintendent recommends Board approval of the Personnel Register.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

February 2025 Personnel Register.pdf

CERTIFICATED PERSONNEL REGISTER

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Zoe Sanborn	Math Teacher – 1.0 FTE – CHS	$77,469.00	01/27/2025

APPROVE RESIGNATION

Name	Position	Reason	Effective Date
Lindsay Kennedy	Kindergarten Teacher – 1.0 FTE – Village	Resignation	02/10/2025
Derek Burns	Sr. NJROTC Instructor – 1.0 FTE – CHS	Resignation	01/29/2025

APPROVE RETIREMENT

Employee ID	Position	Reason	Effective Date
301585	Kindergarten Teacher – 1.0 FTE – Village	Retirement	06/13/2025
346709	Math/Social Studies Teacher – 1.0 FTE – CHS	Retirement	06/13/2025
328563	Math Teacher – 1.0 FTE – CHS	Retirement	06/13/2025
111185	1st Grade Teacher – .50 FTE – SSES	Retirement	06/13/2025
429229	Performing Arts/Choir Teacher – 1.0 FTE – CMS, Village, SSES	Retirement	06/13/2025
270463	2nd Grade Teacher – 1.0 FTE – Village	Retirement	06/13/2025
257423	1st Grade Teacher – .50 FTE – SSES	Retirement	06/13/2025

APPROVE LEAVE OF ABSENCE

Name	Position	Reason	Effective Date
Katie Leontieff	Education Specialist – Transition – 1.0 FTE	Personal	02/01/2025

CLASSIFIED PERSONNEL REGISTER

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Georgiana Stevens	Lifeguard	Hourly	12/16/2024
Alice Lefringhouse	Lifeguard	Hourly	12/04/2024

Carol Arendt	Preschool Teacher Assistant - .8125 FTE – SSES	$26,247.60	02/04/2025
Brenda Paola Partida Leyva	Registered Behavior Technician - .8125 FTE – CHS	$34,970.80	02/03/2025
Christina Olmos	IABHC - .75 FTE – SSES	$21,323.10	02/14/2025
Celine Bastidas	IABHC - .75 FTE – CMS	$21,855.90	02/06/2025

APPROVE CHANGE IN EMPLOYMENT

Name	Position	Salary	Effective Date
Lucy Herrmann	IABHC – Temporary Increase FTE from .75 to .825 – Transition	$32,228.32	02/18/2025 through 06/12/2025

APPROVE RESIGNATION

Name	Position	Reason	Effective Date
Shante Kunin	IABHC - .75 FTE – CMS	Resignation	02/06/2025
John Chrismer	JV Boys Lacrosse Coach – CHS	Resignation	01/28/2025
Natalie Wilson	JV Girls Lacrosse Coach – CHS	Resignation	01/27/2025
Kesia Lopez	JV Beach Volleyball Coach – CHS	Resignation	01/17/2025

APPROVE RETIREMENT

Employee ID	Position	Reason	Effective Date
120884	Custodian – 1.0 FTE – District Office	Retirement	06/06/2025
138238	Custodian – 1.0 FTE – SSES	Retirement	06/06/2025
359030	Instructional Assistant - .75 FTE – Village	Retirement	06/12/2025

CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)

3.3 Approve/Ratify Contracts for Services

Department/Category: BUSINESS & FISCAL MANAGEMENT

Background Information:

Board Policy 3312 states "The Superintendent or designee may enter into contracts on behalf of the District. All contracts must be approved or ratified by the Governing Board. No contract made under this delegation of power shall be valid until the Board approves or ratifies the contract."

Reports:

The attached contracts require Board approval/ratification.

Financial Impact:

The attached contracts will be paid from the sources as noted. All contracts listed are included in the current approved District budget.

Superintendent's Recommendation:

Staff recommend that the Board approve/ratify these contracts.

LCAP Goals:

1. Safe and Clean Facilities for Students and Staff
3. Multi-Tiered System of Supports
4. Social Emotional Learning
5. Student Engagement & Dropout Prevention
6. Counseling Services
7. Equity, Diversity and Inclusion
8. Recruit and Retain Highly Qualified Staff

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Contracts for Services February 2025.pdf

The following contracts require approval/ratification from the Board of Trustees at the February 20, 2025 Board Meeting

Name	Description	Start Date	End Date	Amount	Source of Funds
24 Hour Elevator, Inc.	CHS - Wheelchair Lift Repair	1/14/2025	2/28/2025	NTE $1,975	Special Fund for Capital Outlay Fund 49
24 Hour Elevator, Inc.	CHS - Elevator Repair	1/14/2025	2/28/2025	NTE $1,975	Special Fund for Capital Outlay Fund 49
A&S Flooring	BBMAC Office	1/16/2025	1/16/2025	NTE $1,150	General Fund 01
Apple Store for Education Institution	Two Mac mini and Applecare	1/17/2025	6/30/2025	NTE $1,765	Special Fund for Capital Outlay Fund 49
Ben's Asphalt, Inc	Resurface Blacktop At All Sites	6/1/2025	6/30/2025	NTE $43,789	Deferred Maintenance Fund 14
Border LAN Cybersecurity	Barracuda Cloud Backup Renewal	2/28/2025	2/27/2030	NTE $74,450	General Fund 01
Burkett, Richard	CHS Visiting Artist	4/10/2025	4/10/2025	NTE $400	General Fund 01
CDW-G	APC 3YR Ecostruxure STD Renewal	2/1/2025	2/1/2028	NTE $2,126	General Fund 01
Cherished Memories Photography	Photography Services	7/1/2025	6/30/2027	N/A	N/A
Coastal Speech Therapy	Independent Consultant 25-02-01	7/1/2024	6/30/2025	NTE $1,295	Special Education Fund 01
Committee for Children	Second Step Grades K-8 3-Year License	7/31/2025	7/31/2028	NTE $5,319	General Fund 01
Corner to Corner	Carpet Clean Water Damage	1/25/2025	1/25/2025	NTE $1,100	General Fund 01
County Burner & Machinery Corp	VES Boiler Repair	12/5/2024	12/5/2024	NTE $585	General Fund 01
County Burner & Machinery Corp	VES Repairs	1/22/2025	1/22/2025	NTE $543	General Fund 01
County Burner & Machinery Corp	CMS Boiler Repair	12/5/2024	12/5/2024	NTE $585	General Fund 01
Franz Law Group, APLC	Imperial Beach Contamination Lawsuit Attorney-Client Fee Contract	2/21/2025	N/A	Per Fee Schedule	General Fund 01
GC Fence Co	VES Install Temporary Fence	1/21/2025	1/21/2025	NTE $1,500	General Fund 01

Government Financial Services JPA	CDIAC ADTR Filing Fees 2023-24 Report	1/30/2025	1/30/2025	NTE $1,500	General Fund 01
Justine Simon Bailey OD Inc.	Independent Consultant 25-02-13	7/1/2024	6/30/2025	NTE $1,125	Special Education Fund 01
La Jolla Playhouse	POP Tour Assembly For Grades 3-5	4/28/2025	4/28/2025	N/A	N/A
Leonida Builders Inc.	CHS Install Two Mini Splits	12/1/2024	12/31/2024	NTE $13,280	Deferred Maintenance Fund 14
Leonida Builders Inc.	DO Install Two Mini Splits	12/1/2024	12/31/2024	NTE $4,100	Deferred Maintenance Fund 14
Leonida Builders Inc.	ECDC Repair Condensation Drain	12/1/2024	12/31/2024	NTE $3,900	Deferred Maintenance Fund 14
Leonida Builders Inc.	CMS Repair Leak	12/1/2024	12/31/2024	NTE $3,800	Deferred Maintenance Fund 14
Leonida Builders Inc.	CHS Repair Condensation Line	12/1/2024	12/31/2024	NTE $975	Deferred Maintenance Fund 14
Leonida Builders Inc.	VES - Install HVAC System	11/1/2024	1/21/2025	NTE $59,641	Deferred Maintenance Fund 14
Leonida Builders Inc.	VES - Change Order Patch, Prime, Texture, Paint for HVAC Install	12/20/2024	1/21/2025	NTE $5,900	Deferred Maintenance Fund 14
Multicard	BadgePass Identity Manager Software	2/201/2025	6/30/2025	NTE $2,615	General Fund 01
My PT	Independent Consultant 25-02-02	7/1/2024	11/20/2024	NTE $5,625	Special Education Fund 01
My PT	Independent Consultant 25-02-03	7/1/2024	6/30/2025	NTE $823	Special Education Fund 01
My PT	Independent Consultant 25-02-04	4/11/2024	4/10/2025	NTE $1,815	Special Education Fund 01
My PT	Independent Consultant 25-02-05	7/1/2024	7/31/2025	NTE $34	Special Education Fund 01
My PT	Independent Consultant 25-02-06	7/1/2024	10/30/2024	NTE $2,246	Special Education Fund 01

My PT	Independent Consultant 25-02-07	7/1/2024	10/2/2024	NTE $2,147	Special Education Fund 01
Red Door and Hardware LLC	Door/Gate Repair	11/2/2024	11/22/2024	NTE $5,293	General Fund 01 & Special Reserve Capital Projects Fund 40
Red Door and Hardware LLC	Door/Gate Repair	12/30/2024	12/30/2024	NTE $1,155	General Fund 01 & Special Reserve Capital Projects Fund 40
Red Door and Hardware LLC	Door/Gate Repair	1/10/2025	1/10/2025	NTE $4,052	General Fund 01
Red Door and Hardware LLC	Door/Gate Repair	10/2/2024	10/31/2024	NTE $14,738	General Fund 01 & Special Reserve Capital Projects Fund 40
Red Door and Hardware LLC	Door/Gate Repair	9/5/2024	9/25/2024	NTE $13,499	General Fund 01 & Special Reserve Capital Projects Fund 40
Red Door and Hardware LLC	CHS - Install Window	2/21/2025	6/30/2025	NTE $3,785	General Fund 01
Ro Health, LLC	Staffing Services	2/14/2025	2/13/2026	Per Fee Schedule	Special Education Fund 01
Robinson Electric	Electrical Services	7/1/2024	6/30/2026	NTE $114,000 Annually	General Fund 01
Romero Educational Consulting	Independent Consultant 25-02-12	7/1/2024	6/30/2025	NTE $4,500	Special Education Fund 01
Rozenberg, Abby	Independent Consultant 25-02-10	2/1/2024	6/30/2025	NTE $2,300	Special Education Fund 01
San Diego Applied Behavior Analysis	Individual Services Agreement 25-02-14	12/3/2024	2/28/2025	NTE $29,901	Special Education Fund 01
Scylla Plumbing & Drains	SSES Water Line Repair	1/11/2025	1/11/2025	NTE $3,200	General Fund 01
Softchoice	Microsoft Office 365 Renewal	5/1/2025	4/30/2026	NTE $17,220	General Fund 01
Suttie Consulting, LLC	Grant Services	1/1/2025	6/30/2025	NTE $6,000	General Fund 01
The Music Therapy Center	Independent Consultant 25-02-08	10/8/2024	6/30/2025	NTE $6,600	Special Education Fund 01
The Music Therapy Center	Independent Consultant 25-02-09	7/1/2024	3/25/2025	NTE $5,115	Special Education Fund 01
The Music Therapy Center	Independent Consultant 25-02-11	12/3/2024	12/3/2025	NTE $7,590	Special Education Fund 01

Vortex	CHS Snack Bar - Repair Four Security Doors	1/28/2025	1/28/2025	NTE $4,125	Special Fund for Capital Outlay Fund 49
Vortex	CHS - Repair Door	1/31/2025	1/31/2025	NTE $585	Special Fund for Capital Outlay Fund 49
WestEd	MOU for California School Climate, Health, and Learning Surveys	3/1/2025	6/30/2025	Per Fee Schedule	General Fund 01
Winston School	Master Contract and Addendum	7/1/24	6/30/25	Per Fee Schedule	Special Education Fund 01

REVENUE CONTRACTS

Name	Description	Start Date	End Date	Amount	Source of Funds
California Department of Education	Golden State Pathways Program	4/2/2024	6/30/2029	NTE $ 784,229	California Department of Education
MOU Between Sweetwater Union High School District and Coronado Unified School District	California Adult Education Program	7/1/2024	6/30/2027	NTE $304,708	Sweetwater Union High School District

CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)

3.4 Approve/Ratify Purchase Orders and Warrants

Department/Category: BUSINESS & FISCAL MANAGEMENT

Background Information:

The Governing Board recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased. He/she shall ensure that records of expenditures and purchases are maintained in accordance with law. A list of all purchase orders has been submitted to the Governing Board in accordance with Board Policy 3300. Warrants submitted for ratification and approval represent invoiced payments against purchase orders previously approved. Warrants were audited and approved by the County Superintendent of Schools prior to payment.

Reports:

The Purchase Order and Warrant Registers are attached to this agenda item.

Financial Impact:

Purchase Orders January 1, 2025 through January 31, 2025 $ 914,952

Commercial Warrants January 1, 2025 through January 31, 2025 $1,189,489

Superintendent's Recommendation:

Staff recommend that the Board approve/ratify the purchase orders and warrants listed .

LCAP Goals:

1. Safe and Clean Facilities for Students and Staff
8. Recruit and Retain Highly Qualified Staff

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Purchase Orders 2025.pdf

Warrants January 2025.pdf

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020148	1/6/2025	SAMI BRYANS	CMS-REIMBURSEMENT SAMI	0100	$ 66.73	REIMBURSE MILEAGE TRAVEL TO AND FROM CAMP CUYAMACA
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 403.79	22 COLOR PCL 3D PEN FILAMENT REFILL
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 1,935.62	3DOODLER START + ESSENTIALS
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 10.76	HXSEMAYIG 100 PCS PEAT POTS 3.15 INCHES
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 206.79	MDESIGN PLASTIC FOOD STORAGE BIN
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 102.08	SEED STARTER NATURAL POTTING SOIL MIX
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 90.77	SPIN MASTER GAMES, LILY HEVESH DOMINOES
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 93.96	SPIN MASTER GAMES, LILY HEVESH DOMINOES - NEON
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 64.63	TIAWUDI 12 PACK PLASTIC STORAGE BINS
0000020149	1/6/2025	AMAZON CAPITAL SERVICES, INC.	VES-CSF WISHLIST AMAZON ORDER	0100	$ 111.80	YORSEEK NEWSPAPER PLANT POT MAKER
0000020150	1/6/2025	SAN MARCOS UNIFIED SCHOOL	VES-BUS TRANSPORTATION JULIAN	0100	$ 3,000.00	SMUSD TRASPORTAION 2 BUSSES 145 PASSENGERS JULIAN MINING COMPANY FIELD TRIP DEPART VES 8:00AM DESTINATION: 4444 HWY 78 JULIAN CA 92036 DEPART JMC 2:30 PM DESTINATION: VES 600 SIXTH ST CORONADO CA 92118
0000020151	1/6/2025	AMANDA VANASSE	CHS-REIMBURSEMENT AMANDA	0100	$ 92.26	REIMURSEMENT DUE AMANDA VANASSE
0000020152	1/6/2025	SCHOLASTIC INC	CMS-SCHOLASTIC ORDERS	0100	$ 274.73	PAY SCHOLASTIC INVOICE M7430365 2 FOR CMS ENGLISH DEPARTMENT
0000020153	1/6/2025	JULIAN MINING COMPANY	VES-JULIAN MINING COMPANY	0100	$ 2,497.50	JULIAN MINING COMPANY. GOLD RUSH FIELD TRIP ADMISSION.
0000020154	1/6/2025	JUNIOR LIBRARY GUILD	CHS-HIGH PLUS JLB ORDER	0100	$ 325.84	BIHP + CATEGORY - BIOGRAPHY HIGH PLUS #JBIHP14SUB

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020154	1/6/2025	JUNIOR LIBRARY GUILD	CHS-HIGH PLUS JLB ORDER	0100	$ 325.84	CTH + CATEGORY CURRENT TRENDS HIGH PLUS #JCTHP14SUB
0000020154	1/6/2025	JUNIOR LIBRARY GUILD	CHS-HIGH PLUS JLB ORDER	0100	$ 325.84	FH+CATEGORY - FANTASY/SCIENCE FICTION HIGH PLUS #JFHP14SUB
0000020154	1/6/2025	JUNIOR LIBRARY GUILD	CHS-HIGH PLUS JLB ORDER	0100	$ 325.84	GHP CATEGORY - GRAPHIC NOVELS HIGH PLUS #JGHP14SUB
0000020154	1/6/2025	JUNIOR LIBRARY GUILD	CHS-HIGH PLUS JLB ORDER	0100	$ 188.65	HI-LO MATURE - HIGH #JHLMSUB
0000020154	1/6/2025	JUNIOR LIBRARY GUILD	CHS-HIGH PLUS JLB ORDER	0100	$ 307.58	HIHP CATEGORY-HIGH INTEREST HIGH PLUS #JHIP14SUB
0000020154	1/6/2025	JUNIOR LIBRARY GUILD	CHS-HIGH PLUS JLB ORDER	0100	$ 325.84	MH+CATEGORY - MYSTERY & ADVENTURE HIGH PLUS #JMHP14SUB
0000020154	1/6/2025	JUNIOR LIBRARY GUILD	CHS-HIGH PLUS JLB ORDER	0100	$ 279.29	SH CATEGORY - SPORTS HIGH #JSHSUB-
0000020155	1/6/2025	RENELLE KOCZAN	VES-REIMBURSEMENT RENELLE	0100	$ 60.89	REIMBURSEMENT - MATERIALS AND SUPPLIES - R.KOCZAN
0000020156	1/6/2025	CLIFFORD MORIN	VES-REIMBURSEMENT CLIFFORD	0100	$ 9.72	REIMBURSEMENT - CLIFFORD MORIN - GUEST ARTIST
0000020157	1/6/2025	CALIFORNIA WEEKLY EXPLORER	VES-HISTORY WALKTHROUGH	0100	$ 567.99	WALK THROUGH THE AMERICAN REVOLUTION (SINGLE PRESENTAION)
0000020157	1/6/2025	CALIFORNIA WEEKLY EXPLORER	VES-HISTORY WALKTHROUGH	0100	$ 930.00	WALK THROUGH THE AMERICAN REVOLUTION (TWO PRESENTAIONS) 3/17/2025
0000020157	1/6/2025	CALIFORNIA WEEKLY EXPLORER	VES-HISTORY WALKTHROUGH	0100	$ 930.00	WALK THROUGH THE AMERICAN REVOLUTION (TWO PRESENTAIONS) 3/18/2025
0000020158	1/6/2025	HANNAS MURALS	VES-HANNAS MURALS	5700	$ 6,000.00	PAINT PLASTER ARCHWAY MURAL @ VES
0000020159	1/6/2025	ROBERTA LENERT	CMS-REIMBURSEMENT ROBERTA	0100	$ 325.53	REIMBURSE FOR ROBOTICS FILAMENT AND OTHER SUPPLIES
0000020160	1/6/2025	KEVIN PAIZ RAMIREZ	CMS-REIMBURSEMENT KEVIN	0100	$ 106.90	REIMBURSE FOR 6TH GRADE SCIENCE DISSECTION SUPPLIES
0000020161	1/6/2025	KARIN MELLINA	CHS-REIMBURSEMENT KARIN	0100	$ 73.73	REIMBURSEMENT DUE KARIN MELLINA
0000020162	1/6/2025	JOSTENS	CHS-DIPLOMA COVERS OPEN 24/25	0100	$ 1,800.00	OPEN PO FOR DIPLOMA COVERS

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020163	1/6/2025	ROBERTA LENERT	CMS-REIMBURSEMENT ROBERTA	0100	$ 825.58	REIMBURSE FOR ROBOTICS SUPPLIES
0000020164	1/6/2025	SCHOLASTIC BOOK FAIRS	CMS-BOOK FAIR PAYMENT	0100	$ 1,764.38	PAY SCHOLASTIC INVOICE #W5670379BF FAIR ID: 5670379 FOR CMS WINTER FAIR
0000020165	1/6/2025	RSCHOOLTODAY-VNN	BBMAC-SCHEDULER 24/25 SY	1900	$ 3,000.00	FACILITY SCHEDULING SOFTWARE
0000020166	1/6/2025	SUPERINTENDENT OF SCHOOLS SDCOE	C&L-PRINTING SERVICES PTKLF	0100	$ 160.89	PRINTING SERVICES FOR PTKLF AT A GLANCE
0000020167	1/6/2025	KAMI MCELLIGOTT	SUPER-REIMBURSEMENT KAMI	0100	$ 40.31	REIMBURSEMENT FOR KAMI MCELLIGOTT NEW TRUSTEE OATH OF OFFICE CEREMONY
0000020168	1/6/2025	MAYLEN SULLIVAN	C&L-REIMBURSEMENT MAYLEN	0100	$ 120.49	REIMBURSEMENT FOR REFRESHMENTS FOR CIEE SUMMER STUDY ABROAD WORKSHOP
0000020169	1/6/2025	NANDI DEVAN	CHS-REIMBURSEMENT NANDI	0100	$ 147.73	REMBURSEMENT DUE NANDI DEVAN
0000020170	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-SAFETY VEST AMAZON	0100	$ 51.68	SIFE 10 PACK HIGH VISIBILITY RELECTIVE SAFETY VEST
0000020171	1/6/2025	KELLY FORTSON	VES-REIMBURSEMENT KELLY	4000	$ 224.12	REIMBURSEMENT - KELLY FORTSON BROWN KNEE HIGH BOOTS RUINED IN THE 2023 VILLAGE FLOOD.
0000020172	1/6/2025	KARIN MELLINA	CHS-REIMBURSEMENT KARIN	0100	$ 32.04	REIMBURSEMENT DUE KARIN MELLINA
0000020173	1/6/2025	SUPERINTENDENT OF SCHOOLS SDCOE	VES-BUSINESS CARDS	0100	$ 42.99	BUSINESS CARDS 500 - CUSD LOGO ALISON KEEHAN PROGRAM SPECIALIST VILLAGE ELEMENTARY SCHOOL 600 SIXTH STREET CORONADO, CA 92118 OFFICE (619) 522- 8915 FAX (619) 522-8988 ALISON.KEEHAN@CORONADOUSD.NET

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020173	1/6/2025	SUPERINTENDENT OF SCHOOLS SDCOE	VES-BUSINESS CARDS	0100	$ 42.99	BUSINESS CARDS 500 - CUSD LOGO AMANDA ELLISON ADMINISTRATIVE ASSISTANT VILLAGE ELEMENTARY SCHOOL 600 SIXTH STREET CORONADO, CA 92118 OFFICE (619) 522- 8915 FAX (619) 522-8988 AMANDA.ELLISON@CORONADOUSD.NET
0000020173	1/6/2025	SUPERINTENDENT OF SCHOOLS SDCOE	VES-BUSINESS CARDS	0100	$ 42.99	BUSINESS CARDS 500 - CUSD LOGO JOANNE TORRES OFFICE ASSISTANT VILLAGE ELEMENTARY SCHOOL 600 SIXTH STREET CORONADO, CA 92118 OFFICE (619) 522- 8915 FAX (619) 522-8988 JOANNE.TORRES@CORONADOUSD.NET
0000020173	1/6/2025	SUPERINTENDENT OF SCHOOLS SDCOE	VES-BUSINESS CARDS	0100	$ 42.99	BUSINESS CARDS 500 - CUSD LOGO JULIA BRAGA ASSISTANT PRINCIPAL VILLAGE ELEMENTARY SCHOOL 600 SIXTH STREET CORONADO, CA 92118 OFFICE (619) 522- 8915 FAX (619) 522-8988 JULIA.BRAGA@CORONADOUSD.NET

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020173	1/6/2025	SUPERINTENDENT OF SCHOOLS SDCOE	VES-BUSINESS CARDS	0100	$ 110.17	ENVELOPES WITH SEAL STRIP #10 NON WINDOW BOX - VILLAGE LOGO WITH RETURN ADDRESS: VILLAGE ELEMENTARY SCHOOL 600 SIXTH STREET CORONADO, CA 92118
0000020174	1/6/2025	RICHARD BURKETT	CHS-RICHARD BURKETT	0100	$ 600.00	PAYMENT DUE RICHARD BURKETT
0000020175	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-SPORTS EQUIPMENT	0100	$ 771.47	BOWNET OFFICIAL SIZED FUTSAL PORTABLE SOCCER GOAL (2 X 3 METERS) STURDY POWDER-COATED STEEL FRAME - ROLLER CASE - PRACTICE OR GAME NET - RUBBER NON-MARKING FEET FOR INDOOR USE, WHITE
0000020175	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-SPORTS EQUIPMENT	0100	$ 284.44	BOWNET PORTABLE SOCCER GOAL FOR KIDS, SMALL SIZES FOLDING BACKYARD POP UP SOCCER GOALS FOR TRAINING AND PRACTICE. GREAT KIDS SOCCER GOAL. FOLDING SOCCER GOAL INCLUDES CARRYING BAG.
0000020175	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-SPORTS EQUIPMENT	0100	$ 58.70	CHAMPION SPORTS PLAYGROUND BALL
0000020175	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-SPORTS EQUIPMENT	0100	$ 165.71	CHAMPION SPORTS RHINO SKIN ULTRAMAX DODGEBALLS
0000020175	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-SPORTS EQUIPMENT	0100	$ 319.03	KINETIC SAND, 11LB (5KG) NATURAL BROWN BULK PLAY SAND FOR ARTS AND CRAFTS, SANDBOX, MOLDABLE SENSORY TOYS, CHRISTMAS GIFTS FOR KIDS AGES 3+
0000020176	1/6/2025	GOPHER	SSES-GAGA CART	0100	$ 332.95	GAGA2GO BALL PIT ITEM #58-428
0000020177	1/6/2025	ALEXANDRA HEATH	C&L-REIMBURSEMENT ALEXANDRA	0100	$ 16.61	REIMBURSEMENT FOR POSTAGE

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020178	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-VAPA JANUARY SUPPLIES	0100	$ 10.76	200 COUNT 3 OZ DISPOSABLE COFFEE CUPS, BATHROOM CUPS, MOUTHWASH CUPS, LEAK-FREE FOOD SAFE SMALL PAPER CUPS, DISPOSABLE 3 OZ CUPS, MINI CUPS FOR BATHROOM
0000020178	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-VAPA JANUARY SUPPLIES	0100	$ 12.91	4 ROLLS PREMIUM PAINTERS TAPE, BLUE TAPE, MASKING MASTER TAPE, PAINT TAPE FOR MULTI-PURPOSE, PAINTING, PAINTER'S, DIY CRAFTS ARTS (88YD =0.94IN*22YD*4) DECORATION LABELING NO RESIDUE, EASY REMOVAL
0000020178	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-VAPA JANUARY SUPPLIES	0100	$ 21.64	AMAZON BASICS ALUMINUM FOIL, 250 SQ FT, PACK OF 1
0000020178	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-VAPA JANUARY SUPPLIES	0100	$ 5.38	CHUANGDI 1/2 INCH WIDTH X 55 YARDS BLUE PAINTER'S DRAFTING TAPE MULTI USE MASKING SCRAPBOOKING TAPE (1 ROLL)
0000020178	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-VAPA JANUARY SUPPLIES	0100	$ 18.10	COMFY PACKAGE [16 OZ. - 100 COUNT KRAFT DISPOSABLE PAPER CUPS, HOT COFFEE CUPS BROWN UNBLEACHED - ECO-FRIENDLY CUPS
0000020178	1/6/2025	AMAZON CAPITAL SERVICES, INC.	SSES-VAPA JANUARY SUPPLIES	0100	$ 17.94	SHARPIE PERMANENT MARKERS SET, FINE TIP MARKERS, BULK MARKERS FOR PLASTIC, METAL, WOOD, AND MORE, DRAWING, COLORING, AND POSTER MARKER, OFFICE SUPPLIES, RED MARKERS, 36 COUNT
0000020179	1/6/2025	JENNIFER MOORE	SSES-REIMBURSEMENT JENNIFER	0100	$ 234.38	REIMBURSEMENT FOR PIZZA FOR SUSAN LARSON DAY
0000020180	1/7/2025	ATKINSON, ANDELSON, LOYA,	SUPER-NOV 24 ATTORNEY FEES	0100	$ 5,840.00	AALRR INVOICE 734504 STUDENT SERVICES DEPARTMENT

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020181	1/7/2025	PROJECT LEAD THE WAY INC	C&L-COMPUTER SCIENCE PROF DEV.	0100	$ 1,265.00	COMPUTER SCIENCE A PROFESSIONAL DEVELOPMENT
0000020182	1/7/2025	PROJECT LEAD THE WAY INC	C&L-LAB FEE PLTW COURSE	0100	$ 1,000.00	LAB FEE FOR PLTW COURSE
0000020183	1/7/2025	EAGLE NEWSPAPER	B.S-LEGAL & PUBLIC-NOTICES	0100	$ 168.00	EAGLE NEWSPAPER LEGAL & PUBLIC-NOTICES 1/1/2025 1/8/2025 ISSUES: 2
0000020184	1/7/2025	ZASUETA CONTRACTING, INC.	M&O-ECDC CROWN REPAIRS	0100	$ 2,604.00	FILL CRACKS LARGER THAN 1'' WITH BLACK PIP AND RE GLUE TAPERED EDGES.
0000020185	1/7/2025	SCHOLASTIC BOOK FAIRS	VES-BOOKFAIR PAYMENT	0100	$ 1,654.64	SCHOLASTIC BOOKFAIR INVOICE - CASH+CHECKS DUE. BOOK FAIR 12/9/24- 12/13/24 INVOICE DUE 1/12/25
0000020186	1/7/2025	SAN DIEGO JUNIOR THEATRE	SSES-THEATRE ADMISSION FEE	0100	$ 378.00	JAMES AND THE GIANT PEACH MAY 6, 2025 INVOICE 25-JGP1 PAYMENTT 1 OF 2
0000020187	1/7/2025	AMAZON CAPITAL SERVICES, INC.	SSES-WALL CLOCK	0100	$ 12.64	BERNHARD PRODUCTS BLACK WALL CLOCK SILENT NON TICKING 10 INCH QUALITY QUARTZ BATTERY OPERATED ROUND EASY TO READ HOME/OFFICE/KITCHEN/CLASSROOM/SCHOOL CLOCK SWEEP MOVEMENT
0000020188	1/7/2025	AMANDA TARANTINO	CNS-REIMBURSEMENT AMANDA	1300	$ 8.49	WHIPPING CREAM FOR USE IN CNS LUNCH PROGRAM
0000020189	1/7/2025	ROBINSON CO CONTRACTORS INC	CNS-CMS KITCHEN REPAIRS	1300	$ 240.00	GFCI RESET AT CHS
0000020189	1/7/2025	ROBINSON CO CONTRACTORS INC	CNS-CMS KITCHEN REPAIRS	1300	$ 376.00	REMOVE AND REPLACE DAMAGED DEVICE ON CMS MILK COOLER
0000020190	1/7/2025	LEONIDA BUILDERS, INC	CNS-CHS CERAMIC TILE REPAIRS	1300	$ 1,200.00	CHS-CENTRAL KITCHEN CERAMIC TILE REPAIR

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020191	1/7/2025	JEANA CROSSLAND	CMS-REIMBURSEMENT JEANA	0100	$ 59.88	REIMBURSE GIMKIT SUBSCRIPTION
0000020192	1/7/2025	AMAZON CAPITAL SERVICES, INC.	VES-KIDS DESK	0100	$ 113.99	UTEX KIDS DESK AND CHAIR SET
0000020193	1/7/2025	LEARNING GENIE INC.	VES-LEARNING GENIE	1200	$ 216.00	MAINTENENCE AND TECHNICAL ASSISTANCE
0000020193	1/7/2025	LEARNING GENIE INC.	VES-LEARNING GENIE	1200	$ 2,160.00	STATE PROGRAM SUITE - ESSENTIAL
0000020194	1/7/2025	ENERGY SYSTEM GROUP LLC	B.S-CALSHAPE CUSD 2024	4900	$ 663,270.00	RFQ #CUSD-2024-09-24 CALSHAPE ASSESSMENT AND IMPLEMENTION CONSULTANT SERVICES
0000020195	1/7/2025	DEPARTMENT OF INDUSTRIAL RELATIONS	M&O-DEPT OF INDUST. RELATIONS	0100	$ 1,575.00	DEPARTMENT OF INDUSTRIAL RELATIONS CONVEYANCE NBR 142705 136208 125382 106363 142706 119410 119416
0000020196	1/7/2025	GREAT OFFICE INSTALLATION, INC	M&O-FLOOD RELATED SERVICES	4000	$ 13,580.00	FLOOD RELATED MOVERS 7/25/2024
0000020197	1/7/2025	SUNBELT RENTALS, INC	M&O-COSA SCISSOR LIFT	0100	$ 4,408.39	COSA- SCISSOR LIFT RENTAL
0000020198	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTRATION	0100	$ 285.68	OPEN PO FOR 2024/25 MONTHLY SERVICE FEE FROM JULY-JUNE FOR WATER FILTRATION SYSTEM. THIS IS YEAR THREE OF FIVE FOR DO
0000020198	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTRATION	0100	$ 571.43	OPEN PO FOR 2024/25 MONTHLY SERVICE FEE FROM JULY-JUNE FOR WATER FILTRATION SYSTEM. THIS IS YEAR THREE OF FIVE FOR VILLAGE

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020198	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTRATION	0100	$ 1,142.87	OPEN PO FOR 2024/25 MONTHLY SERVICE FEE FROM JULY-JUNE FOR WATER FILTRATION SYSTEM. THIS IS YEAR THREE OF FIVE FOR STRAND
0000020198	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTRATION	0100	$ 571.43	OPEN PO FOR 2024/25 MONTHLY SERVICE FEE FROM JULY-JUNE FOR WATER FILTRATION SYSTEM. THIS IS YEAR THREE OF FIVE FOR CMS
0000020198	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTRATION	0100	$ 1,428.59	OPEN PO FOR 2024/25 MONTHLY SERVICE FEE FROM JULY-JUNE FOR WATER FILTRATION SYSTEM. THIS IS YEAR THREE OF FIVE FOR CHS AND PALM
0000020199	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTR 24/25	0100	$ 905.00	OPEN PO FOR WATER FILTRATION - MONTHLY SERVICE FEE FROM DECEMBER 2024 THROUGH DECEMBER 2025 AT DO
0000020199	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTR 24/25	0100	$ 1,810.20	OPEN PO FOR WATER FILTRATION - MONTHLY SERVICE FEE FROM DECEMBER 2024 THROUGH DECEMBER 2025 AT STRAND
0000020199	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTR 24/25	0100	$ 3,620.40	OPEN PO FOR WATER FILTRATION - MONTHLY SERVICE FEE FROM DECEMBER 2024 THROUGH DECEMBER 2025 AT CMS
0000020199	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTR 24/25	0100	$ 1,810.20	OPEN PO FOR WATER FILTRATION - MONTHLY SERVICE FEE FROM DECEMBER 2024 THROUGH DECEMBER 2025 AT VILLAGE
0000020199	1/8/2025	QUENCH USA, INC.	B.S-ALL SITE WATER FILTR 24/25	0100	$ 4,525.50	OPEN PO FOR WATER FILTRATION - MONTHLY SERVICE FEE FROM DECEMBER 2024 THROUGH DECEMBER 2025 AT CHS AND PALM

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020200	1/9/2025	ROMERO EDUCATIONAL CONSULTING	SPED-ROMERO EDUCATIONAL 24/25	0100	$ 4,500.00	APPROVED: BILINGUAL PSYCHO-EDUCATIONAL FOR STUDENT DATES: 7/1/2024 6/30/2025
0000020201	1/9/2025	ROMERO EDUCATIONAL CONSULTING	SPED-ROMERO EDUCATIONAL 24/25	0100	$ 4,500.00	APPROVED: BILINGUAL PSYCO-EDUCATIONAL FOR STUDENT DATES: 07/1/2024 6/30/2025
0000020202	1/9/2025	ROMERO EDUCATIONAL CONSULTING	SPED-ROMERO EDUCATIONAL 24/25	0100	$ 4,500.00	APPROVED: BILINGUAL PSYCO-EDUCATIONAL FOR STUDENT DATES: 07/1/2024 6/30/2025
0000020203	1/9/2025	ROMERO EDUCATIONAL CONSULTING	SPED-ROMERO EDUCATIONAL 24/25	0100	$ 4,500.00	APPROVED: BILINGUAL PSYCO-EDUCATIONAL FOR STUDENT DATES: 07/1/2024 6/30/2025

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020204	1/9/2025	ROMERO EDUCATIONAL CONSULTING	SPED-ROMERO EDUCATIONAL 24/25	0100	$ 4,500.00	APPROVED: BILINGUAL PSYCO-EDUCATIONAL FOR STUDENT DATES: 07/1/2024 6/30/2025
0000020205	1/9/2025	SAN DIEGO CENTER FOR VISION	SPED-SD CENTER FOR VISION	0100	$ 4,660.00	APPROVED: VISON THERAPY SESSIONS DATES: 10/8/2024 6/30/2025
0000020206	1/9/2025	SAN DIEGO APPLIED BEHAVIOR ANALYSIS, LLC	SPED-SD APPLIED BEHAVIOR	0100	$ 29,937.32	APPROVED: NPA- SERVICES DATES: 11/1/2024 2/14/2024
0000020207	1/9/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD KATHY	0100	$ 60.01	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020207	1/9/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD KATHY	0100	$ 200.00	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020207	1/9/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD KATHY	0100	$ 225.10	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020208	1/9/2025	MISSION FEDERAL CREDIT UNION	S.S-AUG 24 P-CARD NIAMH	0100	$ 4,260.50	AUGUST 2024 STATEMENT STUDENT SERVICES
0000020208	1/9/2025	MISSION FEDERAL CREDIT UNION	S.S-AUG 24 P-CARD NIAMH	0100	$ 62.11	AUGUST 2024 STATEMENT STUDENT SERVICES
0000020209	1/9/2025	MISSION FEDERAL CREDIT UNION	S.S-SEPT 24 P-CARD NIAMH	0100	$ 1,145.53	SEPTEMBER 2024 STATEMENT STUDENT SERVICES

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020210	1/9/2025	MISSION FEDERAL CREDIT UNION	C&L- OCT 24 P-CARD MEGAN	0100	$ 4,322.73	CURRICULUM CREDIT CARD PURCHASES - OCTOBER 2024
0000020211	1/9/2025	MISSION FEDERAL CREDIT UNION	B.S-SEPT 24 P-CARD ABRAHAM	0100	$ 169.89	SEPTEMBER 2024 STATEMENT BUSINESS SERVICE-
0000020211	1/9/2025	MISSION FEDERAL CREDIT UNION	B.S-SEPT 24 P-CARD ABRAHAM	0100	$ 125.66	SEPTEMBER 2024 STATEMENT BUSINESS SERVICE-
0000020211	1/9/2025	MISSION FEDERAL CREDIT UNION	B.S-SEPT 24 P-CARD ABRAHAM	0100	$ 5,023.21	SEPTEMBER 2024 STATEMENT BUSINESS SERVICE-
0000020211	1/9/2025	MISSION FEDERAL CREDIT UNION	B.S-SEPT 24 P-CARD ABRAHAM	4900	$ 500.00	SEPTEMBER 2024 STATEMENT BUSINESS SERVICE-
0000020212	1/10/2025	SAN MARCOS UNIFIED SCHOOL	CHS-NJROTC PALOMA HIGH	0100	$ 1,800.00	FIELD TRIP BUS TRANSPORTATION 10/26/24
0000020213	1/10/2025	HAL LEONARD LLC	VES-ELEMENTAL MUSIC RENEWAL	0100	$ 299.00	ESSENTIAL ELEMENTS MUSIC CLASS: ONE YEAR SUBSCRIPTION
0000020214	1/14/2025	MISSION FEDERAL CREDIT UNION	C&L-DEC 24 P-CARD MEGAN	0100	$ 2,992.79	CURRICULUM CREDIT CARD PURCHAES - DECEMBER 2024
0000020215	1/14/2025	MISSION FEDERAL CREDIT UNION	C&L-NOV 24 P-CARD MEGAN	0100	$ 4,742.28	CURRICULUM CREDIT CARD PURCHASES - NOVEMBER 2024
0000020216	1/15/2025	TEL TECH PLUS INC		1300	$ 1,355.00	FOR CHS KITCHEN: PROVIDE LABOR, MATERIAL, AND EQUIPMENT TO: -INSTALL 4 CAT6 FROM IDF TO KITCHEN -TEST AND LABEL ALL INSTALLED CAT6
0000020217	1/15/2025	TEL TECH PLUS INC		4900	$ 1,030.00	RUN CABLING TO CONNECT CAT6 TO PHONE LINE JUMPERS AT STRAND FOR REQUIRED PHONE LINES INTO ROUTER. TAX AND INSTALLATION INCLUDED.
0000020218	1/16/2025	DAWN BRIGHT	COSA-DAWN BRIGHT 24/25	0100	$ 5,000.00	OPEN PO FOR DAWN BRIGHT FOR 2024-2025 SCHOOL YEAR
0000020219	1/16/2025	SAN MARCOS UNIFIED SCHOOL	B.S-STRAND TO CUSD SITES	0100	$ 2,000.00	OPEN PO FOR 2024/25 FIELD TRIP TRANSPORATION FROM STRAND TO VILLAGE

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020220	1/16/2025	HEIDI BERGENER	C&L-REIMBURSEMENT HEIDI	0100	$ 1,447.98	REIMBURSEMENT FOR CONFERENCE COSTS TO ATTEND THE CTE CONFERENCE ON 11/21/24-11/22/24, RANCHO MIRAGE, CA.
0000020221	1/16/2025	CORNER TO CORNER CARPET CARE	M&O-BBMAC DEEP CLEAN	0100	$ 1,750.00	WORK REQUESTED AT AQUA CENTER AT CORONADO HIGH SCHOOL 650 D AVE DEEP CLEAN BOYS AND GIRLS BATHROOM SHOWERS. LOCKERTS, AND FLOORS SANITIZE WITH STEAM CLEAN TRUCKMOUNT SYSTEM TEMP OF 190-250 DEGREES @600-1000PSI WORK PERFORMANCE CORONADO HIGH SCHOOL
0000020222	1/16/2025	CORNER TO CORNER CARPET CARE	M&O-VES CARPET CLEANING	0100	$ 875.00	VILLAGE ELEMENTARY CARPET CLEANING TWO LARGE ROOM #601 AND #602 DOUBLE EXTRACTION -

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020223	1/16/2025	CORNER TO CORNER CARPET CARE	M&O-CHS CLEAN/SANATIZE FLOORS	0100	$ 1,550.00	CORONADO HIGH SCHOOL CLEAN AND SANITIZE FLOORS IN TWO LARGE BOYS AND GIRLS RESTROOMS, BREEZWAY UNDER STADIUM. WITH TRUCK MOUNT SYSTEM USED CHEMICAL AND HOT PRESSURE WAS AT 450 DEGREE. ADD SEALER TO PROTECT FLOOR. CARPET CLEANING ROOM # 410
0000020224	1/16/2025	24 HOUR ELEVATOR INC	M&O-CHS ELEVATOR KEY	0100	$ 2,960.00	CORONADO HIGH SCHOOL 24 HOUR ELEVATOR PROPOSED TO PROVIDE LABOR AND MATERIAL FOR THE FOLLOWING WORK. ON ELEVATOR #6 THERE ARE TWO HALL KEY SWITHCES AND ONE IN-CAR ACCESS KEY SWITCH THAT ARE BAD(STATE CODE VIOLATION) AND NEED TO BE REPLACED.
0000020225	1/16/2025	S&R SPORT	BBMAC-WATER POLO GOALS	1900	$ 3,874.33	2 WATER POLO GOALS
0000020226	1/16/2025	TRI-CO FLOORS	M&O-CMS RM 209 REPAIRS	0100	$ 213.00	CORONADO MIDDLE SCHOOL ROOM 209 CMS REPAIR FURNISHING AND INSTALL CARPET TO LVT TRANSITION STRIP DUE TO TRIP HAZARD TOTAL DUE

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020227	1/16/2025	TRI-CO FLOORS	M&O-VES RM 702 VINYL	0100	$ 547.00	VILLAGE ELEMENTARY SCHOOL FURNISH AND INSTALL POLYFLOR FOREST FX COLOR GREY SHEET VINYL WHERE CONCRETE IS BUILDING, HEAT WELD SEAMS
0000020228	1/16/2025	GOOD NEWS ELECTRIC, INC	M&O-VES BREAKROOM OUTLET	0100	$ 475.00	VILLAGE ELEMENTARY SCHOOL ADDED AN OUTLET FOR THE TV IN VILLAGE BREAK ROOM. METAL CUT IN BOX AND CONNECTOR
0000020229	1/16/2025	SAN DIEGO COUNTY VECTOR	M&O-VECTOR CONTROL PROGRAM	0100	$ 269.00	SAN DIEGO COUNTY VECTOR CONTRO PROGRAM ASSESSMENT STATMENT FOR FISCAL YEAR 2024-25
0000020230	1/16/2025	COUNTY OF SAN DIEGO, DEH	M&O-DEPT HEALTH/QUALITY	0100	$ 1,072.00	COUNTY OF SAN DIEGO SEPT OF ENVIORMENTAL HEALTH AND QUALITY
0000020231	1/16/2025	AMAZON CAPITAL SERVICES, INC.	C&L-AMAZON BOOK ORDER	0100	$ 24.57	AMERICAN BORN CHINESE BY GENE LUEN YANG HARDCOVER ISBN-10: 1596433736 ISBN-13: 978-1596433731
0000020231	1/16/2025	AMAZON CAPITAL SERVICES, INC.	C&L-AMAZON BOOK ORDER	0100	$ 38.73	JAMES: A NOVEL BY PERCIVAL EVERETT HARDCOVER ISBN-10: 0385550367 ISBN-13: 978-0385550369

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020231	1/16/2025	AMAZON CAPITAL SERVICES, INC.	C&L-AMAZON BOOK ORDER	0100	$ 26.92	THE BLUE BOOK OF NEBOTHE BLUE BOOK OF NEBO BY MANON STEFFAN ROS HARDCOVER ISBN-10: 1646051009 ISBN-13: 978-1646051007
0000020231	1/16/2025	AMAZON CAPITAL SERVICES, INC.	C&L-AMAZON BOOK ORDER	0100	$ 33.38	THE BRIEF WONDROUS LIFE OF OSCAR WAO (PULITZER PRIZE WINNER) BY JUNOT DÍAZ HARDCOVER ISBN-10: 1594489580 ISBN-13: 978-1594489587
0000020231	1/16/2025	AMAZON CAPITAL SERVICES, INC.	C&L-AMAZON BOOK ORDER	0100	$ 36.29	THERE THERE: A NOVEL BY TOMMY ORANGE HARDCOVER ISBN-10: 0525520376 ISBN-13: 978-0525520375
0000020231	1/16/2025	AMAZON CAPITAL SERVICES, INC.	C&L-AMAZON BOOK ORDER	0100	$ 31.70	TOMORROW, AND TOMORROW, AND TOMORROW: A NOVELTOMORROW, AND TOMORROW, AND TOMORROW: A NOVEL BY GABRIELLE ZEVIN HARDCOVER ISBN-10: 0593321200 ISBN-13: 978-0593321201
0000020232	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-5TH GRD TONER	0100	$ 374.82	XEROX GENUINE B310 BLACK TONER
0000020233	1/16/2025	DELL MARKETING L P	CMS-LAPTOP CHARGER	0100	$ 49.82	DELL 45-WATT 3-PRONG AC ADAPTER WITH 1METER POWER CORD PLEASE SEE QUOTE 3000184689867
0000020234	1/16/2025	SUPERINTENDENT OF SCHOOLS SDCOE	C&L-VES SCHOOL SIGNS	0100	$ 67.34	VILLAGE ELEMENTARY SCHOOL SIGNAGE
0000020235	1/16/2025	BMI SUPPLY	COSA-BMI SUPPLIES/MATERIALS	0100	$ 99.49	08-3GF02BK PRO-GAFFERS TAPE - BLACK
0000020235	1/16/2025	BMI SUPPLY	COSA-BMI SUPPLIES/MATERIALS	0100	$ 99.49	08-3GF02WH PRO-GAFFERS TAPE-WHITE

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020235	1/16/2025	BMI SUPPLY	COSA-BMI SUPPLIES/MATERIALS	0100	$ 34.15	25-100003 STAGE PIN POWER TESTER
0000020235	1/16/2025	BMI SUPPLY	COSA-BMI SUPPLIES/MATERIALS	0100	$ 43.26	25-100004 STAGE PIN LAMP TESTER
0000020235	1/16/2025	BMI SUPPLY	COSA-BMI SUPPLIES/MATERIALS	0100	$ 14.92	40-1400801 KNOB SET WITH MALE INSERT
0000020235	1/16/2025	BMI SUPPLY	COSA-BMI SUPPLIES/MATERIALS	0100	$ 9.89	40-IHW5143 WASHER , FLAT FIBER
0000020235	1/16/2025	BMI SUPPLY	COSA-BMI SUPPLIES/MATERIALS	0100	$ 309.74	43-OS54589 FLK 575W 115V-OSRAM
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 270.17	HEP CATEGORY - HUMOR LEMENTARY PLUS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 254.98	JA SUB A CATEGORY - INTERMEDIATE READERS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 320.41	JBEP14SUB BEP CATEGORY - BIOGRAPHY ELEMENTARY PLUS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 254.98	JBSUB B CATEGORY - UPPER ELEMENTARY & MIDDLE
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 237.78	JESUB E CATEGORY - EASY READING
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 278.47	JFEP14SUB FE+ CATEGORY FANTASY/SCIENCE LEMENTARY PLUS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 311.35	JGEP14SUB GEP CATEGORY - GRAPHIC CATEGORY - GRAPHIC NOVELS ELEMENTARY PLUS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 238.69	JISUB I CATEGORY - INDEPENDENT READERS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 278.47	JMEP14SUB ME+ CATEGORY - MYSTERY & ADVENTURE ELEMENTARY PLUS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 172.40	JMYLAR JLG MYLAR JACKETS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 320.41	JNEP14SUB NEP CATEGIRT - NONFICTION ELEMENTARY PLUS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 320.41	JSCEP14SUB SCE+ CATEGORY - SCIENCE LEMENTARY PLUS
0000020236	1/16/2025	JUNIOR LIBRARY GUILD	SSES-LIBRARY BOOK ORDER	0100	$ 297.48	JSEP14SUB SEP CATEGORY - SPORTS LEMENTARY PLUS
0000020237	1/16/2025	AMAZON CAPITAL SERVICES, INC.	SSES-PRINTER TONER	0100	$ 118.41	206X BLACK HIGH-YIELD TONER CARTRIDGE
0000020238	1/16/2025	VARITRONICS, LLC	SSES-POSTER MAKER PAPER	0100	$ 284.43	POSTER PAPER

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020239	1/16/2025	RYAN KELLER	S.S-REIMBURSEMENT RYAN	0100	$ 202.29	1 NIGHT HOTEL CRITICAL ISSUES CONFERENCE RKELLER REIMBURSEMENT
0000020239	1/16/2025	RYAN KELLER	S.S-REIMBURSEMENT RYAN	0100	$ 95.00	MEALS FOR CRITICAL ISSUES CONFERENCE RKELLER REIMBURSEMENT
0000020240	1/16/2025	NIAMH FOLEY	S.S-REIMBURSEMENT NIAMH	0100	$ 262.29	1 NIGHT HOTEL CRITICAL ISSUES CONFERENCE NFOLEY REIMBURSEMENT
0000020240	1/16/2025	NIAMH FOLEY	S.S-REIMBURSEMENT NIAMH	0100	$ 95.00	MEALS CRITICAL ISSUES CONFERENCE NFOLEY REIMBURSEMENT
0000020240	1/16/2025	NIAMH FOLEY	S.S-REIMBURSEMENT NIAMH	0100	$ 171.52	MILEAGE CRITICAL ISSUES CONF NFOLEY REIMBURSEMENT
0000020241	1/16/2025	SUPERINTENDENT OF SCHOOLS SDCOE	C&L-PRINTED MATERIALS	0100	$ 325.21	PRINTED SCIENCE MATERIALS
0000020242	1/16/2025	SUPERINTENDENT OF SCHOOLS SDCOE	C&L-PRINTED MATERIALS- MATH	0100	$ 383.11	MATH PRINTED MATERIALS
0000020243	1/16/2025	SAN MARCOS UNIFIED SCHOOL	COSA-CYGNET THEATER TRANS.	0100	$ 500.00	BUS TRANSPORTATION - CYGNET THEATER FOR BARBARA WOLFS MTD CLASS
0000020244	1/16/2025	AMAZON CAPITAL SERVICES, INC.	SSES-PRINTER TONER	0100	$ 102.00	HP 414A BLACK TONER CARTRIDGE
0000020244	1/16/2025	AMAZON CAPITAL SERVICES, INC.	SSES-PRINTER TONER	0100	$ 123.60	HP 414A CYAN TONER CARTRIDGE
0000020244	1/16/2025	AMAZON CAPITAL SERVICES, INC.	SSES-PRINTER TONER	0100	$ 113.33	HP 414A MAGENTA TONER CARTRIDGE
0000020244	1/16/2025	AMAZON CAPITAL SERVICES, INC.	SSES-PRINTER TONER	0100	$ 114.98	HP 414A YELLOW TONER CARTRIDGE
0000020244	1/16/2025	AMAZON CAPITAL SERVICES, INC.	SSES-PRINTER TONER	0100	$ 11.58	ZIPLOC SNACK BAGS WITH EASYGUIDE TEXTURE, SMALL PLASTIC STORAGE BAGS WITH GRIP N SEAL TECHNOLOGY, 270 BAGS TOTAL
0000020245	1/16/2025	APPLE COMPUTER INC	COSA-	0100	$ 125.96	APPLE AND BOOK CREDIT FOR EDUCATION
0000020246	1/16/2025	COURTNEY MOORE	CMS-REIMBURSEMENT MOORE	0100	$ 42.21	REIMBURSE COURTNEY FOR MILEAGE TRAVELLING TO AND FROM SSE
0000020247	1/16/2025	NATIONAL CITY TROPHY	SUPER-NAME PLATES AND HOLDERS	0100	$ 95.31	NATIONAL CITY TROPHY NAMEPLATES FOR SSES FRONT OFFICE INVOICE 78872
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 126.33	CHAMPION SPORTS RHINO SKIN MINI SOCCER BALL

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 24.77	CONSTRUCTIVE PLAY THINGS TOSS-N-CATCH CUPS $ BALLS
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 23.69	CURIOUS 2 LEARN PASTEL COLORS BUILDING BLOCKS 300CT
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 37.57	CUTEDEER 258 PIECE CLASSIC BIG BUILDING BLOCKS
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 80.27	FRANKLIN SPORTS PLAYGROUND BALLS
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 8.70	GIFTEXPRESS ADJUSTABLE SIZE JUMP ROPE
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 161.59	GO SPORTS 6INCH SOFT SKIN FOAM DODGEBALLS
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 27.99	KIDDEY PLAY TUNNEL FOR KIDS
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 77.57	MOCUTEEN KIDS BALANCE BEAM
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 140.33	S&S WORLDWIDE SPECTRUM - FOAM DISKS
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 14.00	TECJOE 4 PACK LCD WRITING TABLET 8.5 INCH
0000020248	1/16/2025	AMAZON CAPITAL SERVICES, INC.	VES-PE SUPPLIES/EQUIPMENT	0100	$ 43.09	TINY LAND STEPPING STONES FOR KIDS
0000020249	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD ABRAHAM	0100	$ 1,635.00	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020249	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD ABRAHAM	0100	$ 28.56	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020249	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD ABRAHAM	0100	$ 197.93	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020249	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD ABRAHAM	0100	$ 1,298.27	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020249	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD ABRAHAM	0100	$ 974.02	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020249	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-OCT 24 P-CARD ABRAHAM	0100	$ 600.62	OCTOBER 2024 STATEMENT BUSINESS SERVICES-
0000020250	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-NOV 24 P-CARD ABRAHAM	0100	$ 227.00	NOVEMBER 2024 STATEMENT BUSINESS SERVICES

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020250	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-NOV 24 P-CARD ABRAHAM	0100	$ 434.72	NOVEMBER 2024 STATEMENT BUSINESS SERVICES
0000020250	1/16/2025	MISSION FEDERAL CREDIT UNION	B.S-NOV 24 P-CARD ABRAHAM	0100	$ 1,098.41	NOVEMBER 2024 STATEMENT BUSINESS SERVICES
0000020251	1/21/2025	SCREENFLEX PORTABLE PARTITIONS INC.	COSA-ROOM PARTITIONS	0100	$ 1,500.56	ROOM DIVIDER 6 FEET HEIGHT 133 LBS - FSH603
0000020252	1/21/2025	LAKESHORE LEARNING MATERIALS	SSES-TABLES	4900	$ 4,141.59	CLASSIC BIRCH RECTAGULAR TABLE - 48" W X 24" D X 21" H
0000020253	1/21/2025	KATHLEEN MACDONALD	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KATHLEEN MACDONALD, VOLUNTEER REIMBURSEMENT $50.00
0000020254	1/21/2025	ALEXANDRA DUNLEVY	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ALEXANDRA DUNLEVY, VOLUNTEER REIMBURSEMENT $50.00
0000020255	1/21/2025	OLIVIA INEICHEN THEEP	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	OLIVIA INEICHEN THEEP, VOLUNTEER REIMBURSEMENT $50.00
0000020256	1/21/2025	SANDRA BICAS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	SANDRA BICAS, VOLUNTEER REIMBURSEMENT $50.00
0000020257	1/21/2025	AMANDA EVANS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	AMANDA EVANS, VOLUNTEER REIMBURSEMENT $50.00
0000020258	1/21/2025	JILL COLLINS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JILL COLLINS, VOLUNTEER REIMBURSEMENT $50.00
0000020260	1/21/2025	STEPHANIE YOUNG	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	STEPHANIE YOUNG, VOLUNTEER REIMBURSEMENT $50.00
0000020261	1/21/2025	ANA LUZ PUIG MONARRES	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ANA LUZ PUIG MONARRES, VOLUNTEER REIMBURSEMENT $50.00
0000020262	1/21/2025	JENNIFER CONNOLLY	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JENNIFER CONNOLLY, VOLUNTEER REIMBURSEMENT $50.00
0000020263	1/21/2025	KELLY HOVORKA	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KELLY HOVORKA, VOLUNTEER REIMBURSEMENT $50.00
0000020264	1/21/2025	CHRISTIAN COLBURN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	CHRISTIAN COLBURN, VOLUNTEER REIMBURSEMENT $50.00

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020265	1/21/2025	JENNIFER JAEHN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JENNIFER JAEHN, VOLUNTEER REIMBURSEMENT $50.00
0000020266	1/21/2025	LAUREN SEDLAK	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	LAUREN SEDLAK, VOLUNTEER REIMBURSEMENT $50.00
0000020267	1/21/2025	DAHREEN PALAGANAS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	DAHRREN PALAGANAS, VOLUNTEER REIMBURSEMENT $50.00
0000020268	1/21/2025	AMY PUGA	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	AMY PUGA, VOLUNTEER REIMBURSEMENT $50.00
0000020269	1/21/2025	LARA HAMM	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	LARA HAMM, VOLUNTEER REIMBURSEMENT $50.00
0000020270	1/21/2025	MAGGIE WORTHINGTON	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MAGGIE WORTHINGTON, VOLUNTEER REIMBURSEMENT $50.00
0000020271	1/21/2025	CASEY DALTON	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	CASEY DALTON, VOLUNTEER REIMBURSEMENT $50.00
0000020272	1/21/2025	LESLIE HARRISON	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	LESLIE HARRISON, VOLUNTEER REIMBURSEMENT $50.00
0000020273	1/21/2025	TIFFANY TAKEMOTO-REYMAR	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	TIFFANY TAKEMOTO-REYMAR, VOLUNTEER REIMBURSEMENT $50.00
0000020274	1/21/2025	ELISA FERNANDEZ GUTIERREZ	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ELISA FERNANDEZ GUTIERREZ, VOLUNTEER REIMBURSEMENT $50.00
0000020275	1/21/2025	PATRICK GAUGHAN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	PATRICK GAUGHAN, VOLUNTEER REIMBURSEMENT $50.00
0000020276	1/21/2025	MOLLY HOUSAND	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MOLLY HOUSAND, VOLUNTEER REIMBURSEMENT $50.00
0000020277	1/21/2025	JENNIFER STEIN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JENNIFER STEIN, VOLUNTEER REIMBURSEMENT $50.00
0000020278	1/21/2025	LEONORA COLLINS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	LEONORA COLLINS, VOLUNTEER REIMBURSEMENT $50.00
0000020279	1/21/2025	MICHAEL STUBBLEFIELD	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MICHAEL STUBBLEFIELD, VOLUNTEER REIMBURSEMENT $50.00

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020280	1/21/2025	KALIANN WEBB	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KALIANN WEBB, VOLUNTEER REIMBURSEMENT $50.00
0000020281	1/21/2025	VIRGINIA BELSHA	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	VIRGINIA BELSHA, VOLUNTEER REIMBURSEMENT $50.00
0000020282	1/21/2025	ANGELA NUTT	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ANGELA NUTT, VOLUNTEER REIMBURSEMENT $50.00
0000020283	1/21/2025	KATIE ADAMS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KATIE ADAMS, VOLUNTEER REIMBURSEMENT $50.00
0000020284	1/21/2025	MEGAN PRICE	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MEGAN PRICE, VOLUNTEER REIMBURSEMENT $50.00
0000020285	1/22/2025	MARIA PEDRAZZI	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MARIA PEDRAZZI, VOLUNTEER REIMBURSEMENT $50.00
0000020286	1/22/2025	JENNIFER SARGENT	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JENNIFER SARGENT, VOLUNTEER REIMBURSEMENT $50.00
0000020287	1/22/2025	CYNTHIA ELLIS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	CYNTHIA ELLIS, VOLUNTEER REIMBURSEMENT $50.00
0000020288	1/22/2025	LISA HACK	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	LISA HACK, VOLUNTEER REIMBURSEMENT $50.00
0000020289	1/22/2025	DAVID ECKARDT	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	DAVID ECKARDT, VOLUNTEER REIMBURSEMENT $50.00
0000020290	1/22/2025	SINDY SCHILLER	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	SINDY SCHILLER, VOLUNTEER REIMBURSEMENT $50.00
0000020291	1/22/2025	ALEJANDRA TERAN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ALEJANDRA TERAN, VOLUNTEER REIMBURSEMENT $50.00
0000020292	1/22/2025	MARCELA FELIX	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MARCELA FELIX, VOLUNTEER REIMBURSEMENT $50.00
0000020293	1/22/2025	KATHLEEN ELLIS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KATHLEEN ELLIS, VOLUNTEER REIMBURSEMENT $50.00
0000020294	1/22/2025	BRIAN ELLIS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	BRIAN ELLIS, VOLUNTEER REIMBURSEMENT $50.00

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020295	1/22/2025	ELISABETH FANNIN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ELISABETH FANNIN, VOLUNTEER REIMBURSEMENT $50.00
0000020296	1/22/2025	JESSICA JEMENTE	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JESSICA JEMENTE, VOLUNTEER REIMBURSEMENT $50.00
0000020297	1/22/2025	ANGELA CHRISPEN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ANGELA CHRISPEN, VOLUNTEER REIMBURSEMENT $50.00
0000020298	1/22/2025	JANIEANNE TAEATAFA	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JANINEANNE TAEATAFA, VOLUNTEER REIMBURSEMENT $50.00
0000020299	1/22/2025	HEATHER PATINO	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	HEATHER PATINO, VOLUNTEER REIMBURSEMENT $50.00
0000020300	1/22/2025	LARA SAVIC	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	LARA SAVIC, VOLUNTEER REIMBURSEMENT $50.00
0000020301	1/22/2025	ERIN TODARO	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ERIN TODARO, VOLUNTEER REIMBURSEMENT $50.00
0000020302	1/22/2025	MEGHAN GREEN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MEGHAN GREEN, VOLUNTEER REIMBURSEMENT $50.00
0000020303	1/22/2025	KATJA MARC HARRIS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KATJA MARC HARRIS, VOLUNTEER REIMBURSEMENT $50.00
0000020304	1/22/2025	BRITTNEY BROWN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	BRITTNEY BROWN, VOLUNTEER REIMBURSEMENT $50.00
0000020305	1/22/2025	CHERYL RICHTER	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	CHERYL RICHTER, VOLUNTEER REIMBURSEMENT $50.00
0000020307	1/22/2025	YELEN CARINO-TALAVERA	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	YELEN CARINO-TALAVERA, VOLUNTEER REIMBURSEMENT $50.00
0000020309	1/22/2025	JOANNA AARON	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JOANNA AARON, VOLUNTEER REIMBURSEMENT $50.00
0000020310	1/22/2025	KRISTIN RINEHART	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KRISTIN RINEHART, VOLUNTEER REIMBURSEMENT $50.00
0000020311	1/22/2025	KARA LEINUM	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KARA LEINUM, VOLUNTEER REIMBURSEMENT $50.00

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020312	1/22/2025	RAQUEL GALLANT	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	RAQUEL GALLANT, VOLUNTEER REIMBURSEMENT $50.00
0000020313	1/22/2025	JERIKA RANSOMER	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JERIKA RANSOMER, VOLUNTEER REIMBURSEMENT $50.00
0000020314	1/22/2025	KATE RINGELSTEIN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	KATE RINGELSTEIN, VOLUNTEER REIMBURSEMENT $50.00
0000020315	1/22/2025	EMILY MORAN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	EMILY MORAN, VOLUNTEER REIMBURSEMENT $50.00
0000020316	1/22/2025	MARGO ROBERTS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MARGO ROBERTS, VOLUNTEER REIMBURSEMENT $50.00
0000020317	1/22/2025	BRANDALYN DENNIS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	BRANDALYN DENNIS, VOLUNTEER REIMBURSEMENT $50.00
0000020318	1/22/2025	RHIZA CAMAISA	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	RHIZA CAMAISA, VOLUNTEER REIMBURSEMENT $50.00
0000020319	1/22/2025	SANGWON PARK	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	SANGWON PARK, VOLUNTEER REIMBURSEMENT $50.00
0000020320	1/22/2025	SUSANA BARROSO	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	SUSANA BARROSO, VOLUNTEER REIMBURSEMENT $50.00
0000020321	1/22/2025	BARBARA CARLSON	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	BARBARA CARLSON, VOLUNTEER REIMBURSEMENT $50.00
0000020322	1/22/2025	SHERRY OUNG	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	SHERRY OUNG, VOLUNTEER REIMBURSEMENT $50.00
0000020323	1/22/2025	MARY YONKMAN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MARY YONKMAN, VOLUNTEER REIMBURSEMENT $50.00
0000020324	1/22/2025	CRISTYSABEL BIGGS	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	CRISTYSABEL BIGGS, VOLUNTEER REIMBURSEMENT $50.00
0000020325	1/22/2025	JENAN KROUCHICK	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JENAN KROUCHICK, VOLUNTEER REIMBURSEMENT $50.00
0000020326	1/22/2025	MIRIYA SMITH	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MIRIYA SMITH, VOLUNTEER REIMBURSEMENT $50.00

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0000020327	1/22/2025	JORDAN JUAREZ	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JORDAN JUAREZ, VOLUNTEER REIMBURSEMENT $50.00
0000020328	1/22/2025	BRANDI BRENNER	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	BRANDI BRENNER, VOLUNTEER REIMBURSEMENT $50.00
0000020329	1/22/2025	RACHEL STRUEBER	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	RACHEL STRUEBER, VOLUNTEER REIMBURSEMENT $50.00
0000020330	1/23/2025	LAUREN SMITH	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	LAUREN SMITH, VOLUNTEER REIMBURSEMENT $50.00
0000020331	1/23/2025	CARRIE ANTRIM	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 77.00	CARRIE ANTRIM, VOLUNTEER REIMBURSEMENT $77.00. Volunteer had to print twice. Districts error reimbursing volunteer for second set of prints.
0000020332	1/23/2025	SHELBY TEETER	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	SHELBY TEETER, VOLUNTEER REIMBURSEMENT $50.00
0000020333	1/23/2025	MONA ARASOGHLI	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MONA ARASOGHLI, VOLUNTEER REIMBURSEMENT $50.00
0000020334	1/23/2025	GABRIELLE CANONIZADO	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	GABRIELLE CANONIZADO, VOLUNTEER REIMBURSEMENT $50.00
0000020335	1/23/2025	ASHTON ELLIS	VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ASHTON ELLIS, VOLUNTEER REIMBURSEMENT $50.00
0000020336	1/23/2025	SHABANA NESSEN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	SHABANA NESSEN, VOLUNTEER REIMBURSEMENT $50.00
0000020337	1/23/2025	TAMARA AZOULAY	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	TAMARA AZOULAY, VOLUNTEER REIMBURSEMENT $50.00
0000020338	1/23/2025	SAMANTHA ANDERSON	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	SAMANTHA ANDERSON, VOLUNTEER REIMBURSEMENT $50.00
0000020339	1/23/2025	CLIFFORD MORIN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	CLIFFORD MORIN, VOLUNTEER REIMBURSEMENT $50.00
0000020340	1/23/2025	ROGER ULLMAN	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	ROGER ULLMAN, VOLUNTEER REIMBURSEMENT $50.00

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0000020341	1/23/2025	MIRTA JOHNSON	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	MIRTA JOHNSON, VOLUNTEER REIMBURSEMENT $50.00
0000020342	1/23/2025	NATALIE BARNES	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	NATALIE BARNES, VOLUNTEER REIMBURSEMENT $50.00
0000020343	1/23/2025	JASMENE JONES	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JASMENE JONES, VOLUNTEER REIMBURSEMENT $50.00
0000020344	1/23/2025	HATTIE FOOTE	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	HATTIE FOOTE, VOLUNTEER REIMBURSEMENT $50.00
0000020345	1/23/2025	APPLE COMPUTER INC	S.S-IPAD REPAIRS	0100	$ 98.00	APPLE IPAD REPAIRS- ID D655112563 AND D655112783 CASE # 102514311339
0000020346	1/24/2025	CALIFORNIA DEPARTMENT OF TAX AND FEE	B.S-CAFETERIA TAX PAYMENT	1300	$ 103.00	CAFETERIA USED TAX PAYMENT FOR 2024
0000020347	1/28/2025	24 HOUR ELEVATOR INC	M&O-CMS SAFETY TEST	4900	$ 1,975.00	SCOPE OF WORK: PER PROPOSAL SIGNED ON 1/14/25. PERFORM FULL LOAD SAFETY TEST ON WHEELCHAIR LIFT # 119410- TOTAL COST OF REPAIR IS $1,975.00 PER PAYMENT TERMS. 45% DEPOSIT IS DUE UPON SIGNATURE.
0000020348	1/28/2025	24 HOUR ELEVATOR INC	M&O-CHS SAFETY TEST	4900	$ 1,975.00	SCOPE OF WORK: PER PROPOSAL SIGNED ON 1/14/25. PERFORM FULL LOAD SAFETY TEST ON WHEELCHAIR LIFT # 106363- TOTAL COST OF REPAIR IS $1,975.00 PER PAYMENT TERMS. 45% DEPOSIT IS DUE UPON SIGNATURE.
0000020349	1/28/2025	JENNIFER VANDENAKKER	H.R-VOLUNTEER REIMBURSEMENT	0100	$ 50.00	JENNIFER VANDENAKKER, VOLUNTEER REIMBURSEMENT $50.00
0000020350	1/28/2025	McMASTER-CARR	COSA-ROBOTICS EQUIPMENT	0100	$ 16.94	18-8 STAINLESS STEEL BUTTON HEAD HEX DRIVE SCREW 1 1/4 " LONG 92949A272
0000020350	1/28/2025	McMASTER-CARR	COSA-ROBOTICS EQUIPMENT	0100	$ 18.16	18-8 STAINLESS STEEL BUTTON HEAD HEX DRIVE SCREW 2 1/2" LONG 92949A277

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020350	1/28/2025	McMASTER-CARR	COSA-ROBOTICS EQUIPMENT	0100	$ 20.16	18-8 STAINLESS STEEL BUTTON HEAD HEX DRIVE SCREW 3"LONG 92949A279
0000020350	1/28/2025	McMASTER-CARR	COSA-ROBOTICS EQUIPMENT	0100	$ 9.28	18-8 STAINLESS STEEL BUTTON HEAD HEX DRIVE SCREW 3/8" LONG 92949A263
0000020350	1/28/2025	McMASTER-CARR	COSA-ROBOTICS EQUIPMENT	0100	$ 6.36	LOW STRENGTH STEEL THIN NYLON - INSERT LOCKNUT 90633A411
0000020351	1/28/2025	MISSION FEDERAL CREDIT UNION	B.S-DEC 24 P-CARD ABRAHAM	0100	$ 1,270.20	DECEMBER 2024 STATEMENT BUSINESS SERVICE
0000020351	1/28/2025	MISSION FEDERAL CREDIT UNION	B.S-DEC 24 P-CARD ABRAHAM	0100	$ 587.31	DECEMBER 2024 STATEMENT BUSINESS SERVICE
0000020351	1/28/2025	MISSION FEDERAL CREDIT UNION	B.S-DEC 24 P-CARD ABRAHAM	0100	$ 44.57	DECEMBER 2024 STATEMENT BUSINESS SERVICE
0000020352	1/28/2025	MISSION FEDERAL CREDIT UNION	B.S-DEC 24 P-CARD KATHY	0100	$ 945.00	DECEMBER 2024 STATEMENT BUSINESS
0000020352	1/28/2025	MISSION FEDERAL CREDIT UNION	B.S-DEC 24 P-CARD KATHY	0100	$ 225.10	DECEMBER 2024 STATEMENT BUSINESS
0000020352	1/28/2025	MISSION FEDERAL CREDIT UNION	B.S-DEC 24 P-CARD KATHY	0100	$ 536.39	DECEMBER 2024 STATEMENT BUSINESS
0000020353	1/28/2025	MISSION FEDERAL CREDIT UNION	B.S-NOV 24 P-CARD KATHY	0100	$ 439.00	NOVEMBER 24 STATEMENT BUSINESS
0000020353	1/28/2025	MISSION FEDERAL CREDIT UNION	B.S-NOV 24 P-CARD KATHY	0100	$ 232.61	NOVEMBER 24 STATEMENT BUSINESS
0000020354	1/28/2025	NATALIE TRIPP	B.S-COMMERCIAL WARRANT	0100	$ 5,285.14	NATALIE TRIPP- LOST WARRANT
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 58.76	36 IN CAN EXTENSION CABLE REV-21-2052-PK5
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 2,068.40	3IN MAX SWERVE MODULE REV - 21 - 3005
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 40.88	3IN MAX SWERVE WHEEL V2.0 - PLASTIC REV - 21 -3004
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 752.15	MAX PLANETARY SYSTEM KIT REV-25-2109
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 294.32	MAXTUBE - 2X1 REV-21-2161
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 24.53	MAXTUBE INTERNAL SUPPORTS REV-21-2715-PK30
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 392.43	NEO BRUSHLESS MOTOR V1.1 REV-21-1650
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 56.21	SPARK MAX CAN CABLE V2 REV-11-1880-PK2
0000020355	1/28/2025	REV ROBOTICS LLC	COSA-ROBOTICS SUPPLIES/MAT	0100	$ 35.77	WAGO 221 INLINE SPLICING CONNECTOR - 12 AWG - 50 PACK REV - 19 - 2491 - PK50

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000020356	1/29/2025	MISSION FEDERAL CREDIT UNION	B.S-SEPT 24 P-CARD KATHY	0100	$ 2,214.00	SEPTEMBER 2024 STATEMENT BUSINESS SERVICES
0000020356	1/29/2025	MISSION FEDERAL CREDIT UNION	B.S-SEPT 24 P-CARD KATHY	0100	$ 234.06	SEPTEMBER 2024 STATEMENT BUSINESS SERVICES
0000020356	1/29/2025	MISSION FEDERAL CREDIT UNION	B.S-SEPT 24 P-CARD KATHY	4000	$ 620.62	SEPTEMBER 2024 STATEMENT BUSINESS SERVICES
0000020357	1/29/2025	LAVIAN LAW FIRM, APC	B.S-SETTLEMENT AGREEMENT	0100	$ 13,000.00	PER SETTLENT AGREEMENT #2024100632, PARAGRAPH 5 B EFFECTIVE UNTIL 12/31/26
				Total	**$ 914,951.71**	

0100	General Fund
1100	Adult Education Fund
1200	Child Development Fund
1300	Cafeteria Fund
1400	Deferred Maintenance Fund
1700	Special Reserve Other than Cap Outlay
1900	BBMAC
2518	Capital Facilities - Developer Fees
4000	Special Reserve - Capital Projects
4900	Special Reserve - Capital Outlay
5700	Foundation Permanent Fund
6200	Charter School Enterprise Fund
6300	Other Enterprise Fund (Crown Preschool)



Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
030959	SAN DIEGO COUNTY SCHOOL VEBA	1/21/2025	OPEN PO FOR RETIREE PREMIUM PA	0100	$ 29,191.00
14240787	LD PRODUCTS INC.	1/6/2025	OPEN PO FOR TONER ORDERS	0100	$ 129.84
14240788	AMAZON CAPITAL SERVICES, INC.	1/6/2025	ADMIN AMAZON - OPEN PO	0100	$ 424.91
14240788	AMAZON CAPITAL SERVICES, INC.	1/6/2025	AMAZON OPEN PO FOR 2024-25 SCH	0100	$ 42.12
14240788	AMAZON CAPITAL SERVICES, INC.	1/6/2025	AMAZON OPEN PO FOR SUPPLIES	0100	$ 13.54
14240788	AMAZON CAPITAL SERVICES, INC.	1/6/2025	OPEN PO FOR FOREIGN LANG DEPT	0100	$ 12.91
14240788	AMAZON CAPITAL SERVICES, INC.	1/6/2025	OPEN PO FOR MATERIAL AND SUPPL	1900	$ 213.02
14240788	AMAZON CAPITAL SERVICES, INC.	1/6/2025	OPEN PO FOR OFFICE USE	0100	$ 22.51
14240789	INLAND EMPIRE FIRE & SAFETY ENTERPRISES,	1/6/2025	OPEN PO FOR REPAIRS PER ATTACH	0100	$ 288.00
14240790	SCYLLA PLUMBING & DRAINS	1/6/2025	OPEN PO FOR PLUMBING REPAIRS 2	4900	$ 2,075.00
14240791	PATRIOT PORTABLE RESTROOMS, INC.	1/6/2025	PORTABLE RESTROOM OPEN PO 2024	0100	$ 574.89
14240792	ACCO ENGINEERED SYSTEMS, INC	1/6/2025	CORONADO HIGH SCHOOL 7.5 HP M	4900	$ 13,341.52
14240793	ANDERSON CENTER FOR AUTISM	1/6/2025	NPS- TUITION AND SERVICES ROOM	0100	$ 44,679.68
14240794	LEONARDO FRANCISCO	1/6/2025	PROFESSIONAL TEACHING ARTIST -	0100	$ 1,000.00
14240795	BANK OF AMERICA	1/6/2025	SCHOOL YEAR 2024/2025 OPEN PO	0100	$ 1,974.23
14240796	VALLEY INDUSTRIAL SPECIALTIES	1/6/2025	PLUMBING SUPPLIES OPEN PO 2024	0100	$ 1,463.47
14242558	SUPERINTENDENT OF SCHOOLS SDCOE	1/9/2025	EARLY YEARS CONFERENCE REGISTR	0100	$ 30.00
14242558	SUPERINTENDENT OF SCHOOLS SDCOE	1/9/2025	OPEN PO FOR SDCOE	0100	$ 182.37
14242558	SUPERINTENDENT OF SCHOOLS SDCOE	1/9/2025	PRINTING SERVICES FOR PTKLF AT	0100	$ 160.89
14242559	TIME & ALARM SYSTEMS	1/9/2025	REPLACE TWO BOGAN PA CEILING S	0100	$ 839.93
14242560	SABRA BERKLEY CHIDESTER	1/9/2025	OPEN PO FOR SABRA BERKLEY FOR	0100	$ 960.00
14242561	JENNIFER MOORE	1/9/2025	REIMBURSEMENT FOR PIZZA FOR SU	0100	$ 234.38
14242562	24 HOUR ELEVATOR INC	1/9/2025	PREVENTIVE SERVICE FOR ELEVATO	0100	$ 26.94
14242563	MARK MARGOLIES	1/9/2025	OPEN PO FOR MARK MARGOLIES 202	0100	$ 349.99
14242564	TRACI ORTH	1/9/2025	OPEN PO FOR MILAGE FOR TRACI O	0100	$ 43.55
14242565	AMANDA VANASSE	1/9/2025	REIMURSEMENT DUE AMANDA VANASS	0100	$ 92.26
14242566	SITEONE LANDSCAPE SUPPLY	1/9/2025	LANDSCAPE SUPPLIES OPEN PO 24/	0100	$ 334.63

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14242567	MAINTEX INC	1/9/2025	JANITORIAL SUPPLIES OPEN PO 20	0100	$ 2,451.37
14242568	KIMBERLEY JUNK	1/9/2025	OPEN PO FOR POSTAGE REIMBURSEM	0100	$ 50.45
14242569	KAMI MCELLIGOTT	1/9/2025	REIMBURSEMENT FOR KAMI MCELLIG	0100	$ 40.31
14242570	PERRY FORD NATIONAL CITY	1/9/2025	AUTO REPAIRS OPEN PO 2024/25 S	0100	$ 1,215.05
14242571	WEX BANK	1/9/2025	FUEL FOR DISTRICT AUTOMOBILES	0100	$ 876.31
14242571	WEX BANK	1/9/2025	OPEN PO FOR FUEL FOR SY 2024-2	1300	$ 86.30
14242572	ROBERTA LENERT	1/9/2025	REIMBURSE FOR ROBOTICS FILAMEN	0100	$ 325.53
14242572	ROBERTA LENERT	1/9/2025	REIMBURSE FOR ROBOTICS SUPPLIE	0100	$ 825.58
14242573	HOME DEPOT CREDIT SERVICES	1/9/2025	SUPPLIES OPEN PO 2024/2025	0100	$ 6,638.21
14242574	AMAZON CAPITAL SERVICES, INC.	1/9/2025	AMAZON OPEN PO FOR 2024-25 SCH	0100	$ 457.42
14242574	AMAZON CAPITAL SERVICES, INC.	1/9/2025	AMAZON OPEN PO FOR SUPPLIES	0100	$ 325.06
14242574	AMAZON CAPITAL SERVICES, INC.	1/9/2025	AMAZON OPEN PO FOR SUPPLIES FO	0100	$ 137.46
14242574	AMAZON CAPITAL SERVICES, INC.	1/9/2025	OPEN PO - AMAZON SPED MATERIAL	0100	$ 91.55
14242574	AMAZON CAPITAL SERVICES, INC.	1/9/2025	OPEN PO FOR AMAZON MATERIALS A	0100	$ 116.34
14242574	AMAZON CAPITAL SERVICES, INC.	1/9/2025	OPEN PO FOR AMAZON ON LINE ORD	5700	$ 304.54
14242574	AMAZON CAPITAL SERVICES, INC.	1/9/2025	OPEN PO FOR DISTRICT OFFICE- S	0100	$ 43.15
14242575	LINGUALINX, INC.	1/9/2025	LINGUALINX OPEN PO	0100	$ 120.00
14242576	DEPARTMENT OF INDUSTRIAL RELATIONS	1/9/2025	DEPARTMENT OF INDUSTRIAL RELAT	0100	$ 1,475.00
14242577	LEONIDA BUILDERS, INC	1/9/2025	CHS-CENTRAL KITCHEN CERAMIC TI	1300	$ 1,200.00
14242577	LEONIDA BUILDERS, INC	1/9/2025	CORONADO HIGH SCHOOL - CLEANIN	0100	$ 4,200.00
14242577	LEONIDA BUILDERS, INC	1/9/2025	CORONADO MIDDLE SCHOOL- CLEANI	0100	$ 4,200.00
14242577	LEONIDA BUILDERS, INC	1/9/2025	SILVER STRAND- CLEANING RAIN G	0100	$ 3,900.00
14242577	LEONIDA BUILDERS, INC	1/9/2025	VILLAGE ELEMENTARY - CLEANING	0100	$ 4,200.00
14242578	VIVIANA ALCAZAR-HAYNES	1/9/2025	OPEN PO FOR VIVIANA ALCAZAR FO	0100	$ 420.00
14242579	MARIBEL KASTLUNGER	1/9/2025	REIMBURSEMENT DUE MARIBEL KAST	0100	$ 172.39
14242580	PODS ENTERPRISES, LLC	1/9/2025	STORAGE CONTAINERS 24/25 SY	4900	$ 122.19
14242581	COAST TROPICAL AND OR OLYMPIC FRUIT AND	1/9/2025	OPEN PO FOR FRESH PRODUCE	1300	$ 1,961.00
14242581	COAST TROPICAL AND OR OLYMPIC FRUIT AND	1/9/2025	OPEN PO FOR LOCAL/CALIFORNIA F	1300	$ 5,643.26
14242582	CINTAS CORPORATION NO 2	1/9/2025	SUPPLIES OPEN PO 2024/25 SY	0100	$ 240.24
14242583	KARINA LOUISE JOHNSON	1/9/2025	OPEN PO FOR KARINA JOHNSON FOR	0100	$ 750.00
14242584	INDIVIDUAL FOOD SERVICE	1/9/2025	OPEN PO FOR PAPER SUPPLIES FOR	1300	$ 3,204.26

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14242585	ALLISON WHITNEY EDWARDS	1/9/2025	OPEN PO FOR WHITNEY EDWARDS FO	0100	$ 512.50
14242586	CHELSEA ZEFFIRO	1/9/2025	OPEN PO FOR CHELSEA ZEFFIRO -	0100	$ 1,320.00
14242587	NANDI DEVAN	1/9/2025	REMBURSEMENT DUE NANDI DEVAN	0100	$ 147.73
14242588	MAYLEN SULLIVAN	1/9/2025	REIMBURSEMENT FOR REFRESHMENTS	0100	$ 120.49
14242589	ALEXANDRA HEATH	1/9/2025	REIMBURSEMENT FOR POSTAGE	0100	$ 16.61
14242590	SCHOLASTIC BOOK FAIRS	1/9/2025	PAY SCHOLASTIC INVOICE #W56703	0100	$ 1,764.38
14242590	SCHOLASTIC BOOK FAIRS	1/9/2025	SCHOLASTIC BOOKFAIR INVOICE -	0100	$ 1,654.64
14242591	SYSCO SAN DIEGO INC	1/9/2025	OPEN PO FOR GROCERY ITEMS (DRY	1300	$ 4,911.53
14242592	SOUTH COAST PLUMBING	1/9/2025	PLUMBING SERVICES PER ATTACHED	4900	$ 1,020.00
14242593	CED INDUSTRIAL AND LIGHT	1/9/2025	OPEN PO FOR SUPPLIES 24/25 SY	0100	$ 1,361.80
14242594	PJ BROADWAY INC	1/9/2025	OPEN PO FOR BRANDED PIZZA PROD	1300	$ 7,026.60
14242595	AMANDA TARANTINO	1/9/2025	OPEN PO FOR MILEAGE FOR SY 24-	1300	$ 115.58
14242595	AMANDA TARANTINO	1/9/2025	WHIPPING CREAM FOR USE IN CNS	1300	$ 8.49
14242596	EVERDRIVEN TECHNOLOGIES, LLC	1/9/2025	OPEN PO FOR 2023/24 FOR SPECIA	0100	$ 15,538.88
14242597	REGENTS OF THE UNIVERSITY OF CALIFORNIA	1/9/2025	TRANSLATION COURSEWORK FOR COR	0100	$ 500.00
14242598	LAUREN ELIZABETH PYM	1/9/2025	OPEN PO FOR LAUREN PYM 2024-20	0100	$ 375.00
14242599	RSCHOOLTODAY-VNN	1/9/2025	FACILITY SCHEDULING SOFTWARE	1900	$ 3,000.00
14242600	SUNBELT RENTALS, INC	1/9/2025	COSA- SCISSOR LIFT RENTAL	0100	$ 4,408.39
14242601	IMPERIAL DADE	1/9/2025	OPEN PO FOR PAPER SUPPLIES FOR	1300	$ 745.91
14242602	EMILY ROSE BERMAN MILLER	1/9/2025	OPEN PO FOR EMILY MILLER 2024-	0100	$ 430.00
14242603	KATIA GONZALEZ	1/9/2025	OPEN PO - KATIA GONZALEZ MILEA	0100	$ 42.81
14242604	SONIA RICCA	1/9/2025	OPEN PO - SONIA RICCA MILEAGE	0100	$ 28.54
14242605	SAN DIEGO JUNIOR THEATRE	1/9/2025	JAMES AND THE GIANT PEACH MAY	0100	$ 378.00
14242606	GREAT OFFICE INSTALLATION, INC	1/9/2025	FLOOD RELATED MOVERS 7/25/2024	4000	$ 13,580.00
14242607	RENELLE KOCZAN	1/9/2025	REIMBURSEMENT - MATERIALS AND	0100	$ 60.89
14242608	COREY A WICKLINE	1/9/2025	OPEN PO FOR COREY WICKLINE FOR	0100	$ 343.75
14242609	NAPOLI FARMS	1/9/2025	OPEN PO FOR LOCAL/CALIFONRIA G	1300	$ 525.00
14242610	A&S FLOORING	1/9/2025	PROVIDE LABOR TO REMOVAL EXIST	4000	$ 6,709.00
14242611	SURFWATER CALIFORNIA LLC	1/9/2025	OPEN PO FOR A LA CARTE SALE IT	1300	$ 140.72

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14242612	AARON LIND	1/9/2025	OPEN PO FOR AARON LIND FOR 202	0100	$ 465.00
14242614	QUENCH USA, INC.	1/9/2025	OPEN PO FOR 2024/25 MONTHLY SE	0100	$ 3,995.95
14242615	SAMI BRYANS	1/9/2025	REIMBURSE MILEAGE TRAVEL TO AN	0100	$ 66.73
14242616	HANNAS MURALS	1/9/2025	PAINT PLASTER ARCHWAY MURAL @	5700	$ 6,000.00
14242617	CLIFFORD MORIN	1/9/2025	REIMBURSEMENT - CLIFFORD MORIN	0100	$ 9.72
14242618	RICHARD BURKETT	1/9/2025	PAYMENT DUE RICHARD BURKETT	0100	$ 600.00
14242619	JEANA CROSSLAND	1/9/2025	REIMBURSE GIMKIT SUBSCRIPTION	0100	$ 59.88
14242620	ATKINSON, ANDELSON, LOYA,	1/9/2025	AALRR INVOICE 734504 STUDENT S	0100	$ 5,840.00
14242621	AT&T	1/9/2025	OPEN PO FOR 2024/25 SCHOOL YEA	0100	$ 63.87
14242622	CALIFORNIA-AMERICAN WATER CO	1/9/2025	OPEN PO FOR 2024/25 WATER USAG	0100	$ 18,331.44
14242623	CORONADO HARDWARE	1/9/2025	SUPPLIES OPEN PO 2024/25 SY	0100	$ 273.63
14242624	CALIFORNIA WEEKLY EXPLORER	1/9/2025	WALK THROUGH THE AMERICAN REVO	0100	$ 2,427.99
14242625	THE GLASS COMPANY INC DBA	1/9/2025	REPAIR/REPLACE GLASS OPEN PO 2	4900	$ 825.00
14242626	COX COMMUNICATION OF SAN DIEGO	1/9/2025	WIDE AREA NETWORK LEASE FOR FI	0100	$ 944.02
14242627	EDCO DISPOSAL CORP	1/9/2025	OPEN PO FOR 2024/25 FOR WASTE	0100	$ 5,060.89
14242628	OFFICE DEPOT	1/9/2025	OPEN PO FOR DISTRICT OFFICE- S	0100	$ 9.98
14242628	OFFICE DEPOT	1/9/2025	OPEN PO FOR OFFICE SUPPLIES FO	1300	$ 103.41
14242629	HOLLANDIA DAIRY	1/9/2025	OPEN PO FOR DAIRY PRODUCTS	1300	$ 1,682.21
14242629	HOLLANDIA DAIRY	1/9/2025	OPEN PO FOR JUICE (SUPPLY CHAI	1300	$ 2,055.43
14242629	HOLLANDIA DAIRY	1/9/2025	OPEN PO FOR LOCAL/CALIFORNIA D	1300	$ 3,686.84
14242630	HOME DEPOT	1/9/2025	OPEN PO FOR HARDWARE AND SUPPL	1900	$ 854.13
14242631	HUNTINGTON HARDWARE CO INC	1/9/2025	HARDWARE SUPPLIES OPEN PO 2024	0100	$ 1,171.75
14242632	JULIAN MINING COMPANY	1/9/2025	JULIAN MINING COMPANY. GOLD RU	0100	$ 2,497.50
14242633	KARIN MELLINA	1/9/2025	REIMBURSEMENT DUE KARIN MELLIN	0100	$ 105.77
14242634	KELLY FORTSON	1/9/2025	REIMBURSEMENT - KELLY FORTSON	4000	$ 224.12
14242635	KEVIN PAIZ RAMIREZ	1/9/2025	REIMBURSE FOR 6TH GRADE SCIENC	0100	$ 106.90
14242636	NAPA AUTO PARTS	1/9/2025	AUTOMOTIVE PARTS & SUPPLIES OP	0100	$ 191.03
14242637	NCS PEARSON INC	1/9/2025	OPEN PO QINTERACTIVE DIGITAL P	0100	$ 150.10

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14242638	PITNEY BOWES GLOBAL	1/9/2025	OPEN PO FOR 2024/25 LEASE POST	0100	$ 271.28
14242639	ROBINSON CO CONTRACTORS INC	1/9/2025	GFCI RESET AT CHS	1300	$ 240.00
14242639	ROBINSON CO CONTRACTORS INC	1/9/2025	REMOVE AND REPLACE DAMAGED DEV	1300	$ 376.00
14242640	SAN DIEGO GAS & ELECTRIC	1/9/2025	OPEN PO FOR 2024/25 SCHOOL YEA	0100	$ 76,278.44
14242641	SCHOLASTIC INC	1/9/2025	PAY SCHOLASTIC INVOICE M743036	0100	$ 274.73
14242642	SAN DIEGO RESTAURANT SUPPLY	1/9/2025	OPEN PO FOR FOOD SERVICE EQUIP	1300	$ 849.82
14242643	SAN MARCOS UNIFIED SCHOOL	1/9/2025	OPEN PO FOR 2024/25 FOR HOME T	0100	$ 41,666.67
14242644	SOUTHWEST SCHOOL & OFFICE	1/9/2025	OPEN PO FOR COPIER PAPER	0100	$ 691.76
14242645	SCHOOL SPECIALTY, LLC	1/9/2025	1585754 - FOSS PRESALE - PLANT	0100	$ 791.96
14242645	SCHOOL SPECIALTY, LLC	1/9/2025	2139388 - SCI BKLT CONS FOSS P	0100	$ 791.96
14242646	SWEETWATER	1/9/2025	AVID SIBELLUS LIT	0100	$ 89.00
14242647	TOSHIBA BUSINESS SOLUTIONS	1/9/2025	OPEN PO FOR 2024/25 MAINTENANC	0100	$ 1,395.48
14242647	TOSHIBA BUSINESS SOLUTIONS	1/9/2025	OPEN PO FOR CMS TOSHIBA COPIER	0100	$ 97.31
14242648	VERIZON WIRELESS	1/9/2025	CELLULAR SERVICE FOR CUSD 24/2	0100	$ 1,676.28
14243970	OFFICE SOLUTIONS	1/13/2025	OPEN PO FOR SUPPLIES	0100	$ 177.43
14243971	NOESIS GROUP INC.	1/13/2025	OPEN PO FOR TECHNICAL SUPPORT	4900	$ 531.25
14243972	LD PRODUCTS INC.	1/13/2025	OPEN PO FOR TONER ORDERS	0100	$ 334.89
14243973	ROBERTA LENERT	1/13/2025	ROBOTICS PROGRAM COORDINATOR A	0100	$ 10,112.00
14243973	ROBERTA LENERT	1/13/2025	TRAVEL EXPENSE NOT TO EXCEED $	0100	$ -
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	ADMIN AMAZON - OPEN PO	0100	$ 48.48
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	AMAZON OPEN PO FOR 2024-25 SCH	0100	$ 183.16
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	AMAZON OPEN PO FOR SUPPLIES FO	0100	$ 67.32
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	MINECRAFT: SWITCH EDITION - NI	0100	$ 206.34
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	NINTENDO SWITCH™ - MARIO KART™	0100	$ 1,289.64
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	OPEN PO - AMAZON HEALTH MATERI	0100	$ 183.64
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	OPEN PO FOR OFFICE SUPPLIES	0100	$ 128.41
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	OPEN PO FOR TECHNICAL THEATER	0100	$ 89.94
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	POWER A ENHANCED NINTENDO SWIT	0100	$ 603.85
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	SUPER SMASH BROS. ULTIMATE - U	0100	$ 211.35
14243974	AMAZON CAPITAL SERVICES, INC.	1/13/2025	SUPPLIES 2024-25 SY OPEN PO	0100	$ 84.78

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14243975	LEARNING GENIE INC.	1/13/2025	MAINTENENCE AND TECHNICAL ASSI	1200	$ 216.00
14243975	LEARNING GENIE INC.	1/13/2025	STATE PROGRAM SUITE - ESSENTIA	1200	$ 2,160.00
14243976	AVANT ASSESSMENT, LLC	1/13/2025	STAMP FOR SIGN LANGUAGE - RECE	0100	$ 1,675.20
14243977	SYSCO SAN DIEGO INC	1/13/2025	OPEN PO FOR GROCERY ITEMS (DRY	1300	$ 685.03
14243978	GIGAKOM	1/13/2025	SCHNEIDER ELECTRIC APC SMART U	4900	$ 60,337.96
14243978	GIGAKOM	1/13/2025	SHIPPING FOR UPS REPLACEMENT P	4900	$ 861.90
14243979	QUILL LLC	1/13/2025	OPEN PO FOR COPIER PAPER	0100	$ 220.83
14243979	QUILL LLC	1/13/2025	OPEN PO FOR COPY PAPER	0100	$ 40.93
14243980	MICHAEL CONNOR	1/13/2025	OPEN PO - MICHAEL CONNOR CBI	0100	$ 169.28
14243981	RETHINK AUTISM, INC	1/13/2025	RETHINK SOFTWARE FOR BCBA AND	0100	$ 1,400.00
14243982	ZSPACE INC	1/13/2025	PROFESSIONAL LEARNING AND ONBO	0100	$ 3,568.06
14243982	ZSPACE INC	1/13/2025	ZSPACE LEARNING STATION AND SE	0100	$ 55,651.17
14243983	GOLD STAR FOODS INC	1/13/2025	OPEN PO FOR GROCERY ITEMS (DRY	1300	$ 30,686.62
14243984	JUNIOR LIBRARY GUILD	1/13/2025	BIHP + CATEGORY - BIOGRAPHY HI	0100	$ 325.82
14243984	JUNIOR LIBRARY GUILD	1/13/2025	CTH + CATEGORY CURRENT TRENDS	0100	$ 325.84
14243984	JUNIOR LIBRARY GUILD	1/13/2025	FH+CATEGORY - FANTASY/SCIENCE	0100	$ 325.84
14243984	JUNIOR LIBRARY GUILD	1/13/2025	GHP CATEGORY - GRAPHIC NOVELS	0100	$ 325.84
14243984	JUNIOR LIBRARY GUILD	1/13/2025	HI-LO MATURE - HIGH #JHLMSUB	0100	$ 188.65
14243984	JUNIOR LIBRARY GUILD	1/13/2025	HIHP CATEGORY-HIGH INTEREST HI	0100	$ 307.58
14243984	JUNIOR LIBRARY GUILD	1/13/2025	MH+CATEGORY - MYSTERY & ADVENT	0100	$ 325.84
14243984	JUNIOR LIBRARY GUILD	1/13/2025	SH CATEGORY - SPORTS HIGH #JSH	0100	$ 279.29
14243985	MISSION FEDERAL CREDIT UNION	1/13/2025	AUGUST 2024 STATEMENT STUDENT	0100	$ 4,322.61
14243985	MISSION FEDERAL CREDIT UNION	1/13/2025	CURRICULUM CREDIT CARD PURCHAS	0100	$ 4,322.73
14243985	MISSION FEDERAL CREDIT UNION	1/13/2025	OCTOBER 2024 STATEMENT BUSINES	0100	$ 485.11
14243985	MISSION FEDERAL CREDIT UNION	1/13/2025	SEPTEMBER 2024 STATEMENT BUSIN	0100	$ 5,318.76
14243985	MISSION FEDERAL CREDIT UNION	1/13/2025	SEPTEMBER 2024 STATEMENT BUSIN	4900	$ 500.00
14243985	MISSION FEDERAL CREDIT UNION	1/13/2025	SEPTEMBER 2024 STATEMENT STUDE	0100	$ 1,145.53
14243986	SAN MARCOS UNIFIED SCHOOL	1/13/2025	BUS CONFIRMATION #0001986 12/1	0100	$ 500.00
14243986	SAN MARCOS UNIFIED SCHOOL	1/13/2025	BUS TO POINT LOMA NAZARENE UNI	0100	$ 820.00
14243986	SAN MARCOS UNIFIED SCHOOL	1/13/2025	FIELD TRIP BUS TRANSPORTATION	0100	$ 1,800.00
14243987	SCHOOL SPECIALTY, LLC	1/13/2025	2094679 - 3RD - SCI RES BK FOS	0100	$ 6,400.35

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14243987	SCHOOL SPECIALTY, LLC	1/13/2025	2132227 - 5TH - DIG ACCESS FOS	0100	$ 309.84
14243987	SCHOOL SPECIALTY, LLC	1/13/2025	2132231 - 2ND - DIG ACCESS FOS	0100	$ 237.75
14243987	SCHOOL SPECIALTY, LLC	1/13/2025	2132242 - 4TH - DIG ACCESS FOS	0100	$ 309.89
14243987	SCHOOL SPECIALTY, LLC	1/13/2025	2132247 - K - DIG ACCESS FOSS	0100	$ 309.89
14243987	SCHOOL SPECIALTY, LLC	1/13/2025	2132252 - 3RD - DIG ACCESS FOS	0100	$ 237.75
14243987	SCHOOL SPECIALTY, LLC	1/13/2025	2132253 - 1ST - DIG ACCESS FOS	0100	$ 309.89
14243987	SCHOOL SPECIALTY, LLC	1/13/2025	5088649 - 2ND - SRB FOSS PTHWY	0100	$ 845.13
14243988	VECTOR RESOURCES INC	1/13/2025	OPEN PO FOR TECH SERVICE HOURL	4900	$ 3,528.00
14245425	SAN DIEGO CENTER FOR CHILDREN	1/16/2025	APPROVED: NPA SERVICES DATES:	0100	$ 1,150.92
14245425	SAN DIEGO CENTER FOR CHILDREN	1/16/2025	APPROVED: NPS TUITIONS AND SER	0100	$ 22,998.88
14245426	OFFICE SOLUTIONS	1/16/2025	OPEN PO FOR SUPPLIES	0100	$ 18.09
14245427	SITEONE LANDSCAPE SUPPLY	1/16/2025	LANDSCAPE SUPPLIES OPEN PO 24/	0100	$ 90.38
14245428	MAINTEX INC	1/16/2025	JANITORIAL SUPPLIES OPEN PO 20	0100	$ 915.61
14245429	PERRY FORD NATIONAL CITY	1/16/2025	AUTO REPAIRS OPEN PO 2024/25 S	0100	$ 2,360.53
14245430	SPECIALIZED EDUCATION OF CALIFORNIA, INC	1/16/2025	APPROVED: NPS TUITION AND SERV	0100	$ 6,027.28
14245431	NOESIS GROUP INC.	1/16/2025	OPEN PO FOR TECHNICAL SUPPORT	4900	$ 11,218.75
14245432	THE KOONINGS CENTER	1/16/2025	APPROVED: NPS TUITION AND SERV	0100	$ 3,870.75
14245433	ABA & VERBAL BEHAVIOR GROUP, INC.	1/16/2025	APPROVED: NPA SERVICE DATES:	0100	$ 7,440.25
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	ADMIN AMAZON - OPEN PO	0100	$ 582.76
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	AMAZON OPEN PO - LIBRARY/K.ARG	0100	$ 182.74
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	AMAZON OPEN PO - VAPA/ C.FUHRM	0100	$ 113.53
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	AMAZON OPEN PO FOR SUPPLIES	0100	$ 307.24

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	AMAZON OPEN PO FOR SUPPLIES FO	0100	$ 52.02
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO - AMAZON SPED MATERIAL	0100	$ 187.43
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO FOR DISTRICT OFFICE- S	0100	$ 45.14
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO FOR FOREIGN LANG DEPT	0100	$ 40.40
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO FOR LIBRARY SUPPLIES	0100	$ 161.61
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO FOR MATERIALS AND SUPP	0100	$ 67.55
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO FOR MATERIALS AND SUPP	1300	$ 32.31
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO FOR OFFICE SUPPLIES	0100	$ 157.77
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO FOR OFFICE USE	0100	$ 102.80
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	OPEN PO FOR TECHNICAL THEATER	0100	$ 77.57
14245434	AMAZON CAPITAL SERVICES, INC.	1/16/2025	SUPPLIES 2024-25 SY OPEN PO	0100	$ 272.26
14245436	INLAND EMPIRE FIRE & SAFETY ENTERPRISES,	1/16/2025	OPEN PO FOR REPAIRS PER ATTACH	0100	$ 1,420.00
14245437	CORODATA	1/16/2025	OPEN PO FOR 2024/25 RECORD DES	0100	$ 68.66
14245438	MUSCO SPORTS LIGHTING, LLC	1/16/2025	REPLACING 10 OVERHEAD LIGHTS	4900	$ 5,889.50
14245439	PATRIOT PORTABLE RESTROOMS, INC.	1/16/2025	PORTABLE RESTROOM OPEN PO 2024	0100	$ 574.89
14245440	SYSCO SAN DIEGO INC	1/16/2025	OPEN PO FOR GROCERY ITEMS (DRY	1300	$ 1,262.01
14245441	AGPARTS WORLDWIDE, INC	1/16/2025	OPEN PO FOR PARTS REQUIRED TO	0100	$ 48.43
14245442	SAN DIEGO APPLIED BEHAVIOR ANALYSIS, LLC	1/16/2025	APPROVED: NPA SERVICES DATES:	0100	$ 6,624.14
14245442	SAN DIEGO APPLIED BEHAVIOR ANALYSIS, LLC	1/16/2025	APPROVED: NPA SERVICES DATES	0100	$ 13,785.98
14245442	SAN DIEGO APPLIED BEHAVIOR ANALYSIS, LLC	1/16/2025	APPROVED: NPA- SERVICES DATES	0100	$ 1,004.16

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14245443	NEW BRIDGE SCHOOL	1/16/2025	APPROVED: NPS TUITION AND SERV	0100	$ 5,466.00
14245444	ADVANCE POOLS AND SPAS, INC	1/16/2025	OPEN PO FOR ADDITIONAL REPAIRS	1900	$ 888.10
14245444	ADVANCE POOLS AND SPAS, INC	1/16/2025	OPEN PO FOR MONTHLY POOL SERVI	1900	$ 2,000.00
14245445	IMPERIAL DADE	1/16/2025	OPEN PO FOR PAPER SUPPLIES FOR	1300	$ 702.51
14245446	CARREN JEAN STIKA	1/16/2025	APPROVED: 2 HRS MONTHLY INDIVI	0100	$ 1,155.00
14245447	ANDERSON CENTER FOR AUTISM	1/16/2025	NPS- TUITION AND SERVICES ROOM	0100	$ 43,901.46
14245448	HAL LEONARD LLC	1/16/2025	ESSENTIAL ELEMENTS MUSIC CLASS	0100	$ 299.00
14245449	HASA INC	1/16/2025	OPEN PO FOR CHLORINE FY 24/25	1900	$ 654.59
14245450	AT&T	1/16/2025	OPEN PO FOR 2024/25 SCHOOL YEA	0100	$ 22,679.97
14245451	CALIFORNIA-AMERICAN WATER CO	1/16/2025	OPEN PO FOR WATER FY 24/25	1900	$ 3,734.96
14245452	CORONADO LOCK AND KEY	1/16/2025	LOCK REPLACEMENT OPEN PO 2024/	0100	$ 95.00
14245453	EDCO DISPOSAL CORP	1/16/2025	OPEN PO FOR 2024/25 FOR WASTE	0100	$ 310.00
14245454	MISSION FEDERAL CREDIT UNION	1/16/2025	CURRICULUM CREDIT CARD PURCHAE	0100	$ 2,992.79
14245454	MISSION FEDERAL CREDIT UNION	1/16/2025	CURRICULUM CREDIT CARD PURCHAS	0100	$ 4,742.28
14245455	SAN DIEGO GAS & ELECTRIC	1/16/2025	OPEN PO FOR GAS AND ELECTRICIT	1900	$ 21,334.03
14245456	SAN DIEGO CENTER FOR VISION	1/16/2025	APPROVED: VISION THERAPY SESSI	0100	$ 760.00
14245457	SOUTHWEST SCHOOL & OFFICE	1/16/2025	OPEN PO FOR REOCCURENCE PAPER	0100	$ 1,030.36
14245458	TOSHIBA BUSINESS SOLUTIONS	1/16/2025	OPEN PO FOR CMS TOSHIBA COPIER	0100	$ 182.42
14245458	TOSHIBA BUSINESS SOLUTIONS	1/16/2025	OPEN PO FOR MAINTENANCE AND SU	0100	$ 205.86
14245458	TOSHIBA BUSINESS SOLUTIONS	1/16/2025	OPEN PO FOR SERIVICE AND MAINT	0100	$ 1,030.55
14245459	WAXIE	1/16/2025	CUSTODIAL SUPPLIES OPEN PO 24/	0100	$ 9,831.19
14245460	WESTAIR GASES AND EQUIPMENT	1/16/2025	OPEN PO FOR CO2 FY 24/25	1900	$ 802.52
14245460	WESTAIR GASES AND EQUIPMENT	1/16/2025	OPEN PO FOR CO2 TANK RENTAL FY	1900	$ 281.59
14247177	SUPERINTENDENT OF SCHOOLS SDCOE	1/21/2025	MATH PRINTED MATERIALS	0100	$ 383.11
14247177	SUPERINTENDENT OF SCHOOLS SDCOE	1/21/2025	PRINTED SCIENCE MATERIALS	0100	$ 325.21
14247177	SUPERINTENDENT OF SCHOOLS SDCOE	1/21/2025	PRINTING BOOKMARKS	0100	$ 184.16
14247177	SUPERINTENDENT OF SCHOOLS SDCOE	1/21/2025	PRINTING CORONADO CER POSTERS	0100	$ 129.30

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14247177	SUPERINTENDENT OF SCHOOLS SDCOE	1/21/2025	SDCOE PRINTING PER INVOICE 099	0100	$ 224.16
14247178	RYAN KELLER	1/21/2025	1 NIGHT HOTEL CRITICAL ISSUES	0100	$ 202.29
14247178	RYAN KELLER	1/21/2025	MEALS FOR CRITICAL ISSUES CONF	0100	$ 95.00
14247179	GOOD NEWS ELECTRIC, INC	1/21/2025	VILLAGE ELEMENTARY SCHOOL ADD	0100	$ 475.00
14247180	LD PRODUCTS INC.	1/21/2025	OPEN PO FOR TONER ORDERS	0100	$ 1,041.47
14247181	HEIDI BERGENER	1/21/2025	REIMBURSEMENT FOR CONFERENCE C	0100	$ 1,447.98
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	ADMIN AMAZON - OPEN PO	0100	$ 157.77
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	AMAZON OPEN PO - VAPA/ C.FUHRM	0100	$ 85.79
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	AMAZON OPEN PO FOR SUPPLIES	0100	$ 1,244.96
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	OPEN PO - AMAZON SPED MATERIAL	0100	$ 25.74
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	OPEN PO FOR AMAZON MATERIALS A	0100	$ 244.36
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	OPEN PO FOR COSA MATERIALS AND	0100	$ 44.31
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	OPEN PO FOR DISTRICT OFFICE- S	0100	$ 33.47
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	OPEN PO FOR LIBRARY SUPPLIES	0100	$ 27.40
14247182	AMAZON CAPITAL SERVICES, INC.	1/21/2025	OPEN PO FOR OFFICE USE	0100	$ 118.41
14247183	CORNER TO CORNER CARPET CARE	1/21/2025	CORONADO HIGH SCHOOL CLEAN AN	0100	$ 1,550.00
14247183	CORNER TO CORNER CARPET CARE	1/21/2025	VILLAGE ELEMENTARY CARPET CL	0100	$ 875.00
14247183	CORNER TO CORNER CARPET CARE	1/21/2025	WORK REQUESTED AT AQUA CENTER	0100	$ 1,750.00
14247185	SCYLLA PLUMBING & DRAINS	1/21/2025	OPEN PO FOR PLUMBING REPAIRS 2	4900	$ 337.50
14247186	COURTNEY MOORE	1/21/2025	REIMBURSE COURTNEY FOR MILEAGE	0100	$ 42.21
14247187	ADVANCE POOLS AND SPAS, INC	1/21/2025	OPEN PO FOR MONTHLY POOL SERVI	1900	$ 2,000.00
14247188	QUILL LLC	1/21/2025	OPEN PO FOR COPY PAPER	0100	$ 807.96
14247189	QUENCH USA, INC.	1/21/2025	OPEN PO FOR WATER FILTRATION -	0100	$ 2,112.04
14247190	APPLE COMPUTER INC	1/21/2025	APPLE AND BOOK CREDIT FOR EDUC	0100	$ 125.96
14247191	MISSION FEDERAL CREDIT UNION	1/21/2025	NOVEMBER 2024 STATEMENT BUSINE	0100	$ 1,760.13

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14247191	MISSION FEDERAL CREDIT UNION	1/21/2025	OCTOBER 2024 STATEMENT BUSINES	0100	$ 4,734.40
14247192	NIAMH FOLEY	1/21/2025	1 NIGHT HOTEL CRITICAL ISSUES	0100	$ 262.29
14247192	NIAMH FOLEY	1/21/2025	MEALS CRITICAL ISSUES CONFEREN	0100	$ 95.00
14247192	NIAMH FOLEY	1/21/2025	MILEAGE CRITICAL ISSUES CONF N	0100	$ 171.52
14247193	SAN DIEGO GAS & ELECTRIC	1/21/2025	OPEN PO FOR 2024/25 SCHOOL YEA	0100	$ 777.44
14247194	SAN DIEGO COUNTY VECTOR	1/21/2025	SAN DIEGO COUNTY VECTOR CONTRO	0100	$ 269.00
14247195	SAN MARCOS UNIFIED SCHOOL	1/21/2025	BUS TRANSPORTATION - CYGNET TH	0100	$ 500.00
14247196	TOSHIBA BUSINESS SOLUTIONS	1/21/2025	OPEN PO FOR SERIVICE AND MAINT	0100	$ 728.48
14247196	TOSHIBA BUSINESS SOLUTIONS	1/21/2025	TOSHIBA - OPEN PO	0100	$ 375.28
14248472	SUPERINTENDENT OF SCHOOLS SDCOE	1/23/2025	100 BUSINESS CARDS FOR BARTO	0100	$ 21.55
14248472	SUPERINTENDENT OF SCHOOLS SDCOE	1/23/2025	100 BUSINESS CARDS FOR CHANEY	0100	$ 21.55
14248472	SUPERINTENDENT OF SCHOOLS SDCOE	1/23/2025	VILLAGE ELEMENTARY SCHOOL SIGN	0100	$ 67.34
14248473	TIME & ALARM SYSTEMS	1/23/2025	REPAIRS OPEN PO FOR 24/25 SY	0100	$ 1,136.22
14248473	TIME & ALARM SYSTEMS	1/23/2025	VILLAGE ELEMENTARY SCHOOL REPL	4900	$ 11,988.51
14248474	24 HOUR ELEVATOR INC	1/23/2025	MAINTENANCE AGREEMENT FOR ELEV	0100	$ 1,506.00
14248475	CSM CONSULTING INC	1/23/2025	ERATE COMPLIANCE SERVICES NOT	0100	$ 750.00
14248476	SITEONE LANDSCAPE SUPPLY	1/23/2025	LANDSCAPE SUPPLIES OPEN PO 24/	0100	$ 217.67
14248477	HOME DEPOT CREDIT SERVICES	1/23/2025	SUPPLIES OPEN PO 2024/2025	0100	$ 1,206.68
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	22 COLOR PCL 3D PEN FILAMENT R	0100	$ 403.80
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	3DOODLER START + ESSENTIALS	0100	$ 1,935.65
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	ADMIN AMAZON - OPEN PO	0100	$ 317.23
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	AMAZON OPEN PO FOR 2024-25 SCH	0100	$ 16.88
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	AMAZON OPEN PO FOR SUPPLIES FO	0100	$ 49.61
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	BERNHARD PRODUCTS BLACK WALL C	0100	$ 10.42
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	HP 414A BLACK TONER CARTRIDGE	0100	$ 102.13
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	HP 414A CYAN TONER CARTRIDGE	0100	$ 123.76
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	HP 414A MAGENTA TONER CARTRIDG	0100	$ 113.47
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	HP 414A YELLOW TONER CARTRIDGE	0100	$ 115.12
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	HXSEMAYIG 100 PCS PEAT POTS 3.	0100	$ 10.76
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	MDESIGN PLASTIC FOOD STORAGE B	0100	$ 206.79

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	OPEN PO FOR AMAZON MATERIALS A	0100	$ 64.38
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	OPEN PO FOR AMAZON ON LINE ORD	5700	$ 295.60
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	OPEN PO FOR AMAZON ONLINE ORDE	0100	$ 791.02
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	OPEN PO FOR ENGLISH DEPT	0100	$ 184.24
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	OPEN PO FOR MATERIAL AND SUPPL	1900	$ 81.86
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	OPEN PO FOR MATERIALS AND SUPP	0100	$ 1,161.51
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	OPEN PO FOR OFFICE SUPPLIES	0100	$ 333.71
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	OPEN PO FOR TECHNICAL THEATER	0100	$ 170.59
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	SEED STARTER NATURAL POTTING S	0100	$ 102.08
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	SIFE 10 PACK HIGH VISIBILITY R	0100	$ 51.68
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	SPIN MASTER GAMES, LILY HEVESH	0100	$ 184.73
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	SUPPLIES 2024-25 SY OPEN PO	0100	$ 146.41
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	TIAWUDI 12 PACK PLASTIC STORAG	0100	$ 64.63
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	YORSEEK NEWSPAPER PLANT POT MA	0100	$ 27.95
14248478	AMAZON CAPITAL SERVICES, INC.	1/23/2025	ZIPLOC SNACK BAGS WITH EASYGUI	0100	$ 11.59
14248480	COUNTY OF SAN DIEGO, DEH	1/23/2025	COUNTY OF SAN DIEGO SEPT OF EN	0100	$ 1,072.00
14248481	PODS ENTERPRISES, LLC	1/23/2025	STORAGE CONTAINERS 24/25 SY	4900	$ 488.19
14248482	CINTAS CORPORATION NO 2	1/23/2025	SUPPLIES OPEN PO 2024/25 SY	0100	$ 201.22
14248483	SCYLLA PLUMBING & DRAINS	1/23/2025	OPEN PO FOR SERVICE & REPAIRS	1300	$ 175.00
14248484	CED INDUSTRIAL AND LIGHT	1/23/2025	OPEN PO FOR SUPPLIES 24/25 SY	0100	$ 247.83
14248485	ADVANCE POOLS AND SPAS, INC	1/23/2025	CO2 TANK WITH ACCESSORY EQUIPM	4900	$ 16,960.21
14248486	LOWES COMPANIES, INC.	1/23/2025	SUPPLIES OPEN PO 2024/25 SY	0100	$ 642.56
14248487	IMPERIAL DADE	1/23/2025	OPEN PO FOR PAPER SUPPLIES FOR	1300	$ 862.87
14248488	SUMMER HADDAWAY	1/23/2025	CUSD VISITING ARTIST HOURS (10	0100	$ 825.00
14248489	MICHELLE MAGARIAN WHITE	1/23/2025	PROFESSIONAL TEACHING ARTIST -	0100	$ 1,825.00
14248490	LAINIE ROWELL, INC.	1/23/2025	TITLE II PROFESSIONAL DEVELOPM	0100	$ 700.00
14248491	HASA INC	1/23/2025	OPEN PO FOR ACID FY 24/25	1900	$ 706.87
14248491	HASA INC	1/23/2025	OPEN PO FOR CHLORINE FY 24/25	1900	$ 1,738.29
14248492	CALIFORNIA-AMERICAN WATER CO	1/23/2025	OPEN PO FOR 2024/25 WATER USAG	0100	$ 9,358.59

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14248493	COMMERCIAL GAS APPLIANCE	1/23/2025	OPEN PO FOR SERVICE AND REPAIR	1300	$ 366.70
14248494	OFFICE DEPOT	1/23/2025	OPEN PO FOR OFFICE SUPPLIES FO	1300	$ 483.36
14248495	HOME DEPOT	1/23/2025	OPEN PO FOR HARDWARE AND SUPPL	1900	$ 159.06
14248496	JUNIOR LIBRARY GUILD	1/23/2025	HEP CATEGORY - HUMOR LEMENTARY	0100	$ 272.68
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JA SUB A CATEGORY - INTERMEDIA	0100	$ 257.35
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JBEP14SUB BEP CATEGORY - BIOGR	0100	$ 323.38
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JBSUB B CATEGORY - UPPER ELEME	0100	$ 257.35
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JESUB E CATEGORY - EASY READIN	0100	$ 239.99
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JFEP14SUB FE+ CATEGORY FANTASY	0100	$ 281.05
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JGEP14SUB GEP CATEGORY - GRAPH	0100	$ 314.24
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JISUB I CATEGORY - INDEPENDENT	0100	$ 240.90
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JMEP14SUB ME+ CATEGORY - MYSTE	0100	$ 281.05
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JMYLAR JLG MYLAR JACKETS	0100	$ 174.00
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JNEP14SUB NEP CATEGIRT - NONFI	0100	$ 323.38
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JSCEP14SUB SCE+ CATEGORY - SCI	0100	$ 323.38
14248496	JUNIOR LIBRARY GUILD	1/23/2025	JSEP14SUB SEP CATEGORY - SPORT	0100	$ 300.24
14248497	NATIONAL CITY TROPHY	1/23/2025	NATIONAL CITY TROPHY NAMEPLATE	0100	$ 95.31
14248498	SCHOOL SPECIALTY, LLC	1/23/2025	2132430 - 4TH - TEACHER PRINT	0100	$ 426.91
14248499	VALLEY INDUSTRIAL SPECIALTIES	1/23/2025	PLUMBING SUPPLIES OPEN PO 2024	0100	$ 383.34
14248500	WAXIE	1/23/2025	CUSTODIAL SUPPLIES OPEN PO 24/	0100	$ 2,858.98
14248501	WESTAIR GASES AND EQUIPMENT	1/23/2025	OPEN PO FOR CO2 FY 24/25	1900	$ 620.54
14249654	SUPERINTENDENT OF SCHOOLS SDCOE	1/27/2025	BUSINESS CARD 500/BOX	0100	$ 42.99
14249654	SUPERINTENDENT OF SCHOOLS SDCOE	1/27/2025	BUSINESS CARDS FOR WENDY LEWIS	0100	$ 42.99
14249655	SHI INTERNATIONAL CORPORATION	1/27/2025	ADOBE CREATIVE CLOUD FOR ENTER	0100	$ 12,500.00
14249656	CALIFORNIA DEPARTMENT OF TAX AND FEE	1/27/2025	CAFETERIA USED TAX PAYMENT FOR	1300	$ 103.00
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	206X BLACK HIGH-YIELD TONER CA	0100	$ 118.41
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	AMAZON OPEN PO - MATERIALS AN	0100	$ 30.25
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	AMAZON OPEN PO FOR 2024-25 SCH	0100	$ 28.56
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	AMAZON OPEN PO FOR SUPPLIES FO	0100	$ 147.62
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	BOWNET OFFICIAL SIZED FUTSAL P	0100	$ 771.46

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	BOWNET PORTABLE SOCCER GOAL FO	0100	$ 284.43
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	CHAMPION SPORTS PLAYGROUND BAL	0100	$ 58.70
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	CHAMPION SPORTS RHINO SKIN ULT	0100	$ 140.85
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	KINETIC SAND, 11LB (5KG) NATUR	0100	$ 262.47
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	OPEN PO FOR AMAZON MATERIALS A	0100	$ 20.46
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	OPEN PO FOR MATERIALS AND SUPP	1300	$ 39.81
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	OPEN PO FOR OFFICE SUPPLIES	0100	$ 355.20
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	OPEN PO FOR TECHNICAL THEATER	0100	$ 45.35
14249657	AMAZON CAPITAL SERVICES, INC.	1/27/2025	UTEX KIDS DESK AND CHAIR SET	0100	$ 113.99
14249658	LARA SAVIC	1/27/2025	LARA SAVIC, VOLUNTEER REIMBURS	0100	$ 50.00
14249659	MARY YONKMAN	1/27/2025	MARY YONKMAN, VOLUNTEER REIMBU	0100	$ 50.00
14249660	AGPARTS WORLDWIDE, INC	1/27/2025	GH43-04691A (SAMSUNG XE350XBA)	4900	$ 4,898.86
14249660	AGPARTS WORLDWIDE, INC	1/27/2025	OPEN PO FOR PARTS REQUIRED TO	0100	$ 242.17
14249661	VILLAGE PIZZERIA	1/27/2025	OPEN PO FOR PIZZA ORDERS FOR I	0100	$ 30.17
14249662	SINDY SCHILLER	1/27/2025	SINDY SCHILLER, VOLUNTEER REIM	0100	$ 50.00
14249663	KATHLEEN MACDONALD	1/27/2025	KATHLEEN MACDONALD, VOLUNTEER	0100	$ 50.00
14249664	ALEXANDRA DUNLEVY	1/27/2025	ALEXANDRA DUNLEVY, VOLUNTEER R	0100	$ 50.00
14249665	OLIVIA INEICHEN THEEP	1/27/2025	OLIVIA INEICHEN THEEP, VOLUNTE	0100	$ 50.00
14249666	SANDRA BICAS	1/27/2025	SANDRA BICAS, VOLUNTEER REIMBU	0100	$ 50.00
14249667	AMANDA EVANS	1/27/2025	AMANDA EVANS, VOLUNTEER REIMBU	0100	$ 50.00
14249668	JILL COLLINS	1/27/2025	JILL COLLINS, VOLUNTEER REIMBU	0100	$ 50.00
14249669	STEPHANIE YOUNG	1/27/2025	STEPHANIE YOUNG, VOLUNTEER REI	0100	$ 50.00
14249670	ANA LUZ PUIG MONARRES	1/27/2025	ANA LUZ PUIG MONARRES, VOLUNTE	0100	$ 50.00
14249671	JENNIFER CONNOLLY	1/27/2025	JENNIFER CONNOLLY, VOLUNTEER R	0100	$ 50.00
14249672	KELLY HOVORKA	1/27/2025	KELLY HOVORKA, VOLUNTEER REIMB	0100	$ 50.00
14249673	CHRISTIAN COLBURN	1/27/2025	CHRISTIAN COLBURN, VOLUNTEER R	0100	$ 50.00
14249674	JENNIFER JAEHN	1/27/2025	JENNIFER JAEHN, VOLUNTEER REIM	0100	$ 50.00
14249675	ELISA FERNANDEZ GUTIERREZ	1/27/2025	ELISA FERNANDEZ GUTIERREZ, VOL	0100	$ 50.00
14249676	LARA HAMM	1/27/2025	LARA HAMM, VOLUNTEER REIMBURSE	0100	$ 50.00
14249677	MAGGIE WORTHINGTON	1/27/2025	MAGGIE WORTHINGTON, VOLUNTEER	0100	$ 50.00
14249678	CASEY DALTON	1/27/2025	CASEY DALTON, VOLUNTEER REIMBU	0100	$ 50.00

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14249679	LAUREN SEDLAK	1/27/2025	LAUREN SEDLAK, VOLUNTEER REIMB	0100	$ 50.00
14249680	DAHREEN PALAGANAS	1/27/2025	DAHRREN PALAGANAS, VOLUNTEER R	0100	$ 50.00
14249681	AMY PUGA	1/27/2025	AMY PUGA, VOLUNTEER REIMBURSEM	0100	$ 50.00
14249682	LESLIE HARRISON	1/27/2025	LESLIE HARRISON, VOLUNTEER REI	0100	$ 50.00
14249683	TIFFANY TAKEMOTO-REYMAR	1/27/2025	TIFFANY TAKEMOTO-REYMAR, VOLUN	0100	$ 50.00
14249684	PATRICK GAUGHAN	1/27/2025	PATRICK GAUGHAN, VOLUNTEER REI	0100	$ 50.00
14249685	MOLLY HOUSAND	1/27/2025	MOLLY HOUSAND, VOLUNTEER REIMB	0100	$ 50.00
14249686	JENNIFER STEIN	1/27/2025	JENNIFER STEIN, VOLUNTEER REIM	0100	$ 50.00
14249687	LEONORA COLLINS	1/27/2025	LEONORA COLLINS, VOLUNTEER REI	0100	$ 50.00
14249688	MICHAEL STUBBLEFIELD	1/27/2025	MICHAEL STUBBLEFIELD, VOLUNTEE	0100	$ 50.00
14249689	VIRGINIA BELSHA	1/27/2025	VIRGINIA BELSHA, VOLUNTEER REI	0100	$ 50.00
14249690	ANGELA NUTT	1/27/2025	ANGELA NUTT, VOLUNTEER REIMBUR	0100	$ 50.00
14249691	KATIE ADAMS	1/27/2025	KATIE ADAMS, VOLUNTEER REIMBUR	0100	$ 50.00
14249692	MEGAN PRICE	1/27/2025	MEGAN PRICE, VOLUNTEER REIMBUR	0100	$ 50.00
14249693	MARIA PEDRAZZI	1/27/2025	MARIA PEDRAZZI, VOLUNTEER REIM	0100	$ 50.00
14249694	JENNIFER SARGENT	1/27/2025	JENNIFER SARGENT, VOLUNTEER RE	0100	$ 50.00
14249695	CYNTHIA ELLIS	1/27/2025	CYNTHIA ELLIS, VOLUNTEER REIMB	0100	$ 50.00
14249696	LISA HACK	1/27/2025	LISA HACK, VOLUNTEER REIMBURSE	0100	$ 50.00
14249697	DAVID ECKARDT	1/27/2025	DAVID ECKARDT, VOLUNTEER REIMB	0100	$ 50.00
14249698	ALEJANDRA TERAN	1/27/2025	ALEJANDRA TERAN, VOLUNTEER REI	0100	$ 50.00
14249699	MARCELA FELIX	1/27/2025	MARCELA FELIX, VOLUNTEER REIMB	0100	$ 50.00
14249700	KATHLEEN ELLIS	1/27/2025	KATHLEEN ELLIS, VOLUNTEER REIM	0100	$ 50.00
14249701	BRIAN ELLIS	1/27/2025	BRIAN ELLIS, VOLUNTEER REIMBUR	0100	$ 50.00
14249702	ELISABETH FANNIN	1/27/2025	ELISABETH FANNIN, VOLUNTEER RE	0100	$ 50.00
14249703	JESSICA JEMENTE	1/27/2025	JESSICA JEMENTE, VOLUNTEER REI	0100	$ 50.00
14249704	ANGELA CHRISPEN	1/27/2025	ANGELA CHRISPEN, VOLUNTEER REI	0100	$ 50.00
14249705	JANIEANNE TAEATAFA	1/27/2025	JANINEANNE TAEATAFA, VOLUNTEER	0100	$ 50.00
14249706	HEATHER PATINO	1/27/2025	HEATHER PATINO, VOLUNTEER REIM	0100	$ 50.00
14249707	ERIN TODARO	1/27/2025	ERIN TODARO, VOLUNTEER REIMBUR	0100	$ 50.00
14249708	MEGHAN GREEN	1/27/2025	MEGHAN GREEN, VOLUNTEER REIMBU	0100	$ 50.00
14249709	KATJA MARC HARRIS	1/27/2025	KATJA MARC HARRIS, VOLUNTEER R	0100	$ 50.00

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14249710	BRITTNEY BROWN	1/27/2025	BRITTNEY BROWN, VOLUNTEER REIM	0100	$ 50.00
14249711	CHERYL RICHTER	1/27/2025	CHERYL RICHTER, VOLUNTEER REIM	0100	$ 50.00
14249712	YELEN CARINO-TALAVERA	1/27/2025	YELEN CARINO-TALAVERA, VOLUNTE	0100	$ 50.00
14249713	JOANNA AARON	1/27/2025	JOANNA AARON, VOLUNTEER REIMBU	0100	$ 50.00
14249714	KRISTIN RINEHART	1/27/2025	KRISTIN RINEHART, VOLUNTEER RE	0100	$ 50.00
14249715	KARA LEINUM	1/27/2025	KARA LEINUM, VOLUNTEER REIMBUR	0100	$ 50.00
14249716	RAQUEL GALLANT	1/27/2025	RAQUEL GALLANT, VOLUNTEER REIM	0100	$ 50.00
14249717	KATE RINGELSTEIN	1/27/2025	KATE RINGELSTEIN, VOLUNTEER RE	0100	$ 50.00
14249718	EMILY MORAN	1/27/2025	EMILY MORAN, VOLUNTEER REIMBUR	0100	$ 50.00
14249719	MARGO ROBERTS	1/27/2025	MARGO ROBERTS, VOLUNTEER REIMB	0100	$ 50.00
14249720	BRANDALYN DENNIS	1/27/2025	BRANDALYN DENNIS, VOLUNTEER RE	0100	$ 50.00
14249721	RHIZA CAMAISA	1/27/2025	RHIZA CAMAISA, VOLUNTEER REIMB	0100	$ 50.00
14249722	SANGWON PARK	1/27/2025	SANGWON PARK, VOLUNTEER REIMBU	0100	$ 50.00
14249723	SUSANA BARROSO	1/27/2025	SUSANA BARROSO, VOLUNTEER REIM	0100	$ 50.00
14249724	BARBARA CARLSON	1/27/2025	BARBARA CARLSON, VOLUNTEER REI	0100	$ 50.00
14249725	SHERRY OUNG	1/27/2025	SHERRY OUNG, VOLUNTEER REIMBUR	0100	$ 50.00
14249726	CRISTYSABEL BIGGS	1/27/2025	CRISTYSABEL BIGGS, VOLUNTEER R	0100	$ 50.00
14249727	JENAN KROUCHICK	1/27/2025	JENAN KROUCHICK, VOLUNTEER REI	0100	$ 50.00
14249728	JORDAN JUAREZ	1/27/2025	JORDAN JUAREZ, VOLUNTEER REIMB	0100	$ 50.00
14249729	BRANDI BRENNER	1/27/2025	BRANDI BRENNER, VOLUNTEER REIM	0100	$ 50.00
14249730	RACHEL STRUEBER	1/27/2025	RACHEL STRUEBER, VOLUNTEER REI	0100	$ 50.00
14249731	LAUREN SMITH	1/27/2025	LAUREN SMITH, VOLUNTEER REIMBU	0100	$ 50.00
14249732	CARRIE ANTRIM	1/27/2025	CARRIE ANTRIM, VOLUNTEER REIMB	0100	$ 77.00
14249733	SHELBY TEETER	1/27/2025	SHELBY TEETER, VOLUNTEER REIMB	0100	$ 50.00
14249734	MONA ARASOGHLI	1/27/2025	MONA ARASOGHLI, VOLUNTEER REIM	0100	$ 50.00
14249735	GABRIELLE CANONIZADO	1/27/2025	GABRIELLE CANONIZADO, VOLUNTEE	0100	$ 50.00
14249736	ASHTON ELLIS	1/27/2025	ASHTON ELLIS, VOLUNTEER REIMBU	0100	$ 50.00
14249737	SHABANA NESSEN	1/27/2025	SHABANA NESSEN, VOLUNTEER REIM	0100	$ 50.00
14249738	TAMARA AZOULAY	1/27/2025	TAMARA AZOULAY, VOLUNTEER REIM	0100	$ 50.00
14249739	SAMANTHA ANDERSON	1/27/2025	SAMANTHA ANDERSON, VOLUNTEER R	0100	$ 50.00
14249740	CLIFFORD MORIN	1/27/2025	CLIFFORD MORIN, VOLUNTEER REIM	0100	$ 50.00

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14249741	ROGER ULLMAN	1/27/2025	ROGER ULLMAN, VOLUNTEER REIMBU	0100	$ 50.00
14249742	MIRTA JOHNSON	1/27/2025	MIRTA JOHNSON, VOLUNTEER REIMB	0100	$ 50.00
14249743	NATALIE BARNES	1/27/2025	NATALIE BARNES, VOLUNTEER REIM	0100	$ 50.00
14249744	JASMENE JONES	1/27/2025	JASMENE JONES, VOLUNTEER REIMB	0100	$ 50.00
14249745	HATTIE FOOTE	1/27/2025	HATTIE FOOTE, VOLUNTEER REIMBU	0100	$ 50.00
14249746	BLICK ART MATERIALS	1/27/2025	ORDER #09272024-2 ART MATERIA	0100	$ 6,193.35
14249747	HOLLANDIA DAIRY	1/27/2025	OPEN PO FOR DAIRY PRODUCTS	1300	$ 1,479.42
14249747	HOLLANDIA DAIRY	1/27/2025	OPEN PO FOR JUICE (SUPPLY CHAI	1300	$ 1,913.27
14249747	HOLLANDIA DAIRY	1/27/2025	OPEN PO FOR LOCAL/CALIFORNIA D	1300	$ 4,259.11
14249748	SAN DIEGO GAS & ELECTRIC	1/27/2025	OPEN PO FOR 2024/25 SCHOOL YEA	0100	$ 71,952.47
14249748	SAN DIEGO GAS & ELECTRIC	1/27/2025	OPEN PO FOR GAS AND ELECTRICIT	1900	$ 26,505.30
14249749	SOUTHWEST SCHOOL & OFFICE	1/27/2025	OPEN PURCHASE ORDER 24/25 FOR	0100	$ 613.81
14249750	TOSHIBA BUSINESS SOLUTIONS	1/27/2025	OPEN PO FOR SERIVICE AND MAINT	0100	$ 453.19
14251314	SUPERINTENDENT OF SCHOOLS SDCOE	1/30/2025	ENVELOPES WITH SEAL STRIP #10	0100	$ 110.17
14251314	SUPERINTENDENT OF SCHOOLS SDCOE	1/30/2025	OPEN PO FOR SDCOE	0100	$ 673.98
14251315	SAN DIEGO CENTER FOR CHILDREN	1/30/2025	APPROVED: NPA SERVICES DATES:	0100	$ 3,452.76
14251315	SAN DIEGO CENTER FOR CHILDREN	1/30/2025	APPROVED: NPS TUITIONS AND SER	0100	$ 22,998.88
14251316	24 HOUR ELEVATOR INC	1/30/2025	SCOPE OF WORK: PER PROPOSAL SI	4900	$ 1,777.50
14251317	KIMBERLEY JUNK	1/30/2025	OPEN PO FOR POSTAGE REIMBURSEM	0100	$ 123.50
14251318	SPECIALIZED EDUCATION OF CALIFORNIA, INC	1/30/2025	APPROVED: NPS TUITION AND SERV	0100	$ 6,027.28
14251319	JENNIFER VANDENAKKER	1/30/2025	JENNIFER VANDENAKKER, VOLUNTEE	0100	$ 50.00
14251320	ABA & VERBAL BEHAVIOR GROUP, INC.	1/30/2025	APPROVED: NPA SERVICE DATES:	0100	$ 2,879.87

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	200 COUNT 3 OZ DISPOSABLE COFF	0100	$ 11.15
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	4 ROLLS PREMIUM PAINTERS TAPE,	0100	$ 13.37
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	AMAZON BASICS ALUMINUM FOIL, 2	0100	$ 22.41
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	AMAZON OPEN PO - MATERIALS AND	0100	$ 95.22
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	AMERICAN BORN CHINESE BY GENE	0100	$ 24.57
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	CHAMPION SPORTS RHINO SKIN MIN	0100	$ 127.71
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	CHUANGDI 1/2 INCH WIDTH X 55 Y	0100	$ 5.58
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	COMFY PACKAGE [16 OZ. - 100 CO	0100	$ 18.75
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	CONSTRUCTIVE PLAY THINGS TOSS-	0100	$ 25.04
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	CURIOUS 2 LEARN PASTEL COLORS	0100	$ 23.95
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	CUTEDEER 258 PIECE CLASSIC BIG	0100	$ 37.98
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	FRANKLIN SPORTS PLAYGROUND BAL	0100	$ 81.15
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	GIFTEXPRESS ADJUSTABLE SIZE JU	0100	$ 8.80
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	GO SPORTS 6INCH SOFT SKIN FOAM	0100	$ 163.35
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	JAMES: A NOVEL BY PERCIVAL EVE	0100	$ 38.72
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	KIDDEY PLAY TUNNEL FOR KIDS	0100	$ 28.30
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	MOCUTEEN KIDS BALANCE BEAM	0100	$ 78.42
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO - AMAZON SPED MATERIAL	0100	$ 257.91
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO FOR AMAZON MATERIALS A	0100	$ 229.55
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO FOR AMAZON ONLINE ORDE	0100	$ 237.69
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO FOR DISTRICT OFFICE- S	0100	$ 32.61
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO FOR FOREIGN LANG DEPT	0100	$ 85.37
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO FOR MATERIALS AND SUPP	0100	$ 18.31
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO FOR OFFICE SUPPLIES	0100	$ 35.76
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO FOR SPED DEPT	0100	$ 74.12
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	OPEN PO PRESCHOOL	1200	$ 29.08
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	PALLIPARTNERS POWERFUL BIOLOGI	0100	$ 2,585.70
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	S&S WORLDWIDE SPECTRUM - FOAM	0100	$ 141.87
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	SHARPIE PERMANENT MARKERS SET,	0100	$ 18.59

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	TECJOE 4 PACK LCD WRITING TABL	0100	$ 14.15
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	THE BRIEF WONDROUS LIFE OF OSC	0100	$ 33.38
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	THERE THERE: A NOVEL BY TOMMY	0100	$ 36.29
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	TINY LAND STEPPING STONES FOR	0100	$ 43.56
14251321	AMAZON CAPITAL SERVICES, INC.	1/30/2025	TOMORROW, AND TOMORROW, AND TO	0100	$ 31.70
14251322	SCYLLA PLUMBING & DRAINS	1/30/2025	OPEN PO FOR SERVICE & REPAIRS	1300	$ 175.00
14251323	SYSCO SAN DIEGO INC	1/30/2025	OPEN PO FOR GROCERY ITEMS (DRY	1300	$ 1,163.24
14251324	AGPARTS WORLDWIDE, INC	1/30/2025	OPEN PO FOR PARTS REQUIRED TO	0100	$ 1,991.38
14251325	ROMERO EDUCATIONAL CONSULTING	1/30/2025	APPROVED: BILINGUAL PSYCHO-EDU	0100	$ 4,500.00
14251325	ROMERO EDUCATIONAL CONSULTING	1/30/2025	APPROVED: BILINGUAL PSYCO-EDUC	0100	$ 4,500.00
14251326	ASI COBRA, LLC	1/30/2025	COBRA AND OF DIRECT BILL ADMIN	0100	$ 221.49
14251327	ANDERSON CENTER FOR AUTISM	1/30/2025	NPS- TUITION AND SERVICES ROOM	0100	$ 43,726.59
14251328	DOMENICO HUESO	1/30/2025	OPEN PO FOR DOMINIC HUESO FOR	0100	$ 470.00
14251329	QUENCH USA, INC.	1/30/2025	OPEN PO FOR WATER FILTRATION -	0100	$ 1,056.02
14251330	KALIANN WEBB	1/30/2025	KALIANN WEBB, VOLUNTEER REIMBU	0100	$ 50.00
14251331	JERIKA RANSOMER	1/30/2025	JERIKA RANSOMER, VOLUNTEER REI	0100	$ 50.00
14251332	MIRIYA SMITH	1/30/2025	MIRIYA SMITH, VOLUNTEER REIMBU	0100	$ 50.00
14251333	LAVIAN LAW FIRM, APC	1/30/2025	PER SETTLENT AGREEMENT #202410	0100	$ 13,000.00
14251334	NATALIE TRIPP	1/30/2025	NATALIE TRIPP- LOST WARRANT	0100	$ 5,285.14
14251335	CALIFORNIA-AMERICAN WATER CO	1/30/2025	OPEN PO FOR 2024/25 WATER USAG	0100	$ 6,257.26
14251335	CALIFORNIA-AMERICAN WATER CO	1/30/2025	OPEN PO FOR WATER FY 24/25	1900	$ 1,971.31
14251336	MISSION FEDERAL CREDIT UNION	1/30/2025	DECEMBER 2024 STATEMENT BUSINE	0100	$ 3,608.57
14251336	MISSION FEDERAL CREDIT UNION	1/30/2025	NOVEMBER 24 STATEMENT BUSINESS	0100	$ 671.61
14251336	MISSION FEDERAL CREDIT UNION	1/30/2025	SEPTEMBER 2024 STATEMENT BUSIN	0100	$ 2,448.06
14251336	MISSION FEDERAL CREDIT UNION	1/30/2025	SEPTEMBER 2024 STATEMENT BUSIN	4000	$ 620.62
14251337	PROJECT LEAD THE WAY INC	1/30/2025	COMPUTER SCIENCE A PROFESSIONA	0100	$ 1,265.00
14251338	SAN DIEGO GAS & ELECTRIC	1/30/2025	OPEN PO FOR 2024/25 SCHOOL YEA	0100	$ 6,061.14

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount
14251339	TOSHIBA BUSINESS SOLUTIONS	1/30/2025	TOSHIBA - OPEN PO	0100	$ 181.29
			Total		**$ 1,189,488.15**

0100	General Fund
1100	Adult Education Fund
1200	Child Development Fund
1300	Cafeteria Fund
1400	Deferred Maintenance Fund
1700	Special Reserve Other than Cap Outlay
1900	BBMAC
2518	Capital Facilities - Developer Fees
4000	Special Reserve - Capital Projects
4900	Special Reserve - Capital Outlay
5700	Foundation Permanent Fund
6200	Charter School Enterprise Fund
6300	Other Enterprise Fund (Crown Preschool)



AGENDA - February 20, 2025

CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)
3.5 Authorize Disposal of Surplus Property & Equipment

Department/Category: BUSINESS & FISCAL MANAGEMENT

Background Information:
According to Board Policy 3270, the Board must take action to declare materials and equipment obsolete so that the District may dispose of those materials. The District has identified the attached items that have reached the end of their useful life for the District and need to be disposed.

Reports:
A list of surplus items is attached.

Financial Impact:
Any funds recovered from disposal of these items will be returned to the Fund which made the original purchase.

Superintendent's Recommendation:
Staff recommend that the Board declare the attached listed materials as obsolete and that the District be authorized to dispose of them in accordance with District policies and Education Code requirements.

LCAP Goals:
1. Safe and Clean Facilities for Students and Staff

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____
Surplus_February_2025.pdf

Coronado Unified School District
201 Sixth Street, Coronado, CA 92118
619.522.8900 www.coronadousd.net

Surplus Disposal Request Form

Transaction #:_____-_____

INSTRUCTIONS:

1) Use this form for requesting surplus and disposal of all items.
2) List each item individually and evaluate the condition of each item.
3) Fill in CUSD Fixed Asset ID number, complete description (make, model, etc) and indicate if the item stillworks.
4) Form must be signed by Department / Site Administrator.
5) Forward the completed form to Purchasing.
6) Purchasing will forward to the Board forapproval.
7) Purchasing will contact you with disposal details.

School Site / Location: CMS	
Contact Name: Liz Josset	Phone: 619-522-8921

DESCRIPTION - the following items are excess to the Site / Department needs:

SURPLUS ITEM DETAIL				Purchasing Use Only	
ITEM	CUSD Asset #	Description (include manufacturer, model, serial number, etc.)	Works? Y / N	Est Value	Recovered Amount
1		Amplify workbooks.		$	$
2				$	$
3				$	$
4				$	$

Reason above item(s) are Surplus:	Outdated student workbooks. The digital version is used in classrooms.
Comments on condition or repairs needed:	
Current location of Items:	CMS boiler room in boxes.
Special instructions:	We would like prompt removal from premises to make room for other materials.

APPROVALS

Board Approval Date:		Site/Department Admin X	Date:
X		X	1.16.25
Donnie Salamanca	Deputy Superintendent	Purchasing (Received in with all approvals)	Date:

DISPOSITION

Disposition Comments (Purchasing Use Only)	

Coronado Unified School District

201 Sixth Street, Coronado, CA 92118
619.522.8900 www.coronadousd.net

Surplus Disposal Request Form

Transaction #:_____-_____

INSTRUCTIONS:

1) Use this form for requesting surplus and disposal of all items.
2) List each item individually and evaluate the condition of each item.
3) Fill in CUSD Fixed Asset ID number, complete description (make, model, etc) and indicate if the item stillworks.
4) Form must be signed by Department / Site Administrator.
5) Forward the completed form to Purchasing.
6) Purchasing will forward to the Board for approval.
7) Purchasing will contact you with disposal details.

School Site / Location: Village Elementary School/Library	
Contact Name: Kristen Argobright	Phone: (619)522-8915 ext 5087

DESCRIPTION - the following items are excess to the Site / Department needs:

SURPLUS ITEM DETAIL				Purchasing Use Only	
ITEM	CUSD Asset #	Description (include manufacturer, model, serial number, etc.)	Works? Y / N	Est Value	Recovered Amount
1		Please see attached list for books marked for discard and/or disposal		$	$
2				$	$
3				$	$
4				$	$

Reason above item(s) are Surplus:	Discarded books due to poor condition/damage, infrequent circulation, or outdated information. Books marked as "lost" for more than 5 years have also been included.
Comments on condition or repairs needed:	No repairs needed
Current location of Items:	Village library storage room
Special instructions:	Damaged books are marked for disposal. Outdated or infrequently circulated books are marked for auction/resale

APPROVALS

Board Approval Date: 2/20/2025		Site/Department Admin X	Date: 1/17/25
X		X	
Donnie Salamanca	Deputy Superintendent	Purchasing (Received in with all approvals)	Date:

DISPOSITION

Disposition Comments (Purchasing Use Only)	

Village Elementary School - Library Weeding Log

Deleted Date	Title	Author	Reason	Disposal Method	Status
6/5/2024	50 nifty origami crafts	Urton, Andrea.	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	365 days of wonder : Mr. Browne's book of precepts	Palacio, R. J.	Lost	N/A	Was Lost on 1/11/2019 by Rodriguez, Natalia Lily (Student: 47002581) - fine was satisfied -- Deleted
6/5/2024	All aboard!	Sander, Sonia.	Lost	N/A	Was Lost on 3/3/2017 -- Deleted
6/5/2024	Amulet. Book five, Prince of the elves	Kibuishi, Kazu, 1978-	Lost	N/A	Was Lost on 3/22/2019 -- Deleted
6/5/2024	Anakin's quest	Moesta, Rebecca.	Lost	N/A	Was Lost on 6/1/2012 -- Deleted
6/5/2024	Annie Oakley : young markswoman	Wilson, Ellen Janet Cameron	Lost	N/A	Was Lost on 6/10/2010 -- Deleted
6/5/2024	Attack of the deranged mutant killer monster snow goons : a C	Watterson, Bill.	Lost	N/A	Was Lost on 9/18/2019 -- Deleted
6/5/2024	The Avengers : Reading Adventures.		Lost	N/A	Was Lost on 10/6/2016 -- Deleted
6/5/2024	The Baby-sitters club. 4, Claudia and mean Janine	Telgemeier, Raina.	Lost	N/A	Was Lost on 6/2/2017 -- Deleted
6/5/2024	Babymouse. [3], Beach babe	Holm, Jennifer L.	Lost	N/A	Was Lost on 4/16/2015 -- Deleted
6/5/2024	Bad Kitty vs Uncle Murray : the uproar at the front door	Bruel, Nick.	Lost	N/A	Was Lost on 8/22/2014 -- Deleted
6/5/2024	Bake sale	Varon, Sara.	Lost	N/A	Was Lost on 1/11/2019 by Rodriguez, Natalia Lily (Student: 47002581) - fine was satisfied -- Deleted
6/5/2024	Barack Obama	Krensky, Stephen.	Lost	N/A	Was Lost on 3/15/2013 -- Deleted
6/5/2024	The baseball chronicle : year-by-year history of Major League E	contributing writers, David N	Lost	N/A	Was Lost on 6/10/2010 -- Deleted
6/5/2024	Baseball's book of firsts	Johnson, Lloyd.	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	Be a magician	Bongo, Ali.	Lost	N/A	Was Lost on 6/5/2014 by Barnes, Maddox Bryce (Student: 47000751) - fine was satisfied -- Deleted
6/5/2024	Beagles	Stone, Lynn M.	Lost	N/A	Was Lost on 6/10/2010 -- Deleted
6/5/2024	Big Nate : great minds think alike	Peirce, Lincoln.	Lost	N/A	Was Lost on 6/5/2017 -- Deleted
6/5/2024	Big Nate : say good-bye to Dork City	Peirce, Lincoln.	Lost	N/A	Was Lost on 12/2/2019 by Castillo, Carlos Emilio (Student: 47005151) -- Deleted
6/5/2024	The bionic banana	Churchill, E. Richard (Elmer	Lost	N/A	Was Lost on 1/9/2018 by Rohrs Frazier, Zi Zi Noel (Student: 47000952) -- Deleted
6/5/2024	Bird & Squirrel on the edge!	Burks, James (James R.)	Lost	N/A	Was Lost on 6/11/2019 by Hills, Lincoln Christopher (Student: 47005743) - fine was satisfied -- Deleted
6/5/2024	Black Cloud	Hermes, Patricia.	Lost	N/A	Was Lost on 5/7/2019 by MacCartee, Emerson Lee (Student: 47006247) - fine was satisfied -- Deleted
6/5/2024	The book with no pictures	Novak, B. J., 1979-	Lost	N/A	Was Lost on 9/28/2016 -- Deleted
6/5/2024	The bravest dog ever : the true story of Balto	Standiford, Natalie.	Lost	N/A	Was Lost on 1/3/2018 by Castellanos, Alejandra (Student: 47005732) -- Deleted
6/5/2024	Bridge to Terabithia	Paterson, Katherine.	Lost	N/A	Was Lost on 6/3/2009 -- Deleted
6/5/2024	Captain Underpants and the wrath of the wicked Wedgie Wom	Pilkey, Dav, 1966-	Lost	N/A	Was Lost on 8/27/2015 by Scease, Alan Amara (Student: 47001764) -- Deleted
6/5/2024	Children's book of mythical beasts & magical monsters.		Lost	N/A	Was Lost on 6/5/2015 by Gillard, Shane Michael (Student: 47000513) -- Deleted
6/5/2024	The Christmas box	Evans, Richard Paul.	Lost	N/A	Was Lost on 1/30/2018 -- Deleted
6/5/2024	The class from the Black Lagoon	Thaler, Mike, 1936-	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	THE CLOUD CASTLE	THEA STILTON.	Lost	N/A	Was Lost on 4/20/2016 -- Deleted
6/5/2024	Coal badge battle	West, Tracey, 1965-	Lost	N/A	Was Lost on 5/29/2015 -- Deleted
6/5/2024	Cookbook for girls	Smart, Denise.	Lost	N/A	Was Lost on 10/13/2016 -- Deleted
6/5/2024	Cragger's revenge	King, Trey.	Lost	N/A	Was Lost on 6/9/2016 by Avila, Joseph Daniel (Student: 47003205) -- Deleted
6/5/2024	Creepy carrots!	Reynolds, Aaron, 1970-	Lost	N/A	Was Lost on 10/15/2018 -- Deleted
6/5/2024	Curious George goes to the aquarium	edited by Margret Rey and Al	Lost	N/A	Was Lost on 1/10/2014 -- Deleted
6/5/2024	Dawn's big move	Martin, Ann M, 1955-	Lost	N/A	Was Lost on 3/14/2013 -- Deleted
6/5/2024	El Deafo	Bell, Cece.	Lost	N/A	Was Lost on 5/3/2019 -- Deleted
6/5/2024	Diary of a wimpy kid : cabin fever	Kinney, Jeff.	Lost	N/A	Was Lost on 5/31/2019 -- Deleted
6/5/2024	Diary of a Wimpy kid: Dog days	Kinney, Jeff.	Lost	N/A	Was Lost on 6/4/2012 -- Deleted
6/5/2024	Diary of a Wimpy Kid : Old School	Kinney, Jeff.	Lost	N/A	Was Lost on 1/9/2017 -- Deleted
6/5/2024	Diary of a Wimpy Kid : Rodrick Rules	Jeff Kinney.	Lost	N/A	Was Lost on 6/6/2012 -- Deleted
6/5/2024	Diary of a wimpy kid : Rodrick rules	Kinney, Jeff.	Lost	N/A	Was Lost on 6/14/2017 -- Deleted
6/5/2024	Dinosaurs	Lambert, David, 1932-	Lost	N/A	Was Lost on 5/3/2013 by Valdivia, Asa Nathaniel (Student: P 898166) -- Deleted
6/5/2024	Dinotrux	Gall, Chris.	Lost	N/A	Was Lost on 6/4/2014 -- Deleted
6/5/2024	Don't talk to strangers, Pooh!	Zoehfeld, Kathleen Weidner.	Lost	N/A	Was Lost on 6/5/2009 -- Deleted
6/5/2024	Dr. Carbles is losing his marbles!	Gutman, Dan.	Lost	N/A	Was Lost on 12/17/2013 -- Deleted
6/5/2024	Dragons love tacos	Rubin, Adam, 1983-	Lost	N/A	Was Lost on 12/14/2017 by Fernandez, Diego (Student: 47003222) -- Deleted
6/5/2024	Draw 50 endangered animals	Ames, Lee J.	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	Draw 50 monsters, creeps, superheroes, demons, dragons, ne	Ames, Lee J.	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	Earth's solar system	Margles, Samantha.	Lost	N/A	Was Lost on 6/8/2016 -- Deleted
6/5/2024	Easy origami	Boursin, Didier.	Lost	N/A	Was Lost on 1/27/2014 by Laski, Ava Daisy (Student: 47002403) - fine was satisfied -- Deleted
6/5/2024	Egg monsters from Mars	Stine, R. L.	Lost	N/A	Was Lost on 5/19/2014 -- Deleted
6/5/2024	The Empire strikes out	Landers, Ace.	Lost	N/A	Was Lost on 9/22/2017 -- Deleted
6/5/2024	Fangbone, third-grade barbarian. [1]	Rex, Michael.	Lost	N/A	Was Lost on 5/13/2014 -- Deleted

6/5/2024	Finding Out About Dinosaurs	Petty, Kate.	Lost	N/A	Was Lost on 3/19/2013 -- Deleted
6/5/2024	Follow me, Mittens	Schaefer, Lola M., 1950-	Lost	N/A	Was Lost on 9/23/2014 -- Deleted
6/5/2024	Garfield beefs up	Davis, Jim, 1945 July 28-	Lost	N/A	Was Lost on 6/5/2012 -- Deleted
6/5/2024	Garfield loses his feet	Davis, Jim.	Lost	N/A	Was Lost on 11/14/2016 -- Deleted
6/5/2024	Garfield takes his licks	Davis, Jim.	Lost	N/A	Was Lost on 6/16/2010 -- Deleted
6/5/2024	Garfield, the truth about cats	Davis, Jim.	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	Geronimo and the gold medal mystery	[illustrations by Cinzia Marre	Lost	N/A	Was Lost on 2/23/2012 -- Deleted
6/5/2024	Ghosts!	Cheatham, Mark.	Lost	N/A	Was Lost on 3/3/2016 -- Deleted
6/5/2024	The glorious flight : across the Channel with Louis Blériot, July	Provensen, Alice.	Lost	N/A	Was Lost on 11/2/2016 -- Deleted
6/5/2024	The Great Chicago Fire, 1871	Tarshis, Lauren.	Lost	N/A	Was Lost on 4/7/2015 by Finch, Jacob Austin (Student: 47000473) -- Deleted
6/5/2024	The great world tour	Khanduri, Kamini.	Lost	N/A	Was Lost on 1/10/2014 by Heidenfelder, Ainslee Ruth (Student: 47001194) - fine was satisfied -- Deleted
6/5/2024	Guinness world records. To the extreme	Ryan-Herndon, Lisa L.	Lost	N/A	Was Lost on 11/4/2015 -- Deleted
6/5/2024	A Halloween happening	Adams, Adrienne.	Lost	N/A	Was Lost on 1/29/2015 -- Deleted
6/5/2024	Hallowilloween : nefarious silliness	Brown, Calef.	Lost	N/A	Was Lost on 2/22/2012 -- Deleted
6/5/2024	Hamsters, gerbils, guinea pigs, pet mice & pet rats	Hahn, James.	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	Hannah Montana Sweet Niblets : Rockin' Food For Any Meal.		Lost	N/A	Was Lost on 5/1/2013 by Keough, Angelica Skye (Student: 47002024) -- Deleted
6/5/2024	Happy birthday, Kirsten! : a springtime story	Shaw, Janet Beeler, 1937-	Lost	N/A	Was Lost on 6/6/2012 by Chapman, Madison Leigh (Student: P 937721) -- Deleted
6/5/2024	Harry Potter and the deathly hallows	Rowling, J. K.	Lost	N/A	Was Lost on 6/13/2019 -- Deleted
6/5/2024	How to draw supervillains	illustrated by Jael.	Lost	N/A	Was Lost on 6/9/2010 -- Deleted
6/5/2024	Hunted	Stiefvater, Maggie, 1981-	Lost	N/A	Was Lost on 5/17/2017 -- Deleted
6/5/2024	Hurricane Katrina, 2005	Tarshis, Lauren.	Lost	N/A	Was Lost on 2/21/2014 -- Deleted
6/5/2024	I am Roberto Clemente	Gigliotti, Jim.	Lost	N/A	Was Lost on 5/27/2016 by Wray, Connor Scott (Student: 47001896) -- Deleted
6/5/2024	I spy a pumpkin	Marzollo, Jean.	Lost	N/A	Was Lost on 6/12/2019 by Cobb, Ollie Patrick (Student: 47005667) - fine was satisfied -- Deleted
6/5/2024	I spy fantasy : a book of picture riddles	Marzollo, Jean.	Lost	N/A	Was Lost on 6/6/2012 -- Deleted
6/5/2024	I spy fantasy : a book of picture riddles	Marzollo, Jean.	Lost	N/A	Was Lost on 4/4/2018 -- Deleted
6/5/2024	I spy lightning in the sky	Marzollo, Jean.	Lost	N/A	Was Lost on 6/7/2019 by Briscoe, Lenalla Alexa (Student: P 47004956) - payment pending -- Deleted
6/5/2024	I spy mystery : a book of picture riddles	Wick, Walter.	Lost	N/A	Was Lost on 3/25/2013 -- Deleted
6/5/2024	I spy treasure hunt : a book of picture riddles	Wick, Walter.	Lost	N/A	Was Lost on 3/13/2013 -- Deleted
6/5/2024	I SURVIVED: TRUE STORIES : NATURE ATTACKS	LAUREN TARSHIS.	Lost	N/A	Was Lost on 4/19/2018 -- Deleted
6/5/2024	It's a magical world : a Calvin and Hobbes collection	Watterson, Bill.	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	Jade the Disco Fairy	Meadows, Daisy.	Lost	N/A	Was Lost on 5/21/2015 by Summers-Evans, Jade (Student: P 937732) -- Deleted
6/5/2024	Jedi Academy	Brown, Jeffrey, 1975-	Lost	N/A	Was Lost on 1/24/2018 by Pickford, Ryan Parker (Student: 47002322) -- Deleted
6/5/2024	Jedi Academy : return of the Padawan	Brown, Jeffrey, 1975-	Lost	N/A	Was Lost on 10/28/2016 -- Deleted
6/5/2024	Jelly Belly	Smith, Robert Kimmel, 1930	Lost	N/A	Was Lost on 2/3/2014 by Bates, James Hawkins (Student: 47001165) - fine was satisfied -- Deleted
6/5/2024	The karate mouse	[illustrations by Federico Bru	Lost	N/A	Was Lost on 6/1/2011 -- Deleted
6/5/2024	Kids can draw African animals	Legendre, Philippe.	Lost	N/A	Was Lost on 6/5/2013 -- Deleted
6/5/2024	Kids Can Draw Pirates	Legendre, Philippe.	Lost	N/A	Was Lost on 5/28/2009 -- Deleted
6/5/2024	The kids' guide to magic tricks	Charney, Steve.	Lost	N/A	Was Lost on 6/3/2014 -- Deleted
6/5/2024	Lego Ninjago, masters of Spinjitzu. #4, Tomb of the Fangpyre	Farshtey, Greg.	Lost	N/A	Was Lost on 4/12/2016 -- Deleted
6/5/2024	Lights, camera, Girl Power!	Hapka, Cathy.	Lost	N/A	Was Lost on 1/28/2015 -- Deleted
6/5/2024	Look out below!	Steele, Michael Anthony.	Lost	N/A	Was Lost on 2/26/2018 by Kostenko, Brendan Ernest (Student: 47004971) -- Deleted
6/5/2024	The magic school bus, lost in the solar system	Cole, Joanna.	Lost	N/A	Was Lost on 6/10/2015 -- Deleted
6/5/2024	A message from the match girl	Lisle, Janet Taylor.	Lost	N/A	Was Lost on 9/26/2014 by Phelps, Sienna Anne (Student: 47000253) -- Deleted
6/5/2024	Mice, all about them	Silverstein, Alvin.	Lost	N/A	Was Lost on 1/12/2015 by Leyva, Asiya Samara (Student: 47001207) -- Deleted
6/5/2024	Minecraft essential handbook	Milton, Stephanie.	Lost	N/A	Was Lost on 6/1/2016 -- Deleted
6/5/2024	Mission San Diego de Alcalá	Boulé, Mary Null.	Lost	N/A	Was Lost on 6/1/2017 -- Deleted
6/5/2024	More bunny trouble	Wilhelm, Hans, 1945-	Lost	N/A	Was Lost on 6/5/2009 -- Deleted
6/5/2024	My name is Stilton, Geronimo Stilton	[illustrations from ideas by L	Lost	N/A	Was Lost on 10/18/2013 -- Deleted
6/5/2024	MythBusters science fair book. Book #2 : confirm or bust!	Margles, Samantha.	Lost	N/A	Was Lost on 6/9/2015 -- Deleted
6/5/2024	Mythology	West, Tracey, 1965-	Lost	N/A	Was Lost on 11/10/2015 by Leyva, Asiya Samara (Student: 47001207) -- Deleted
6/5/2024	Myths busted! : just when you thought you knew what you kne	Krieger, Emily.	Lost	N/A	Was Lost on 6/8/2015 -- Deleted
6/5/2024	The name of this book is secret	Bosch, Pseudonymous.	Lost	N/A	Was Lost on 11/6/2019 -- Deleted
6/5/2024	The Nancy Drew cookbook; clues to good cooking.	Keene, Carolyn.	Lost	N/A	Was Lost on 6/5/2013 by Buckley, Connor Alexander (Student: P 938208) - fine was satisfied -- Deleted
6/5/2024	Nascar race day : behind the scenes	Bechtel, Mark.	Lost	N/A	Was Lost on 3/11/2013 -- Deleted
6/5/2024	National Football League superstars	Preller, James.	Lost	N/A	Was Lost on 6/2/2014 by Girault Saenz, Diego Jose (Student: 47000291) - fine was satisfied -- Deleted
6/5/2024	New England Patriots	Potts, Steve, 1956-	Lost	N/A	Was Lost on 10/7/2014 -- Deleted

6/5/2024	The new girl	Cabot, Meg.	Lost	N/A	Was Lost on 2/23/2012 -- Deleted
6/5/2024	Oh my, pumpkin pie!	Ghigna, Charles.	Lost	N/A	Was Lost on 12/6/2013 by Roos, Rafael Cesar Cornelis (Student: 47001239) - fine was satisfied -- Deleted
6/5/2024	One smart Cookie	Nez, John A.	Lost	N/A	Was Lost on 6/10/2010 -- Deleted
6/5/2024	Orca song	Armour, Michael C., 1947-	Lost	N/A	Was Lost on 5/25/2012 -- Deleted
6/5/2024	Origami: 15 : Fun with paperfolding	Kuroiwa, Takuma.	Lost	N/A	Was Lost on 6/2/2011 -- Deleted
6/5/2024	Paul Klee	Connolly, Sean, 1956-	Lost	N/A	Was Lost on 6/14/2017 -- Deleted
6/5/2024	Percy Jackson & the Olympians. Book three, The Titan's curse :	Venditti, Robert.	Lost	N/A	Was Lost on 6/1/2017 by Geary, Sean Patricio (Student: 47001871) -- Deleted
6/5/2024	Pete the cat and his four groovy buttons	Litwin, Eric.	Lost	N/A	Was Lost on 6/5/2015 by Jackson, Zachary Damani (Student: 47001195) -- Deleted
6/5/2024	The Phoenix of Destiny : an epic Kingdom of Fantasy adventure	Stilton, Geronimo.	Lost	N/A	Was Lost on 11/22/2019 by Braga, Elena Hope (Student: 47003860) -- Deleted
6/5/2024	Pinkalicious	Kann, Victoria.	Lost	N/A	Was Lost on 6/5/2015 -- Deleted
6/5/2024	Pinkalicious and the cupcake calamity	Kann, Victoria.	Lost	N/A	Was Lost on 11/13/2018 -- Deleted
6/5/2024	Pinkalicious and the cupcake calamity	Kann, Victoria.	Lost	N/A	Was Lost on 12/11/2015 by Boney, Ellison Kate (Student: 47003347) -- Deleted
6/5/2024	Pinkalicious : puptastic!	Kann, Victoria.	Lost	N/A	Was Lost on 11/3/2016 by Pickford, Kailey Sky (Student: 47002321) -- Deleted
6/5/2024	Pinkalicious : the princess of pink slumber party	Kann, Victoria.	Lost	N/A	Was Lost on 6/3/2014 -- Deleted
6/5/2024	Prophets of the dark side	Davids, Paul.	Lost	N/A	Was Lost on 6/14/2017 -- Deleted
6/5/2024	A rainbow of friends	Hallinan, P. K.	Lost	N/A	Was Lost on 9/28/2016 -- Deleted
6/5/2024	Ready for laughs! : a treasury of undersea humor	Lewman, David.	Lost	N/A	Was Lost on 6/6/2012 -- Deleted
6/5/2024	The red pyramid : the graphic novel	Collar, Orpheus.	Lost	N/A	Was Lost on 9/26/2019 -- Deleted
6/5/2024	Ripley's believe it or not! : seeing is believing	Tibbals, Geoff.	Lost	N/A	Was Lost on 6/7/2012 -- Deleted
6/5/2024	Roses are pink, your feet really stink	De Groat, Diane.	Lost	N/A	Was Lost on 6/2/2009 -- Deleted
6/5/2024	Scat	Hiaasen, Carl.	Lost	N/A	Was Lost on 5/11/2016 by Kuite, Emily Jane (Student: 47000526) -- Deleted
6/5/2024	Scholastic almanac 2011 : facts & stats	[editor, Delia Greve ; writers,	Lost	N/A	Was Lost on 9/9/2014 -- Deleted
6/5/2024	Scholastic book of world records 2004	Morse, Jenifer Corr.	Lost	N/A	Was Lost on 10/9/2013 -- Deleted
6/5/2024	Scholastic book of world records, 2012	Morse, Jenifer Corr.	Lost	N/A	Was Lost on 6/9/2015 by Sandie, Derek William (Student: 47001519) -- Deleted
6/5/2024	Science with water	Edom, Helen.	Lost	N/A	Was Lost on 11/16/2015 -- Deleted
6/5/2024	Scooby-Doo! in jungle jeopardy	McCann, Jesse Leon.	Lost	N/A	Was Lost on 6/1/2012 -- Deleted
6/5/2024	Sea Creatures : Over 100 questions and answers to things you	Green, Jen.	Lost	N/A	Was Lost on 5/27/2011 by Valdivia, Asa Nathaniel (Student: P 898166) -- Deleted
6/5/2024	Secret Coders, Book 2 : Paths & Portals	Yang, Gene Luen.	Lost	N/A	Was Lost on 6/15/2017 -- Deleted
6/5/2024	The secret language of color : science, nature, history, culture	Eckstut, Joann.	Lost	N/A	Was Lost on 12/13/2017 by Bigboy, Zoe Brynn (Student: 47002758) -- Deleted
6/5/2024	The secret soldier : the story of Deborah Sampson	McGovern, Ann.	Lost	N/A	Was Lost on 6/11/2009 -- Deleted
6/5/2024	Sisters	Telgemeier, Raina.	Lost	N/A	Was Lost on 10/15/2018 -- Deleted
6/5/2024	Skateboarding street	Cain, Patrick G.	Lost	N/A	Was Lost on 6/3/2015 -- Deleted
6/5/2024	Soccer mania!	Tamar, Erika.	Lost	N/A	Was Lost on 1/11/2012 -- Deleted
6/5/2024	Space encyclopedia : a tour of our solar system and beyond	Aguilar, David A.	Lost	N/A	Was Lost on 5/5/2016 -- Deleted
6/5/2024	Splat and the cool school trip	Scotton, Rob.	Lost	N/A	Was Lost on 4/6/2017 -- Deleted
6/5/2024	Star Wars, Obi-Wan Kenobi : Jedi knight	Saunders, Catherine.	Lost	N/A	Was Lost on 6/4/2015 by Roos, Rafael Cesar Cornelis (Student: 47001239) -- Deleted
6/5/2024	Star Wars, the adventures of Han Solo	Kent, Lindsay.	Lost	N/A	Was Lost on 6/1/2016 by Alpert, Wyatt Mateo (Student: 47004198) -- Deleted
6/5/2024	Star Wars, the clone wars : defenders of the lost temple	Aclin, Justin.	Lost	N/A	Was Lost on 5/8/2015 -- Deleted
6/5/2024	Star wars, the clone wars : masters of the Force	Richards, Jon, 1970-	Lost	N/A	Was Lost on 11/2/2016 -- Deleted
6/5/2024	Star wars, the legendary Yoda	Saunders, Catherine.	Lost	N/A	Was Lost on 6/5/2014 -- Deleted
6/5/2024	Story thieves	Riley, James, 1977-	Lost	N/A	Was Lost on 2/26/2019 -- Deleted
6/5/2024	Strange Animals	Robinson, Gwen.	Lost	N/A	Was Lost on 3/25/2013 by Fernandez, Emily Amber (Student: 47001443) -- Deleted
6/5/2024	Superfudge	Blume, Judy.	Lost	N/A	Was Lost on 6/10/2009 -- Deleted
6/5/2024	Surfing	Carr, Aaron.	Lost	N/A	Was Lost on 6/2/2016 by Geary, Sean Patricio (Student: 47001871) -- Deleted
6/5/2024	The tail of Emily Windsnap	Kessler, Liz.	Lost	N/A	Was Lost on 3/20/2019 -- Deleted
6/5/2024	The tail of Emily Windsnap	Kessler, Liz.	Lost	N/A	Was Lost on 5/18/2015 by Roberts, Sophia Alexis (Student: 47003086) -- Deleted
6/5/2024	The tale of Benjamin Bunny.	Potter, Beatrix, 1866-1943.	Lost	N/A	Was Lost on 6/1/2011 -- Deleted
6/5/2024	Tarantulas	Martin, Louise, 1955-	Lost	N/A	Was Lost on 6/10/2015 -- Deleted
6/5/2024	Thirty days has September : cool ways to remember stuff	Stevens, Chris, 1964-	Lost	N/A	Was Lost on 12/6/2013 -- Deleted
6/5/2024	The three little wolves and the big bad pig	Trivizas, Eugenios.	Lost	N/A	Was Lost on 10/4/2013 -- Deleted
6/5/2024	The throne of fire	Riordan, Rick.	Lost	N/A	Was Lost on 9/17/2015 -- Deleted
6/5/2024	Time train	Fleischman, Paul.	Lost	N/A	Was Lost on 5/28/2014 -- Deleted
6/5/2024	Titanic	Callery, Sean.	Lost	N/A	Was Lost on 9/26/2016 -- Deleted
6/5/2024	Tuesday	Wiesner, David.	Lost	N/A	Was Lost on 11/2/2016 -- Deleted
6/5/2024	The U.S. Army Rangers at war	Green, Michael, 1952-	Lost	N/A	Was Lost on 6/14/2017 -- Deleted
6/5/2024	Victorian ghost stories	Stocks, Mike.	Lost	N/A	Was Lost on 1/23/2014 by Salveron, Clark Jackson (Student: 47002999) - fine was satisfied -- Deleted

6/5/2024	Warriors. [Volume 1], The rise of Scourge	Jolley, Dan.	Lost	N/A	Was Lost on 1/6/2017 -- Deleted	
6/5/2024	We are in a book!	Willems, Mo.	Lost	N/A	Was Lost on 6/5/2014 -- Deleted	
6/5/2024	Weird but true! 2 : 300 outrageous facts.		Lost	N/A	Was Lost on 4/30/2014 by Garden, Eston Kane (Student: 47001540) -- Deleted	
6/5/2024	Welcome to dead house	Stine, R. L.	Lost	N/A	Was Lost on 3/13/2013 -- Deleted	
6/5/2024	Where do you think you're going, Christopher Columbus?	Fritz, Jean.	Lost	N/A	Was Lost on 5/30/2012 -- Deleted	
6/5/2024	Who is Jeff Kinney?	Kinney, Patrick.	Lost	N/A	Was Lost on 9/16/2019 by Scagliarini, Luciano Julian (Student: 47001844) -- Deleted	
6/5/2024	Who was Johnny Appleseed?	Holub, Joan.	Lost	N/A	Was Lost on 5/13/2015 by Nickerson, Ellie Rose (Student: 47001210) -- Deleted	
6/5/2024	Who was Mother Teresa?	Gigliotti, Jim.	Lost	N/A	Was Lost on 6/2/2017 -- Deleted	
6/5/2024	Who was Walt Disney?	Stewart, Whitney, 1959-	Lost	N/A	Was Lost on 6/5/2014 -- Deleted	
6/5/2024	Wild born	Mull, Brandon, 1974-	Lost	N/A	Was Lost on 5/17/2017 -- Deleted	
6/5/2024	Words of (questionable) wisdom from Lydia Goldblatt & Julie (	Ignatow, Amy.	Lost	N/A	Was Lost on 11/21/2014 -- Deleted	
4/12/2024	Spooky riddles	Brown, Marc Tolon.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/27/2024	Advanced yo-yo tricks	Weber, Bruce.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Aggressive in-line skating	McKenna, A. T.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Alabama	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Alabama in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Alaska	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Alice Ramsey's grand adventure	Brown, Don, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Alice's adventures in Wonderland	Carroll, Lewis, 1832-1898.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	All about deer	Arnosky, Jim.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	All for the better : a story of El Barrio	Mohr, Nicholasa.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	All the lights in the night	Levine, Arthur A., 1962-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Amazing bikes	Lord, Trevor.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Amazing bikes	Lord, Trevor.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	America : a patriotic primer	Cheney, Lynne V.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The American flag	Ferry, Joseph.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	An Amish Christmas	Ammon, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Anansi and the moss-covered rock	Kimmel, Eric A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Anasazi	Ayer, Eleanor H.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Angelina's Christmas	Holabird, Katharine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Apache	Birchfield, D. L., 1948-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Apache	Gaines, Richard, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Argentina	Furlong, Arlene.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Argentina : the culture	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Argentina : the land	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Argentina : the people	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Arizona	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Arizona in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Arkansas	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The art lesson	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The art of freedom : how artists see America	Raczka, Bob.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	As : a surfeit of similes	Juster, Norton, 1929-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	As long as the rivers flow : nine stories of Native Americans	Allen, Paula Gunn.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Atlanta Falcons	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Atlanta Hawks	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Atlas of the World	Rispoli, Donna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The bad good manners book	Cole, Babette.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Ballooning adventures	Bledsoe, Glen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Barefoot waterskiing	Oleksy, Walter G., 1930-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The bears' Christmas surprise	James, J. Alison.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Beauty and the Beast	Mayer, Marianna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Beneath a blue umbrella	Prelutsky, Jack.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The best book of ancient Rome	Murrell, Deborah Jane, 1963-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The best book of ponies	Budd, Jackie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Bicycling	Gutman, Bill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The big book of cool crafts : playing with paint, paper, and mod	Lynn, Sara.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	Bill and Pete go down the Nile	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Bitter bananas	Olaleye, Isaac.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Boardsailing	Perry, Phyllis Jean.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Book of black heroes, volume two : great women in the strugg	Toyomi Igus, editor ; Toyomi	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The book of giant stories	Harrison, David L. (David Lee	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Borreguita and the coyote : a tale from Ayutla, Mexico	Aardema, Verna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Boston Celtics	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The boy of the three-year nap	Snyder, Dianne.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Brer Tiger and the big wind	Faulkner, William J.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Broken Feather	Kay, Verla.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Brother eagle, sister sky : a message from Chief Seattle	Seattle, Chief, 1790-1866.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Brother eagle, sister sky : a message from Chief Seattle	Seattle, Chief, 1790-1866.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Buffalo Bills	Stanley, Loren, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Bungee jumping	Glaser, Jason.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	California	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	California	Heinrichs, Ann.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Camping adventure	Gray, William R., 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Can we help you, Saint Nicholas?	Scheidl, Gerda Marie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Can you see what I see? Dream machine : a picture adventure	Wick, Walter.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Can you see what I see? : picture puzzles to search and solve	Wick, Walter.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Canada : the culture	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Canada : the land	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Canada : the people	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Carbohydrates	Silverstein, Alvin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Carolina Panthers	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Chagall from A to Z	Sellier, Marie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Charlie and the chocolate factory	Dahl, Roald.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Charlie and the chocolate factory	Dahl, Roald.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Charlotte Hornets	Nichols, John, 1966-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Chicago Bears	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Chicago Bulls	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Chicken chickens	Gorbachev, Valeri.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Children's atlas of the United States.	Rand McNally and Company	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The children's book of heroes	edited by William J. Bennett ;	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Children's book of home and family	edited by William J. Bennett ;	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	children's poems	Amery, Heather (compiled by	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Chile	Roraff, Susan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	China, the culture	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	China, the land	Kalman, Bobbie, 1947-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	China, the people	Bobbie Kalman.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Christmas ark	San Souci, Robert D.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A Christmas carol	Dickens, Charles, 1812-187(	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A Christmas carol : being a ghost story of Christmas	Dickens, Charles, 1812-187(	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Christmas cats	Marzollo, Jean.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Christmas in Mouseland.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A Christmas promise	Carrier, Lark, 1947-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A Christmas tree	Dickens, Charles, 1812-187(	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Christmas trolls	Brett, Jan, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Christmas visitor	Lussert, Anneliese.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Christmas Witch	Kellogg, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Cindy Ellen : a wild western Cinderella	Lowell, Susan, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Civil War almanac	Segal, Justin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A Civil War drummer boy : the diary of William Bircher, 1861-1	Bircher, William, 1845-1917	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Cleveland Cavaliers	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Clever Ali	Farmer, Nancy, 1941-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Close encounters : exploring the universe with the Hubble Spa	Scott, Elaine, 1940-	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	Colonial people	Howarth, Sarah.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Colonial places	Howarth, Sarah.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Colorado	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Colorado in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A Confederate girl : the diary of Carrie Berry, 1864	Berry, Carrie, b. 1854.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Connecticut	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Connecticut in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Conquerors and explorers	Ross, Stewart.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Costa Rica	Fisher, Frederick.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Costumes	Beaton, Clare.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Count Silvernose : a story from Italy	Kimmel, Eric A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Count your way through Russia	Haskins, James, 1941-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Country angel Christmas	DePaola, Tomie, 1934-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Cubism	Bolton, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Daisy-head Mayzie	Seuss, Dr.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Dale Earnhardt, Jr.	Ford, Michael, 1980-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Dallas Mavericks	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Dancing teepees : poems of American Indian youth	selected by Virginia Driving H	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	David Robinson, NBA super center	Gutman, Bill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	David Robinson : the admiral	Stein, R. Conrad.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The day before Christmas	Bunting, Eve, 1928-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The day before Christmas	Bunting, Eve, 1928-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A day in the life of a professional golfer	Burby, Liza N.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A day in the life of a veterinarian	Bowman-Kruhm, Mary.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A day in the life of an architect	Bowman-Kruhm, Mary.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Deep diving adventures	Vander Hook, Sue, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Delaware	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Delaware in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Dentists : people who care for our health	James, Robert, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Denver Nuggets	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Detroit Lions	Lovitt, Chip.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Detroit Pistons	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Dieticians : people who care for our health	James, Robert, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Din dan don, it's Christmas	pictures by Janina Domanska	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	District of Columbia in words and pictures	Lumley, Kathryn Wentzel.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	DK millennium encyclopedia.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	DK millennium encyclopedia.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	DK millennium encyclopedia.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	DK millennium encyclopedia.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Doctors : people who care for our health	James, Robert, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Downhill in-line skating	Cook, Nick, 1954-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Drag racing	Smith, Jay H.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Dream something big : the story of the Watts Towers	Aston, Dianna Hutts.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Dream wolf	Goble, Paul.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Each kindness	Woodson, Jacqueline.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Earth.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Ed Emberley's Great thumbprint drawing book.	Emberley, Ed.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Egypt : the land	Moscovitch, Arlene, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Egypt : the people	Moscovitch, Arlene, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Eli Manning and the New York Giants : super bowl XLVI	Sandler, Michael, 1965-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Ethiopia	Berg, Elizabeth, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Ethnic folklore	Sanna, Ellyn, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Eureka! Its an airplane!	Bendick, Jeanne.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Europe	McLeish, Ewan, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Excalibur	Heyer, Carol, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Family folklore	Brinkerhoff, Shirley.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	The Family read-aloud holiday treasury	selected by Alice Low ; illust	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Fats	Silverstein, Alvin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Finger rhymes	Brown, Marc Tolon.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The fire bringer; a Paiute Indian legend.	Hodges, Margaret, 1911-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Fire trucks	Marston, Hope Irvin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Firefighters' folklore	Sanna, Ellyn, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	First songs & action rhymes	Wood, Jenny.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	First Woman and the strawberries : a Cherokee legend	Dominic, Gloria, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Florida	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Florida in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Folk customs	Sanna, Ellyn, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Folk festivals	Sanna, Ellyn, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Folk medicine	Sieling, Peter.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Folk proverbs and riddles	Libal, Autumn.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Folk tales and legends	Sanna, Ellyn, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Food and recipes of the Revolutionary War	Erdosh, George, 1935-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Food folklore	Sanna, Ellyn, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The fool of the world and the flying ship : a Russian tale	Ransome, Arthur, 1884-1967	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	For our children	with illustrations by Jan Brett	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Four against the odds : the struggle to save our environment	Krensky, Stephen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	France : the culture	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	France : the land	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	France : the people	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Franklin's Christmas gift	Bourgeois, Paulette.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Franklin's Christmas gift	Bourgeois, Paulette.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Franklin's Christmas gift	Bourgeois, Paulette.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Frederic Remington,	Peter, Adeline.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Frederic Remington,	Peter, Adeline.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	From sea to shining sea : a treasury of American folklore and f	illustrated by eleven Caldec	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	FX faces	by Snazaroo.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Games from long ago	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Gardens from garbage : how to grow plants from recycled kitc	Handelsman, Judith F., 1948	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Gardens from garbage : how to grow plants from recycled kitc	Handelsman, Judith F., 1948	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Garfield's night before Christmas	Moore, Clement Clarke, 177	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Georgia	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Georgia in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Gidja the moon	Trezise, P. J (Percy J.)	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Golden State Warriors	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Good Sports : Yes, She Can1	Glenn Stout.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The gospel Cinderella	Thomas, Joyce Carol.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The grapes of math : mind stretching math riddles	Tang, Greg.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Grapette, the runaway who rolled away	Konnikova, Svetlana.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The great fire	Murphy, Jim, 1947-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Great moments in the summer Olympics	Christopher, Matt.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The great Quillow	Thurber, James, 1894-1961.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Greece : the culture	Adare, Sierra.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Greece : the land	Adare, Sierra.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Greece : the people	Adare, Sierra.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Green thumbs up! : the science of growing plants	Taylor, Barbara, 1954-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Growing food we eat	Patten, Barbara J., 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Haiti	NgCheong-Lum, Roseline, 1	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Hand rhymes	Brown, Marc Tolon.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Hang ten! Surfing	Dugan, Christine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Hans Christian Andersen's The snow queen	Andersen, H. C. (Hans Christ	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Hansel and Gretel	Marshall, James, 1942-1992	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Harlem : a poem	Myers, Walter Dean, 1937-	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	Hawaii	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Hawaii in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Hello school! : a classroom full of poems	Lillegard, Dee.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The hero Schliemann : the dreamer who dug for Troy	Schlitz, Laura Amy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A hippopotamusn't and other animal verses	Lewis, J. Patrick.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The history of the American presidency	Bowman, John.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Hold Christmas in your heart : African-American songs, poems	compiled by Cheryl Willis Hu	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Houston Rockets	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	I love America : a treasury of popular stories, history, poems, a	Shelagh Canning, contributi	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Ice-cream cones for sale!	Greenstein, Elaine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Idaho	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Idaho in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	--If you grew up with Abraham Lincoln	McGovern, Ann.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	--If you grew up with Abraham Lincoln	McGovern, Ann.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	--If you grew up with George Washington	Gross, Ruth Belov.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	If you lived 100 years ago	McGovern, Ann.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	--If you lived at the time of the great San Francisco earthquake	Levine, Ellen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	--If you lived at the time of the great San Francisco earthquake	Levine, Ellen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	--If you sailed on the Mayflower in 1620	McGovern, Ann.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	--If you traveled West in a covered wagon	Levine, Ellen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	--If you traveled West in a covered wagon	Levine, Ellen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Illinois	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Illinois, in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	In-line skating basics	Millar, Cam.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	In-line skating basics	Savage, Jeff, 1961-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	In the barn	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	India : the culture	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	India : the land	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	India : the people	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	An Indian winter	Freedman, Russell.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Indiana	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Indiana in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Indiana Pacers	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Indianapolis 500	Dregni, Michael, 1961-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Indianapolis Colts	Stanley, Loren, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Indians of the Northwest : traditions, history, legends, and life	Press, Petra.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Indians of the Pacific Northwest	Liptak, Karen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Iowa	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Iowa in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Iroquois	Gaines, Richard, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Israel : the culture	Smith, Debbie, 1962-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Israel. The land	Smith, Debbie, 1962-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Israel : the people	Smith, Debbie, 1962-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Jacksonville Jaguars	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	James and the giant peach : a children's story	Dahl, Roald.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	James and the giant peach : a children's story	Dahl, Roald.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	James Herriot's treasury for children	Herriot, James.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Japan : the culture	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Japan : the people	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A jar of tiny stars : poems by NCTE award-winning poets	Bernice E. Cullinan, editor ; i	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Jason Kidd : star guard	Gray, Valerie A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Jimmie Johnson	Wilson, Walt, 1964-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Judo	Gutman, Bill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Judo	Morris, Neil, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Juggling fun	Beak, Nick Huckleberry.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Julia Morgan built a castle	Mannis, Celeste Davidson.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	Just in time for Christmas	Borden, Louise.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kansas	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kansas City Chiefs	Stanley, Loren, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kansas in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Karate	Gutman, Bill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Karate	Morris, Neil, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Karate blocks	Schwartz, Stuart, 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Karate kicks	Schwartz, Stuart, 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Karate punches	Schwartz, Stuart, 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kate Culhane : a ghost story	Hague, Michael.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kayaking	Lund, Bill, 1954-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kayaking	Revell, Phil.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kentucky	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kentucky in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The kids' cat book	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kids' paper airplane book	Blackburn, Ken.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The kids summer games book	Drake, Jane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	King Arthur	Kerven, Rosalind.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	King Krakus and the dragon	Domanska, Janina.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Knights in shining armor	Gibbons, Gail.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kung fu	Gutman, Bill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Kung fu	Morris, Neil, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Leah's pony	Friedrich, Elizabeth, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The legend of the Persian carpet	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The legend of the poinsettia	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Leonardo da Vinci	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Leonardo da Vinci,	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Let's go traveling	Krupp, Robin Rector.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A letter to Santa Claus	Weninger, Brigitte.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A letter to Santa Claus	Weninger, Brigitte.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Life and times of the apple	Micucci, Charles.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Life in a Plains camp	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Life in a pueblo	Bishop, Amanda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Life in a Sioux village	Isaacs, Sally Senzell, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Life on a pig farm	Wolfman, Judy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Life on a pioneer homestead	Isaacs, Sally Senzell, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Life on a plantation	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Life on a southern plantation	Isaacs, Sally Senzell, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Lisa and the snowman	Hol, Coby.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The little donkey : a Christmas story	Scheidl, Gerda Marie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Little Red Cap	the Brothers Grimm ; illustra	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Little Red Riding Hood	Eisen, Armand.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Lives of the musicians : good times, bad times (and what the r	Krull, Kathleen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Look at my book : how kids can write & illustrate terrific books	Leedy, Loreen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Los Angeles Clippers	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Lost and found.	Livermore, Elaine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Lost cities	Goldenstern, Joyce.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Lost on a mountain in Maine	Fendler, Donn, 1927?-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Louisiana	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Louisiana in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Lugalbanda : the boy who got caught up in a war	Henderson, Kathy, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Macbeth	Greenhill, Wendy, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Madeline says merci : the-always-be-polite book	Marciano, John Bemelmans.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The magic finger	Dahl, Roald.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Magic made easy	Kettelkamp, Larry.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The magic school bus at the waterworks	Cole, Joanna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	Maine	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Major Taylor, champion cyclist	Cline-Ransome, Lesa.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Making musical things : improvised instruments	Wiseman, Ann Sayre, 1926-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Many stars & more string games	Gryski, Camilla.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Maps and globes	Knowlton, Jack.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Marc Chagall	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Marco Polo and the medieval explorers	Stefoff, Rebecca, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The martial arts almanac	Ngo, Hoi.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Maryland	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Maryland in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Massachusetts	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mastering martial arts	Potts, Steve, 1956-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mathemagic! : number tricks	Colgan, Lynda, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The matzah that Papa brought home	Manushkin, Fran.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Medieval life	Langley, Andrew.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Merlin and the making of the king	Hodges, Margaret, 1911-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Merry Christmas, Strega Nona	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Merry Christmas, Strega Nona	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mexico : the culture	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mexico : the culture	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mexico : the people	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Miami Heat	Nichols, John, 1966-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Michelangelo Buonarroti,	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Michigan	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Michigan in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A midsummer night's dream	Greenhill, Wendy, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Milk : from cow to carton	Aliki.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Milwaukee Bucks	Harris, Jack C.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mimi's Dada catifesto	Jackson, Shelley.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Minnesota	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Minnesota in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Minnesota Timberwolves	Nichols, John, 1966-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Minnesota Vikings	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Miracle on 34th Street	Davies, Valentine, 1905-196	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Misoso : once upon a time tales from Africa	Aardema, Verna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Miss Mary Mack and other children's street rhymes	compiled by Joanna Cole an	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mississippi	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mississippi in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Missouri	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Montana in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Monuments help us remember	Hill, Lee Sullivan, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mother Goose	Moses, Will.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Motorcycle racing	Dregni, Michael, 1961-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mouse mess	Riley, Linnea Asplind.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Mush! : across Alaska in the world's longest sled-dog race	Seibert, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Music from a place called Half Moon	Oughton, Jerrie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The mysterious giant of Barletta : an Italian folktale	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Narragansett	Doherty, Craig A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nations of the Northwest Coast	Smithyman, Kathryn, 1961-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Navajo	Gaines, Richard, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nebraska	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nebraska in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nevada	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nevada in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New action sports.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New Hampshire	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	New Hampshire in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New Jersey	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New Jersey Nets	Harris, Jack C.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New Mexico	Fradin, Judith Bloom.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New Mexico in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New Orleans Saints	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New York	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New York in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New York Jets	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New York Knicks	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	New Zealand	Griffiths, Jonathan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Nez Perce	Gaines, Richard, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Nez Perce	Sneve, Virginia Driving Hawk	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Nez Perce tribe	Lassieur, Allison.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nicky and the big, bad wolves	Gorbachev, Valeri.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nicky and the fantastic birthday gift	Gorbachev, Valeri.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nigeria	Berg, Elizabeth, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nigeria : the culture	Rosenberg, Anne, 1964-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nigeria : the land	Rosenberg, Anne, 1964-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nigeria : the people	Rosenberg, Anne, 1964-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The night after Christmas	Stevenson, James, 1929-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The night before Christmas	Moore, Clement Clarke, 177	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The nightingale	Andersen, H. C. (Hans Christ	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	North Carolina	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	North Carolina in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	North Dakota	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	North Dakota in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Northwest Coast Indians	Ansary, Mir Tamim.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Nurses : people who care for our health	James, Robert, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The nutcracker	Mason, Jane B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Oakland Raiders	Potts, Steve, 1956-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Ohio	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Oklahoma	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Oklahoma in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Old Mother Hubbard and her wonderful dog	Martin, Sarah Catherine, 176	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	One candle	Bunting, Eve, 1928-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	One Eye, Two Eyes, Three Eyes : a Hutzul tale	Kimmel, Eric A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	One Eye, Two Eyes, Three Eyes : a Hutzul tale	Kimmel, Eric A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	One rainy day	Gorbachev, Valeri.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Orchestranimals	Van Kampen, Vlasta.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Oregon	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Oregon in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Orlando Magic	Nichols, John, 1966-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Our country's presidents	Bausum, Ann.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Our flag	Ayer, Eleanor H.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Over the river and through the wood	Child, Lydia Maria (Francis)	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Over the river and through the wood : a Thanksgiving poem	Child, Lydia Maria Francis, 1	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Owl eyes	Gates, Frieda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The ox and the donkey : a Christmas story	Spang, Günter, 1926-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pablo Picasso	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pablo Picasso : breaking all the rules : by Simon Packard	Kelley, True.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pancakes for breakfast	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Paper magic : creating fantasies & performing tricks with pape	McGill, Ormond.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Party rhymes	collected and illustrated by M	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Paul Gauguin,	Peter, Adeline.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Pawnee	Hahn, Elizabeth, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	Peanut butter, apple butter, cinnamon toast : food riddles for	Palacios, Argentina.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pennsylvania	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pennsylvania in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The perfect present	Hague, Michael.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Perfect timing : how Isaac Murphy became one of the world's g	Trollinger, Patsi B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Peru	Jermyn, Leslie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Peru : the land	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Peru : the people and culture	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Peter and the wolf	Prokofiev, Sergey, 1891-195	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Peter's picture	Gorbachev, Valeri.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pharmacists : people who care for our health	James, Robert, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Philadelphia 76ers	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Philadelphia Eagles	Stanley, Loren, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Phoenix Suns	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Photography	Butterfield, Moira, 1961-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Physical therapists : people who care for our health	James, Robert, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Picture atlas of the world	illustrated by John Dillow, te	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Picture atlas of the world	illustrated by John Dillow, te	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A picture book of Hanukkah	Adler, David A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pierre-Auguste Renoir	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pierre-Auguste Renoir : Art for Children	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Piggies, piggies, piggies : a treasury of stories,songs, & poems	compiled by Walter Retan ; il	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pigs at Christmas	Dubanevich, Arlene.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A pioneer farm girl : the diary of Sarah Gillespie, 1877-1878	Gillespie, Sarah (Sarah L.)	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pioneer recipes	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A place called heartbreak : a story of Vietnam	Myers, Walter Dean, 1937-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Plant A Seed Watch It Grow : A Guide For School Gardens	Master Gardener of San Dieg	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Plateau Indians	Ansary, Mir Tamim.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Pocket guide to the outdoors	George, Jean Craighead, 191	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Polar exploration adventures	Saffer, Barbara.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Popcorn plants	Kudlinski, Kathleen V.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Portland Trail Blazers	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Power forward	Glaser, Jason.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Powerboat racing	Smith, Jay H.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Presidential pets	Driscoll, Laura.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Proteins	Inglis, Jane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Proteins	Silverstein, Alvin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Puerto Rico	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Puppies, dogs, and blue northers : reflections on being raised	Paulsen, Gary.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Puppies, dogs, and blue northers : reflections on being raised	Paulsen, Gary.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Racing Machines	Pickering, James.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Raphael Sanzio : Art for Children	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Ready! set! research! : your fast and fun guide to writing resea	Terban, Marvin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Red Hawk and the Sky Sisters : a Shawnee legend	Dominic, Gloria, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Reggie Miller : star guard	Bjarkman, Peter C.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Regional folklore	Vitale, Ann E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Rembrandt	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Renaissance	Langley, Andrew.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Rhode Island	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Rhode Island in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The rocking horse Christmas	Osborne, Mary Pope.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Roller hockey	George, Charles, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Romeo and Juliet	Greenhill, Wendy, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Rubia and the three osos	Elya, Susan Middleton, 1955	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Rudolph the red-nosed reindeer	Hazen, Barbara Shook.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Rum pum pum : a folk tale from India	Duff, Maggie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	The rumor of Pavel & Paali : a Ukrainian folktale	Kismaric, Carole, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Russia : the culture	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Russia : the land	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Russia : the people	Nickles, Greg, 1969-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Sacramento Kings	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Sailing : a sailor's dictionary	Beard, Henry.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Saint Francis and the wolf	Egielski, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	San Antonio Spurs	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	San Diego Chargers	Stanley, Loren, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	San Francisco 49ers	Stanley, Loren, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Santa calls	Joyce, William.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Santa's secret helper	Clements, Andrew, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Saudi Arabia	O'Shea, Maria.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Saving the Liberty Bell	McDonald, Megan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Scholastic atlas of the United States	Rubel, David.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Scholastic encyclopedia of the presidents and their times	Rubel, David.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Schoolyard games	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Seattle Seahawks	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Seattle Supersonics	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The secret garden	Resnick, Jane Parker.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The secret message	Javaherbin, Mina.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Secrets of the Sphinx	Giblin, James.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Seminole	Brooks, Barbara, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Seminole	Gaines, Richard, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Señor Cat's romance and other favorite stories from Latin Ame	González, Lucía M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Shakespeare : a life	Greenhill, Wendy, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The shape of me and other stuff	Seuss, Dr.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Shaquille O'Neal	Brenner, Richard J., 1941-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Sidewalk games around the world	Erlbach, Arlene.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Silent Night : a Christmas carol is born	Hooper, Maureen Brett.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Sioux	Gaines, Richard, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Skyscrapers	Pettiford, Rebecca.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Sleeping Beauty	San José, Christine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Small forward	Glaser, Jason.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Small inventions that make a big difference	photographs by Joseph H. Ba	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Smelly locker : silly dilly school songs	Katz, Alan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Snow mountain biking	Glaser, Jason.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The snowy day	Keats, Ezra Jack.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	So you want to be an explorer?	St. George, Judith, 1931-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	South Africa	Heale, Jay.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	South Africa : the culture	Clark, Domini, 1979-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	South Africa : the land	Clark, Domini, 1979-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	South Africa : the people	Clark, Domini, 1979-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	South Carolina	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	South Carolina in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	South Dakota	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	South Dakota in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The special gifts	Grosz, Peter, 1947-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Sport climbing	Voeller, Edward A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	St. Louis Rams	Lovitt, Chip.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Start writing adventure stories	King, Penny.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	State flags : including the Commonwealth of Puerto Rico	Brandt, Sue R.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The story of architecture	Milo, Francesco.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The story of Bill Clinton and Al Gore : our nation's leaders	McMullan, Kate.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The story of sculpture	Romei, Francesca.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Strings	Sharma, Elizabeth.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	Sugaring time	Lasky, Kathryn.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Super string games	Gryski, Camilla.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Surrealism	Bolton, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tae kwon do	Morris, Neil, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Take me out of the bathtub and other silly dilly songs	Katz, Alan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tales from the underground railroad	Connell, Kate, 1954-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tampa Bay Buccaneers	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Technical drawing	Peach, Susan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Technical drawing	Peach, Susan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tennessee	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tennessee in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Texas	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Texas in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Thailand	Whyte, Harlinah.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Thanks & giving all year long	edited by Marlo Thomas and	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The millennium family encyclopedia yearbook.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The millennium family encyclopedia yearbook.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	There's no such thing as a Chanukah bush, Sandy Goldstein	Sussman, Susan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	They shall be heard : Susan B. Anthony & Elizabeth Cady Stant	Connell, Kate, 1954-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The three golden oranges	Ada, Alma Flor.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The three little rabbits : a Balkan folktale	Gantschev, Ivan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tim Hardaway : star guard	Rosenthal, Bert.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Time to say "Please"!	Willems, Mo.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tomie dePaola's front porch tales & north country whoppers.	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tony Stewart	Martin, Bob, 1975-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Tony's bread : an Italian folktale	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Toronto Raptors	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Tower of London	Fisher, Leonard Everett.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Towers reach high	Hill, Lee Sullivan, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Trinidad	Ellis, Royston, 1941-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The twelve days of Christmas	illustrated by Jan Brett.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The twelve days of Christmas	illustrated by Roger Langton.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Ultimate field trip 4 : a week in the 1800s	Goodman, Susan E., 1952-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Understanding your brain	Treays, Rebecca.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	USA	Berg, Elizabeth, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Usborne book of discovery : inventors, scientists, explorer	Everett, Felicity.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Usborne book of inventors	Reid, Struan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Usborne book of juggling	Gifford, Clive.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Usborne book of juggling	Gifford, Clive.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Usborne book of world geography, with world atlas	written and compiled by Jenr	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Usborne Complete book of magic & magic tricks	Evans, Cheryl.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Usborne Round the World Songbook : Music and Words Fo	Danes, Emma.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Utah	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Utah in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Utah Jazz	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Ute	Doherty, Craig A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Van Gogh	Venezia, Mike.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vancouver Grizzlies	Goodman, Michael E.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vassilisa the wise : a tale of medieval Russia	Sherman, Josepha.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vermont	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vermont in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vietnam : the culture	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vietnam. The land	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vietnam : the people	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vincent Van Gogh,	Peter, Adeline.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vinnie and Abraham	FitzGerald, Dawn.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

9/27/2024	Virginia, in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Visiting Langston	Perdomo, Willie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Visiting the art museum	Brown, Laurene Krasny.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Vitamins and minerals	Silverstein, Alvin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The Volkswagen Beetle	Lally, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Volleyball	Blackall, Bernie, 1956-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Wackiest White House pets	Davis, Kathryn Gibbs.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Wake up, Santa Claus!	Pfister, Marcus.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Walt Disney's world of fantasy	Bailey, Adrian, 1928-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The war in Georgia	Oughton, Jerrie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Washington	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Washington in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Washington Redskins	Potts, Steve, 1956-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Washington Wizards	Rambeck, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	We need veterinarians	Schaefer, Lola M., 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Wee sing dinosaurs	Beall, Pamela Conn.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Wegman's Mother Goose	Wegman, William.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The West : an illustrated history for children	Duncan, Dayton.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	West Virginia	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	West Virginia in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	A whaling captain's daughter : the diary of Laura Jernegan, 186	Jernegan, Laura, b. 1862.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	What do authors do?	Christelow, Eileen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	What do you call a rhyming riddle? : a Hinky Pinky?	written and illustrated by fift	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	What do you call a rhyming riddle? : a Hinky Pinky?	written and illustrated by fift	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	What pets teach us.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	When justice failed : the Fred Korematsu story	Chin, Steven A., 1959-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	When Marion copied : and, When Marion copied Library lesson	Berg, Brook.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Who's in Rabbit's house? : a Masai tale	Aardema, Verna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Why do some kids have freckles?		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Why mosquitoes buzz in people's ears : a West African tale	Aardema, Verna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Wilfrid Gordon McDonald Partridge	Fox, Mem, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Winter's tail : how one little dolphin learned to swim again	Hatkoff, Juliana.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Wisconsin	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Women of hope : African Americans who made a difference	Hansen, Joyce.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Woodsong	Paulsen, Gary.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Wyoming	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Wyoming in words and pictures	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The year of the perfect Christmas tree : an Appalachian story	Houston, Gloria.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	You can yo-yo!	Weber, Bruce	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	You can yo-yo!	Weber, Bruce	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Young lions	Yoshida, Tōshi, 1911-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The young rider	Green, Lucinda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The young snowboarder	Iguchi, Bryan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	The young tennis player	Sanchez Vicario, Arantxa.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Your wonderful body!		Infrequent Circulation	Book Sales	Was Available -- Weeded	
9/27/2024	Your wonderful body!		Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	175 easy-to-do Thanksgiving crafts	edited by Sharon Dunn Umn	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Albrecht Dürer	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Alexander y el día terrible, horrible, espantoso, horroroso	Viorst, Judith.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	America : East, South, Midwest, West	Carroll, Colleen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Animals in art	Blizzard, Gladys S.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Arizona : the Grand Canyon state	Walker, Steven L.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Arts and entertainment.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Arturo y sus problemas con el profesor	Brown, Marc Tolon.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Australia	Griffiths, Diana.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Ayudar	Levin, James, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	

6/13/2024	Brazil	McKay, Susan, 1972-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Building	Wilkinson, Philip, 1955-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Calligraphy projects	Watt, Fiona.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Canada	Barlas, Robert.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A career in-- food service	Streissguth, Thomas, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	La casa que Jack construyó (The House that Jack Built)	Gomez, Elena.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Celebrating California	Bauer, Marion Dane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Celebrations!	Kindersley, Anabel.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Chewing gum : a sticky treat	Landau, Elaine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The chewing gum book	Young, Robert, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Children's book of art.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	China	Cheong, Colin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Chocolate : riches from the rainforest	Burleigh, Robert.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Christmas	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Cinco de Mayo	Vázquez, Sarah.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Cincuenta en la cebra : contando con los animales = Fifty on t	Tabor, Nancy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The colonial cook	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Colonial crafts	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Color zoo	Ehlert, Lois.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Columbus Day	Fradin, Dennis B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Cornhusk, silk, and wishbones : a book of dolls from around th	Markel, Michelle.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Creating Thanksgiving crafts	Rau, Dana Meachen, 1971-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Customer service representative	Quinlan, Kathryn A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Cut-paper play! : dazzling creations from construction paper	Henry, Sandi, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Czech Republic	Nollen, Tim.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A day in the life of a Colonial blacksmith	Wilmore, Kathy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A day in the life of a colonial innkeeper	Wilmore, Kathy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A day in the life of a colonial printer	Wilmore, Kathy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A day in the life of a colonial silversmith	Wilmore, Kathy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A day in the life of a colonial wigmaker	Wilmore, Kathy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Un día feliz	Krauss, Ruth.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	El dinosaurio que vivía en mi patio	Hennessy, B. G. (Barbara G.)	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Dona Cigarra y Dona Hormiga	adaptado por Jose Antonio E	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Doña Zorra y Doña Cigüeña	Elgorriaga, José A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Early Christmas	Kalman, Bobbie, 1947-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Early Christmas	Kalman, Bobbie, 1947-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Echoes of the elders : the stories and paintings of Chief Leloos	Lelooska, 1934-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Egypt	Berg, Elizabeth, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	En 1492	Marzollo, Jean.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	England	Whyte, Harlinah.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Everybody cooks rice	Dooley, Norah.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Everyday things & how they work	Parker, Steve, 1952-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Families : mother, father, sister, brother	Carroll, Colleen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Fiesta!	Guy, Ginger Foglesong.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Fiesta! : Mexico's great celebrations	Silverthorne, Elizabeth, 1930	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Finland	Tan, Chung Lee, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Flecha al sol : un cuento de los indios Pueblo	McDermott, Gerald.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Flecha al sol : un cuento de los indios Pueblo	McDermott, Gerald.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Food and recipes of Africa	Beatty, Theresa M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Food and recipes of China	Beatty, Theresa M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Food and recipes of Greece	Beatty, Theresa M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Food and recipes of Mexico	Beatty, Theresa M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Food and recipes of the Caribbean	Beatty, Theresa M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Food and recipes of the Native Americans	Erdosh, George, 1935-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Food and recipes of the thirteen colonies	Erdosh, George, 1935-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Food and recipes of the westward expansion	Erdosh, George, 1935-	Infrequent Circulation	Book Sales	Was Available -- Weeded	

6/13/2024	Food service manager	Quinlan, Kathryn A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	France	McKay, Susan, 1972-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	From oil to plastic	Brice, Raphaëlle.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	George Washington's mother	Fritz, Jean.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	George Washington's mother	Fritz, Jean.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Goldilocks and the three bears : a tale moderne	Guarnaccia, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Great artists	Cumming, Robert, 1943-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Great painters	Ventura, Piero.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Greece	Sioras, Efstathia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The gristmill	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	El gusto del mercado Mexicano	Tabor, Nancy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Hogar en el aire	Baker, Jeannie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Hola, cielo (Hello, sweetie pie)	Norac, Carl.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Hola, cielo (Hello, sweetie pie)	Norac, Carl.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	How a book is made	Aliki.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Ice cream	Neimark, Jill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	If you were at-- the first Thanksgiving	Kamma, Anne.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Impressionism	Bolton, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	India	Kagda, Falaq.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Indonesia	Berg, Elizabeth, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Introducing Picasso	Heslewood, Juliet.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Inventions no one mentions	Lovitt, Chip.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Ireland	McKay, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Irons	Alphin, Elaine Marie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	La isla de los mimos	Norac, Carl.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Italy	Berg, Elizabeth, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Jamaica	Barlas, Robert.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Japan	McKay, Susan, 1972-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Joaquin y los frijoles encantados	illustrated by Matt Faulkner.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Joaquin y los frijoles encantados	illustrated by Matt Faulkner.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The joys of Christmas : Christmas customs and legends aroun	Jackson, Kathryn, 1907-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Kenya	Kagda, Falaq.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Kids garden! : the anytime, anyplace guide to sowing & growin	Hart, Avery.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The kitchen	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The kitchen	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The kitchen	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Kites : magic wishes that fly up to the sky	Demi.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	La abuelita y su casa de munecas	Smith, MaryLou M, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The La Calabaza Mas Grande del Mundo/ (The Biggest Pumpki	Kroll, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	La leyenda del pincel indio	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	La Peluqueria Del Tio Jed (Uncle Jed's Barbershop)	Mitchell, Margaree King.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Leonardo, beautiful dreamer	Byrd, Robert.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Leonardo da Vinci,	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	La leyenda de la flor "El Conejo" : una antigua leyenda de Texa	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Lion dancer : Ernie Wan's Chinese New Year	Waters, Kate.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The Little house cookbook : frontier foods from Laura Ingalls W	Walker, Barbara M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Look! : 70 visual experiences for children, including 35 toys an	Berry, Joy Wilt.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Madagascar	Ellis, Royston, 1941-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Mardi Gras	MacMillan, Dianne M., 1943-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Maria had a little llama = María tenía una llamita	Dominguez, Angela N.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Medical record technician	Goldberg, Jan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A medieval feast	Aliki.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Memorial Day	Scott, Geoffrey, 1952-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Merry Christmas : children at Christmastime around the world	Willson, Robina Beckles.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Mexico	Berg, Elizabeth, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The milliner	Walker, Niki, 1972-	Infrequent Circulation	Book Sales	Was Available -- Weeded	

6/13/2024	Mongolia	Fisher, Frederick.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	El muchacho en la gaveta	Munsch, Robert N., 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Museum ABC.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Los Musicos de Bremen (The Bremen Town Musicians)	Wilhelm, Hans, 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	My first book of how things are made : crayons, jeans, peanut	Jones, George, 1947-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Netherlands	Fenema, Joyce van.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Nina, girasol silvestre, silvestre Ana (Wild wild sunflower child	Carlstrom, Nancy White.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	No, No, Juana	Isaacsen-Bright and Margare	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Noche de humo	Bunting, Eve, 1928-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Old-time toys	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	On Christmas Eve = La Nochebuena	Zocchi, Judith Mazzeo.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Our food	Woodward, John, 1954-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Paper, paper everywhere	Gibbons, Gail.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Paper superplanes	Holland, Peter.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Papermaking	Watson, David, 1962-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Papier mâché	Balchin, Judy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Pedro, el Valiente (Pedro, the brave)	Broadley, Leo, 1966-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Pepita talks twice : Pepita habla dos veces	Lachtman, Ofelia Dumas.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Pet dictionary : an A to Z of animal companions	Harper, Don.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Philippines	Mendoza, Lunita.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Poland	Zwierzynska-Coldicott, Aldo	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The popcorn book	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Potatoes	Burckhardt, Ann, 1933-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The pottery place	Gibbons, Gail.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The prairie builders : reconstructing America's lost grasslands	Collard, Sneed B.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Puerto Rico	Foley, Erin, 1967-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Pumpkin moonshine	Tudor, Tasha.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	El ratoncito, la fresa roja y madura y el gran oso hambriento	Wood, Don, 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Ruby, mono ve, mono hace	Rathmann, Peggy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Russia	Whyte, Harlinah.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Say Hola to Spanish	Elya, Susan Middleton.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Scotland	Griffiths, Jonathan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A short walk around the pyramids & through the world of art	Isaacson, Philip M., 1924-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Siempre te querré	Munsch, Robert N., 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Los siete hermanos chinos /(Seven Chineese Brothers)	Mahy, Margaret.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	South Korea	Ho, Siow Yen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Spain	McKay, Susan, 1972-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Spirit of the cedar people : more stories and paintings of Chief	Lelooska, 1934-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The Star-Spangled Banner. Illus. by Peter Spier.	Spier, Peter.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Starting cooking	Harvey, Gill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Starting gardening	Johnson, Sue.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Starting lettering	Watt, Fiona.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Starting needlecraft	Gibson, Ray.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	STENCIL FUN	ray gibson.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The story of the first Thanksgiving	Raphael, Elaine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The story of the first Thanksgiving	Raphael, Elaine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Sweden	Rabe, Monica.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Switzerland	McKay, Susan, 1972-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Teo encuentra los errores : rapido, sube al avion!	Denou, Violeta.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Tet : Vietnamese New Year	MacMillan, Dianne M., 1943-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The Usborne Book of Beads, Bangles and Bracelets	Gibson, Ray.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Things to make and do for Valentine's Day	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Toothpaste : from start to finish	Stone, Tanya Lee.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Treasury of Christmas crafts : and other holiday crafts	Ginger Kean Berk and other v	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Los Tres osos	Hutchinson, Hanna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Turkey	O'Shea, Maria.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

6/13/2024	Ukraine	Bassis, Volodymyr.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The Usborne Book of Decorating T-shirts	Gibson, Ray.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The Usborne book of hair braiding	illustrated by Chris Chaisty ;	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	The Usborne book of hair braiding	illustrated by Chris Chaisty ;	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Vacuum cleaners	Alphin, Elaine Marie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Verde, violeta y amarillo	Munsch, Robert N., 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Victorian Christmas	Kalman, Bobbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	El viejo y su puerta	Soto, Gary.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Vietnam	McKay, Susan, 1972-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Vincent van Gogh	Raboff, Ernest Lloyd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	A visit to the bakery	Ziegler, Sandra, 1938-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
6/13/2024	Why is mommy's tummy so big? : questions children ask abou		Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Abel's island	Steig, William, 1907-2003.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	All the lights in the night	Levine, Arthur A., 1962-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Away from home	Lobel, Anita.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The birthday ball	Lowry, Lois.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Blow away soon	James, Betsy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The blue sword	McKinley, Robin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Brundibar	Kushner, Tony.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Chester's way	Henkes, Kevin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	A Christmas carol	McKellar, Shona.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Confetti girl	López, Diana.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	A crooked kind of perfect	Urban, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	A crooked kind of perfect	Urban, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Cyborg	McKissack, Pat, 1944-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Dinah's egg	Lorenz, Lee.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Donuthead	Stauffacher, Sue, 1961-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Dracula	Stocks, Mike.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Drita, my homegirl	Lombard, Jenny.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	A friendship for today	McKissack, Pat, 1944-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The giant jam sandwich	Lord, John Vernon.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The giant jam sandwich	Lord, John Vernon.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The gift from Saint Nicholas	Lachner, Dorothea.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Good night, Maman	Mazer, Norma Fox, 1931-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Gooney Bird Greene	Lowry, Lois.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Gossamer	Lowry, Lois.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Haveli	Staples, Suzanne Fisher.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Henry hikes to Fitchburg	Johnson, Donald B., 1944-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Here today	Martin, Ann M., 1955-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Hershel and the Hanukkah goblins	Kimmel, Eric A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Hound dog true	Urban, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The hunchback of Notre-Dame	Symonds, Jimmy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	In the Year of the Boar and Jackie Robinson	Lord, Bette.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Jack and the beanstalk	Howe, John, 1957-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Jimmy, the pickpocket of the palace	Napoli, Donna Jo, 1948-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Junebug	Mead, Alice.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The jungle book	Grindley, Sally.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Kevin, the star striker	Masannek, Joachim, 1960-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Kit and Kat	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The Legend of Grizzly Adams and Kodiak Jack	Tedrow, Thomas L.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Like pickle juice on a cookie	Sternberg, Julie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Looking for Daniela : a romantic adventure	Kroll, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Maria, a Christmas story	Taylor, Theodore, 1921-2006	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Mary Poppins	Travers, P. L. (Pamela Lyndo	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Moon runner	Marsden, Carolyn.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The moorchild	McGraw, Eloise Jarvis.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

5/16/2024	Mrs. Piggle-Wiggle's farm	MacDonald, Betty.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Nine for California	Levitin, Sonia, 1934-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Nora's ark	Kinsey-Warnock, Natalie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Of two minds	Matas, Carol, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Old devil Wind	Martin, Bill, 1916-2004.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Peter Pan in scarlet	McCaughrean, Geraldine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Pippi Longstocking's after-Christmas party	Lindgren, Astrid, 1907-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Plowie : a story from the prairie	Kirkpatrick, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Princess September and the nightingale	Maugham, W. Somerset (Wil	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Punished!	Lubar, David.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Rip Van Winkle	Howe, John, 1957-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The runaway Christmas toy	Hayward, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Sarah, plain and tall	MacLachlan, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Sarah, plain and tall	MacLachlan, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The secret of the wooden witness	Stanley, George Edward.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Sheila Rae, the brave	Henkes, Kevin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Shiva's fire	Staples, Suzanne Fisher.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Silk umbrellas	Marsden, Carolyn.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The silver spoon of Solomon Snow	Umansky, Kaye.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Six silver spoons	Lowrey, Janette Sebring, 189	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Skylark	MacLachlan, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Solomon Snow and the stolen jewel	Umansky, Kaye.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The song of the Christmas mouse	Murphy, Shirley Rousseau.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Stop the train! : a novel	McCaughrean, Geraldine.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The strange case of Dr. Jekyll and Mr. Hyde	Lawrence, Michael (Michael	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Tacky and the Emperor	Lester, Helen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Tacky and the Winter Games	Lester, Helen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Tacky in trouble	Lester, Helen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Ten ways to make my sister disappear	Mazer, Norma Fox, 1931-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Thoreau of Walden Pond.	North, Sterling, 1906-1974.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Tim O'Toole and the wee folk : an Irish tale	McDermott, Gerald.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The tortoise and the jackrabbit	Lowell, Susan, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Trolls, go home!	MacDonald, Alan, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Trolls united	MacDonald, Alan, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The ugly duckling	Howell, Troy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The Usborne book of spinechillers.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The vanishing pumpkin	Johnston, Tony, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	What you know first	MacLachlan, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Where is the apple pie?	Gorbachev, Valeri.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	White Dynamite & Curly Kidd	Martin, Bill, 1916-2004.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	The wizard's tears	Kumin, Maxine, 1925-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/16/2024	Yonie wondernose	De Angeli, Marguerite, 1889-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Archimedes	Keating, Susan	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	The art of the Renaissance	Corrain, Lucia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Beethoven	Carew-Miller, Anna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Buddha	Carew-Miller, Anna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Chief Seattle	Carew-Miller, Anna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	The cloud book	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Confucius	Carew-Miller, Anna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Da Vinci	January, Brendan, 1972-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	The Dalai Lama	Sullivan, Anne Marie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Darwin	Cook, Diane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Eli	Peet, Bill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Fangbone!, third-grade barbarian. [2], The egg of misery	Rex, Michael.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Fangbone!, third-grade barbarian. [3], The birthday party of dre	Rex, Michael.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Gandhi	Cook, Diane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

5/13/2024	Giotto and medieval art : the lives and works of the medieval a	Corrain, Lucia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Gone wild : an endangered animal alphabet	McLimans, David.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Goya	Schiaffino, Mariarosa.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Hans Christian Andersen	Carew-Miller, Anna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	I just forgot	Mayer, Mercer, 1943-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Isadora Duncan	Keating, Susan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	The journal of Wong Ming-Chung : a Chinese miner	Yep, Laurence, 1948-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	LAVERNE, THE RUNWAY.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Leonardo da Vinci : artist, inventor, and scientist of the Renais	Romei, Francesca.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Marco Polo	Riddle, John.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Michelangelo	Cook, Diane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Michelangelo	Di Cagno, Gabriella.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Mother Teresa	Sullivan, Anne Marie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Mozart	Cook, Diane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Mr. Putter & Tabby toot the horn	Rylant, Cynthia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Paul Gauguin	Cook, Diane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Rembrandt and seventeenth-century Holland	Pescio, Claudio.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Robert F. Scott : British explorer of the South Pole	Riddle, John.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Shakespeare	Carew-Miller, Anna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Socrates	Bowen, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Toulouse-Lautrec	Cook, Diane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Two ghosts on a bench	Sharmat, Marjorie Weinman	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Van Gogh	Bowen, Richard A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/13/2024	Van Gogh	Crispino, Enrica.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Agatha's feather bed : not just another wild goose story	Deedy, Carmen Agra.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The April Fool's Day mystery	Markham, Marion M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Arthur's Halloween	Brown, Marc Tolon.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Babar and Father Christmas;	Brunhoff, Jean de, 1899-193	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Babushka's doll	Polacco, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The baby sister	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Be My Valentine	Carr, M. J.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Bedtime for Frances	Hoban, Russell.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Benjamin's barn	Lindbergh, Reeve.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The Berenstain Bears and the prize pumpkin	Berenstain, Stan, 1923-2005	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The best Easter eggs ever!	Smath, Jerry.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The biggest valentine ever	Kroll, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Bonjour, Mr. Satie	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Boomer's big day	McGeorge, Constance W.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Bugs!	Greenberg, David (David T.)	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Bunny cakes	Wells, Rosemary.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Bunny trouble	Wilhelm, Hans.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Bunny trouble	Wilhelm, Hans, 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Cajun night after Christmas	Moss, Jenny Jackson.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Cajun night before Christmas	Trosclair.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Chester's way	Henkes, Kevin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Chin Chiang and the dragon's dance	Wallace, Ian, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The chocolate rabbit	Claret, Maria.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The Christmas crocodile	Becker, Bonny.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Chrysanthemum	Henkes, Kevin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Clever Tom and the leprechaun : an old Irish story	Shute, Linda.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Clifford's happy Easter	Bridwell, Norman.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Dance, Tanya	Ichikawa, Satomi.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The day the sheep showed up	McPhail, David, 1940-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Dinosaurs' Halloween	Donnelly, Liza.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Dora's Decision	Díaz, Katacha.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Dragon	Anderson, Wayne.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

5/9/2024	The Easter Bunny's baby	Weigelt, Udo.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Elvira	Shannon, Margaret, 1966-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Emma's rug	Say, Allen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The finest Christmas tree	Hassett, John.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The firefighters' Thanksgiving	Boelts, Maribeth, 1964-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The first Thanksgiving	George, Jean Craighead, 191	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Five Little Piggies	David Martin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Fox and his friends	Marshall, Edward.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Franny B. Kranny, there's a bird in your hair!	Lerner, Harriet Goldhor.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The giant from the little island	Kreye, Walter.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	A glory of unicorns	compiled by Bruce Coville ; i	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Goody O'Grumpity	Brink, Carol Ryrie, 1895-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The goose that almost got cooked	Simont, Marc.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Gracias, the Thanksgiving turkey	Cowley, Joy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Grandfather's journey	Say, Allen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Grasshopper pie and other poems	Steinberg, David, 1962-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The great Redwall feast	Jacques, Brian.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Gregory's Shadow	Freeman, Don, 1908-1978.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Halibut Jackson	Lucas, David, 1966-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Halloween pigs	Balducci, Rita.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Happy Easter, Davy!	Weninger, Brigitte.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	A hat for Minerva Louise	Stoeke, Janet Morgan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Hello cat, you need a hat	Gelman, Rita Golden.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Henry and Mudge and the great grandpas : the twenty-sixth bo	Rylant, Cynthia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Hitler	Marrin, Albert.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Hopper's Easter surprise	Siegenthaler, Kathrin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	I Lost My Bear	Jules Feiffer.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Ice Bear and Little Fox	Jonathan London.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	I'll always be your friend	McBratney, Sam.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	It's April Fools' Day!	Kroll, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The jar of fools : eight Hanukkah stories from Chelm	Kimmel, Eric A.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Jolly Old Santa Claus : collectors edition featuring the original	Sparkie, 1897-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Judy and the Volcano.		Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The last chimney of Christmas eve	High, Linda Oatman.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The leprechaun's gold	Edwards, Pamela Duncan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Library Lil	Williams, Suzanne.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Little Red Cowboy Hat	Lowell, Susan, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Little Tricker the squirrel meets Big Double the bear	Kesey, Ken.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Look-alikes Christmas	Steiner, Joan (Joan Catherin	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mama cat has three kittens	Fleming, Denise, 1950-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The Man Who Sold the Shade : A Korean Folk Tale	Vivian Binnamin.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mary McLean and the St. Patrick's Day parade	Kroll, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mary's Penny	Landman, Tanya.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Me with you	Dempsey, Kristy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Meet the Barkers : Morgan and Moffat go to school	De Paola, Tomie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Miss Mary Mack	Hoberman, Mary Ann.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Miss Suzy's Easter surprise,	Young, Miriam, 1913-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Moongame	Asch, Frank.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mother Hubbard's Christmas	O'Brien, John, 1953-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mother, Mother, I want another	Polushkin, Maria.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mouse count	Walsh, Ellen Stoll.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mouse soup	Lobel, Arnold.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The mouse who wanted to marry	Orgel, Doris.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mr. Peabody's apples	Madonna, 1958-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mr. Putter & Tabby walk the dog	Rylant, Cynthia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Mrs. Katz and Tush	Polacco, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

5/9/2024	My ol' man	Polacco, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	My secret sunrise	Tomkins, Jasper.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Night tree	Bunting, Eve, 1928-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Once there was a tree	Romanova, Natalia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	One little, two little, three little pilgrims	Hennessy, B. G. (Barbara G.)	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Only Opal : the diary of a young girl	Boulton, Jane.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Over the river and through the wood	Child, Lydia Maria Francis, 1	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Paul and the wolf	Lemieux, Margo.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Pearl paints	Thomas, Abigail.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Peter Cottontail's Easter book	Delacre, Lulu.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Pilgrims	Goodman, Susan E, 1952-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Pink and Say	Polacco, Patricia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Polar, the Titanic bear	Spedden, Daisy Corning Stor	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The red ribbon : a story of hope	Lasne, John.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Richard Scarry's the first Thanksgiving of Low Leaf Worm.	Scarry, Richard.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	A river dream	Say, Allen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The roly poly spider	Sardegna, Jill.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The rough-face girl	Martin, Rafe, 1946-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Sam's Passover	Hannigan, Lynne.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Silly Tilly's Thanksgiving dinner	Hoban, Lillian.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Silly Tilly's Thanksgiving dinner	Hoban, Lillian.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Stay in line	Slater, Teddy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Thanksgiving cats	Marzollo, Jean.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Thanksgiving cats	Marzollo, Jean.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Thanksgiving Day	Rockwell, Anne F.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The Thanksgiving door	Atwell, Debby.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Thanksgiving is--	Borden, Louise.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The Hat	Jan Brett.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Three French hens : a holiday tale	Palatini, Margie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The toll-bridge troll	Wolff, Patricia Rae.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Trouble with trolls	Brett, Jan, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Turk and Runt	Wheeler, Lisa, 1963-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	The unicorn alphabet	Mayer, Marianna.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Valentine	Carrick, Carol.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Valentine for a dragon	Murphy, Shirley Rousseau.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Wake up, Mr. B.!	Dale, Penny.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Wanted--best friend	Monson, A. M.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	We just moved!	Krensky, Stephen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Weslandia	Fleischman, Paul.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	White wonderful winter!	Good, Elaine W., 1944-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Winnie the Pooh's stories for christmas	Talkington, Bruce.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
5/9/2024	Witches' holiday	Low, Alice.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Annie Bananie	Komaiko, Leah.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Arthur's chicken pox	Brown, Marc Tolon.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	A bad case of stripes	Shannon, David, 1959-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Bad kitty	Bruel, Nick.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Bartholomew and the oobleck	Seuss, Dr.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The Berenstain bears and the trouble with friends	Berenstain, Stan, 1923-2005	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The biggest apple ever	Kroll, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The biggest apple ever	Kroll, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The biggest apple ever	Kroll, Steven.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The book fair from the Black Lagoon	Thaler, Mike, 1936-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Boomer's big surprise	McGeorge, Constance W.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The busy tree	Ward, Jennifer, 1963-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Cannon the librarian	Thaler, Mike, 1936-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Cinderella Skeleton	San Souci, Robert D.	Infrequent Circulation	Book Sales	Was Available -- Weeded	

4/10/2024	Dancing in the wings	Allen, Debbie.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	David gets in trouble	Shannon, David, 1959-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Dear Mrs. LaRue : letters from obedience school	Teague, Mark.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Doctor De Soto	Steig, William, 1907-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Doctor De Soto goes to Africa	Steig, William, 1907-2003.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Dogzilla : starring Flash, Rabies, and Dwayne, and introducing	Pilkey, Dav, 1966-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Don't eat the babysitter!	Ward, Nick, 1955-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The Easter egg	Brett, Jan, 1949-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Eating the alphabet : fruits and vegetables from A to Z	Ehlert, Lois.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Every Buddy Counts	Stuart J Murphy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Fly Guy presents : dinosaurs	Arnold, Tedd.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	For the love of our earth	Hallinan, P. K.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Franklin's class trip	Bourgeois, Paulette.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Ginger	Charlotte Voake.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The great Gracie chase : stop that dog!	Rylant, Cynthia.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Harry, the dirty dog	Zion, Gene.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Heat Wave!	Ketteman, Helen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The leprechaun's gold	Edwards, Pamela Duncan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Little blue and little yellow : a story for Pippo and Ann and othe	Lionni, Leo, 1910-	Infrequent Circulation	Book Sales	Was Lost on 12/8/2023 -- Weeded	
4/10/2024	Livingstone Mouse	Edwards, Pamela Duncan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	My school's a zoo!	Smith, Stu.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Nettie's trip South	Turner, Ann Warren.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	No roses for Harry!	Zion, Gene.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	PINKALICIOUS : THANKSGIVING HELPER	VICTORIA KANN.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Pumpkin pumpkin	Titherington, Jeanne.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The secret Olivia told me	Joy, N.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Skippyjon Jones in mummy trouble	Schachner, Judith Byron.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The soccer mom from outer space	Saltzberg, Barney.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Stephanie's ponytail	Munsch, Robert N., 1945-	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Swim! Swim! : by Lerch	Proimos, James.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The three little pigs and the somewhat bad wolf	Teague, Mark.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The three ninja pigs	Schwartz, Corey Rosen.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The true story of the 3 little pigs	Scieszka, Jon.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Two cool cows	Speed, Toby.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Tyrone the horrible	Wilhelm, Hans.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The whales' song	Sheldon, Dyan.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	Why Do Elephants Wear Purple Suspenders? : My First Jokes a	Ziegler, Judy.	Infrequent Circulation	Book Sales	Was Available -- Weeded	
4/10/2024	The yucky reptile alphabet book	Pallotta, Jerry.	Outdated	Book Sales	Was Available -- Weeded	
1/14/2025	Diary of a wimpy kid : the long haul	Kinney, Jeff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
1/13/2025	Big Nate in the zone	Peirce, Lincoln.	Poor Condition/Damage	Discard	Was Available -- Weeded	
1/7/2025	Shark	MacQuitty, Miranda.	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/20/2024	The pigeon will ride the roller coaster!	Willems, Mo.	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/17/2024	Book of world records, 2009	Morse, Jenifer Corr.	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/17/2024	Ripley's Believe It or Not! Escape the Ordinary	Geoff Tibballs.	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/13/2024	New girl in town : movie novelization	Easton, Marilyn.	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/10/2024	The first cat in space ate pizza. Book one	Barnett, Mac.	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/6/2024	This is Falcon	Wong, Clarissa.	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/5/2024	The bombing of Pearl Harbor, 1941 / : I Survived	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/5/2024	Frozen story collection : a collection of five early readers.		Poor Condition/Damage	Discard	Was Available -- Weeded	
12/5/2024	Merry Christmas, space case	Marshall, James, 1942-1992	Poor Condition/Damage	Discard	Was Available -- Weeded	
12/2/2024	Because of Winn-Dixie	DiCamillo, Kate.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/22/2024	Minecraft. Redstone handbook	Farwell, Nick.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/22/2024	Star wars, blast off!	[senior editor, Elizabeth Dow	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/20/2024	Haunted athletes : true ghosts stories	Zullo, Allan.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/15/2024	Sisters	Telgemeier, Raina.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/12/2024	Ultimate weird but true 3.		Poor Condition/Damage	Discard	Was Available -- Weeded	

11/12/2024	Where's Waldo? in Hollywood	Handford, Martin.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/7/2024	Diary of a wimpy kid : book 1 : diary of a wimpy kid	Kinney, Jeff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/7/2024	Harry Potter and the Order of the Phoenix	Rowling, J. K.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/7/2024	The haunted pumpkins	Nagler, Michelle H.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/7/2024	Sharks	Simon, Seymour.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/7/2024	Tommy's bestest adventure	Gold, Becky.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/4/2024	Smile	Telgemeier, Raina.	Poor Condition/Damage	Discard	Was Available -- Weeded	
11/4/2024	Where's Waldo? Double trouble at the museum	Handford, Martin.	Poor Condition/Damage	Discard	Was Available -- Weeded	
10/29/2024	Woof : a Bowser and Birdie novel	Quinn, Spencer.	Poor Condition/Damage	Discard	Was Available -- Weeded	
10/25/2024	Batman : an origin story	Sazaklis, John.	Poor Condition/Damage	Discard	Was Available -- Weeded	
10/25/2024	Clifford's first Halloween	Bridwell, Norman.	Poor Condition/Damage	Discard	Was Available -- Weeded	
10/25/2024	Diez Fantasmitas Timidos	O'Connell, Jennifer Barrett.	Poor Condition/Damage	Discard	Was Available -- Weeded	
10/25/2024	Homer	De Groat, Diane.	Poor Condition/Damage	Discard	Was Available -- Weeded	
10/25/2024	In a dark, dark room, and other scary stories	Schwartz, Alvin, 1927-	Poor Condition/Damage	Discard	Was Available -- Weeded	
10/25/2024	Pokémon adventures : Ruby & Sapphire. Volume seventeen	Kusaka, Hidenori.	Poor Condition/Damage	Discard	Was Available -- Weeded	
10/25/2024	Pokémon : essential handbook : the need-to-know stats and fa		Poor Condition/Damage	Discard	Was Available -- Weeded	
10/25/2024	T. rex trick-or-treats	Grambling, Lois G.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/27/2024	Annabel again	Boland, Janice.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Beyond the ridge	Goble, Paul.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Big Nate : game on!	Peirce, Lincoln.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/27/2024	The bracelet	Uchida, Yoshiko.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Catch the wind! : all about kites	Gibbons, Gail.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Da Vinci	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Da Vinci	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Deep in the forest	Turkle, Brinton.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Diary of a Wimpy kid: Dog days	Kinney, Jeff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/27/2024	The endless journey	Testa, Fulvio.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Eric Carle's animals, animals	Carle, Eric.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	The girl who loved wild horses	Goble, Paul.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Little Cliff's first day of school	Taulbert, Clifton L.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Ludwig Van Beethoven	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Magic eye III visions : a new dimension in art-- 3D illusions	by N.E. Thing Enterprises.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/27/2024	Marge's diner	Gibbons, Gail.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Michelangelo	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Monet	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Monet	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	My first day of school	Hallinan, P. K.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	One Saturday evening	Baker, Barbara, 1947-	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	O'Sullivan stew : a tale cooked up in Ireland	Talbott, Hudson.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Owen	Henkes, Kevin.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Paul Gauguin	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Picasso	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Pierre August Renoir	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Pokémon adventures. Volume two	Kusaka, Hidenori.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/27/2024	Rembrandt	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Rotten Ralph's rotten romance	Gantos, Jack.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Santa's book of names	McPhail, David, 1940-	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	The seasons of Arnold's apple tree	Gibbons, Gail.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	The silly book	Cole, Babette.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Three little kittens	Galdone, Paul.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Too much garbage	Testa, Fulvio.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Valentine's Day	Gibbons, Gail.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/27/2024	Van Gogh	Venezia, Mike.	Infrequent Circulation	Discard	Was Available -- Weeded	
9/17/2024	Dinotrux dig the beach	Gall, Chris.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/17/2024	Double-team!	Webster, Christy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/17/2024	Who is Derek Jeter?	Herman, Gail, 1959-	Poor Condition/Damage	Discard	Was Available -- Weeded	

9/10/2024	I funny	Patterson, James, 1947-	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/9/2024	Minecraft construction handbook	Needler, Matthew.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/9/2024	Night of the living dummy II	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
9/9/2024	Scholastic 2014 almanac for kids	Brunelle, Lynn.	Poor Condition/Damage	Discard	Was Available -- Weeded	
8/29/2024	Diary of a wimpy kid : hard luck	Kinney, Jeff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
8/29/2024	Diary of a wimpy kid : the last straw	Kinney, Jeff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Aesop's fables	selected and illustrated by M	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Amazing Questions and Answers	Ganeri, Anita, el. al.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Barn dance		Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Brave	Chmakova, Svetlana, 1979-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Center	Glaser, Jason.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Cool stuff and how it works	Woodford, Chris.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Diary of a wimpy kid : Rodrick rules	Kinney, Jeff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Diary of a wimpy kid : the getaway	Kinney, Jeff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Draw 50 creepy crawlies	Ames, Lee J.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Draw 50 sharks, whales, and other sea creatures	Ames, Lee J.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Each little bird that sings	Wiles, Deborah.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	For laughing out loud : poems to tickle your funnybone	selected by Jack Prelutsky ; i	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The gift of the sacred dog : story and illustrations	Goble, Paul.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The girl who lived with the bears	Goldin, Barbara Diamond.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Goldilocks and the three bears	Gorbachev, Valeri.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The Guinness book of names	Dunkling, Leslie, 1935-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Guinness World Records, 2014	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Guinness World Records, 2018	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Halloween : why we celebrate it the way we do	Hintz, Martin.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Hockey then to wow!	Page, Sam.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	How to be a genius : your brain and how to train it	Woodward, John, 1954-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	How to draw Pokémon	West, Tracey, 1965-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Iktomi and the berries : a Plains Indian story	Goble, Paul.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The kitchen knight : a tale of King Arthur	Hodges, Margaret.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The legend of the Christmas rose	Greene, Ellin, 1927-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The little golden lamb	Greene, Ellin, 1927-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	More scary stories to tell in the dark	Schwartz, Alvin, 1927-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Mr. President : a book of U.S. presidents	Sullivan, George, 1927-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Once there was a tree	Romanova, Natalia.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Paul Bunyan	Gleeson, Brian.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Reptiles and amphibians	Mugford, Simon.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Sally goes to the beach	Huneck, Stephen.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	These happy golden years	Wilder, Laura Ingalls, 1867-1	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Titanic : voices from the disaster	Hopkinson, Deborah.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The ugly duckling	Jerrard, Jane.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The village of round and square houses	Grifalconi, Ann.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	The weaving of a dream : a Chinese folktale	Heyer, Marilee.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Who is Stan Lee?	Edgers, Geoff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Who was Milton Hershey?	Buckley, James, Jr., 1963-	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/12/2024	Wild wings : planes, rockets, and spacecraft to build and fly!	Clemens, Peter.	Poor Condition/Damage	Discard	Was Available -- Weeded	
6/5/2024	The Baby-sitters club. 8, Logan likes Mary Anne!	Galligan, Gale.	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Captain Underpants and the big, bad battle of the Bionic Boog	Pilkey, Dav, 1966-	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Cucumber quest. 3, The Melody Kingdom	Gigi D. G. (Artist)	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Dog Man. Mothering heights	Pilkey, Dav, 1966-	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Flight	Graham, Ian, 1953-	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Guinness World Records, 2014	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Guinness World Records, 2014. Gamer's edition	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Guinness World Records, 2020. Gamer's edition	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Gymnastics	Hughes, Morgan, 1957-	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	
6/5/2024	Harry Potter and the deathly hallows	Rowling, J. K.	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted	

6/5/2024	Itty bitty animals.		Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted
6/5/2024	Major Impossible	Hale, Nathan, 1976-	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted
6/5/2024	Minecraft combat handbook	Milton, Stephanie.	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted
6/5/2024	Minecraft. Guide to: creative	McBrien, Thomas.	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted
6/5/2024	More optical illusions	Seckel, Al.	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted
6/5/2024	Velociraptor and other raptors and small carnivores	West, David, 1956-	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted
6/5/2024	Who were the Wright Brothers?	Buckley, James, Jr., 1963-	Poor Condition/Damage	Discard	Was Lost on 6/5/2024 -- Deleted
5/30/2024	Weapons and warfare	Maynard, Christopher.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/29/2024	Big cats	Milton, Joyce.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/29/2024	Big Nate beware of low-flying corn muffins	Peirce, Lincoln.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/29/2024	Countdown	Standiford, Natalie.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/29/2024	One false note	Korman, Gordon.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/15/2024	Blizzard of the blue moon	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/15/2024	Dinosaurs : a nonfiction companion to Dinosaurs before dark	Osborne, Will.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/15/2024	Night of the new magicians	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/15/2024	Olivia saves the circus	Falconer, Ian, 1959-	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	All about the dragons	Katschke, Judy.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Buffalo before breakfast	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	The case of the Thanksgiving thief	Star, Nancy.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Civil War on Sunday	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Civil War on Sunday	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	The custodian from the black lagoon	Thaler, Mike, 1936-	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Day of the Dragon King	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Dino poop	Hammerslough, Jane.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
5/13/2024	Dinosaurs before dark	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Dinosaurs before dark	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Disney's Christmas storybook	Spurr, Elizabeth.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Dolphins and sharks : a nonfiction companion to Dolphins at d	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Dolphins at daybreak	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Earthquake in the early morning	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Ghost town at sundown	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	The haunted castle	[illustrations by Claudio Cern	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	The Hawaiian heist	Stilton, Geronimo.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Horses	Edwards, Elwyn Hartley.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
5/13/2024	Mare in the meadow	Baglio, Ben M.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Merry Christmas, Geronimo!	[illustrations by Larry Keys].	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	More scary stories to tell in the dark	Schwartz, Alvin, 1927-	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
5/13/2024	The Phoenix of Destiny : an epic Kingdom of Fantasy adventure	Stilton, Geronimo.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Pirates past noon	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Plants vs. zombies. Battle extravagonzo	Tobin, Paul, 1965-	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
5/13/2024	Quiz whiz : 1,000 super fun mind-bending totally awesome triv		Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
5/13/2024	Revolutionary War on Wednesday	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Revolutionary War on Wednesday	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Scholastic book of world records	Morse, Jenifer Corr.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
5/13/2024	The shark attacks of 1916 / : I Survived	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Tabby in the tub	Baglio, Ben M.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Thanksgiving on Thursday	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Thea Stilton and the dragon's code	[illustrations by Fabio Bono .	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Thea Stilton and the secret city	[illustrations by Alessandro B	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	This hotel is haunted!	[illustrations by Valeria Turat	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Tonight on the Titanic	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Too cool for school	Dean, Kim, 1969-	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Vacation under the volcano	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	Valley of the giant skeletons	[illustrations by Claudio Cern	Poor Condition/Damage	Discard	Was Available -- Weeded
5/13/2024	World War II pilots : an interactive history adventure	Burgan, Michael.	Poor Condition/Damage	Discard	Was Available -- Weeded
5/9/2024	The abominable snowman of Pasadena	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded

5/9/2024	Ashley the dragon fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Attack of the jack-o'-lanterns	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Attack of the mutant	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Autumn the Falling Leaves Fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Ava the sunset fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The Baby-sitter's Club. 2, The truth about Stacey	Telgemeier, Raina.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The barking ghost	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The beast from the East	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The California wildfires, 2018	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The curse of the mummy's tomb	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The deadly experiments of Dr. Eeek	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The destruction of Pompeii, AD 79	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The eruption of Mount St. Helens, 1980	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Every cloud has a silver lining	Mazer, Anne.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Ghost Beach	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Hayley the rain fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The headless ghost	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	I survived the San Francisco earthquake, 1906	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Jessica the Jazz Fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Katie the kitten fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Kylie the carnival fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Lauren the puppy fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Legend of the lost legend	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Minecraft construction handbook	Needler, Matthew.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The Nazi invasion, 1944	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Night of the living dummy II	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Night of the living dummy II	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Night of the living dummy III	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Olympia the Games Fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Return of the mummy	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Return of the mummy	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Revenge of the lawn gnomes	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Ruby the red fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Ruby the red fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	I survived the Hindenburg disaster, 1937	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Scary birthday to you!	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Serena the salsa fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	The shark attacks of 1916 / : I Survived	Tarshis, Lauren.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Sienna the Saturday fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Tasha the Tap Dance Fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Tick tock, you're dead!	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Trapped in Bat Wing Hall	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Trapped in Bat Wing Hall	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	Under the magician's spell	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/9/2024	You can't scare me!	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/7/2024	A dark, dark tale : story and pictures	Brown, Ruth.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/7/2024	More or less a mess	Keenan, Sheila.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/7/2024	No, David!	Shannon, David, 1959-	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/7/2024	A perfect time for pandas	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/7/2024	Rollo Bones, canine hypnotist	Moyer, Marshall M.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/7/2024	The search for spring	Minarik, Else Holmelund.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/7/2024	Top cat	Ehlert, Lois.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/7/2024	Wemberly worried	Henkes, Kevin.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	Big pumpkin	Silverman, Erica.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	Big pumpkin	Silverman, Erica.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	Corduroy's best Halloween ever!	based on the character creat	Poor Condition/Damage	Discard	Was Available -- Weeded	

5/6/2024	Froggy's Halloween	London, Jonathan, 1947-	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	Frosty's new friends	illustrated by Richard Cowdr	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	Halloween jokes + riddles	Yoe, Craig.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	The little old lady who was not afraid of anything	Williams, Linda (Linda D.)	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	Margret & H.A. Rey's Curious George goes to a costume party	illustrated in the style of H.A	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	Pokémon super extra deluxe essential handbook : the need-to		Poor Condition/Damage	Discard	Was Available -- Weeded	
5/6/2024	Scooby-Doo! and the haunted Halloween mask	McCann, Jesse Leon.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/2/2024	Cupcakes, cookies & pie, oh, my!	Tack, Karen.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/2/2024	Dare to look.		Poor Condition/Damage	Discard	Was Available -- Weeded	
5/2/2024	DC Comics Secret Hero Society. Field trip disaster	Fridolfs, Derek.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/2/2024	I'm A Dandelion: A PCS Story for Military Children	Brooke Mahaffey.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/2/2024	Minecraft. Guide to combat	Jelley, Craig.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/2/2024	Mummies unwrapped!	Weinberger, Kimberly.	Poor Condition/Damage	Discard	Was Available -- Weeded	
5/2/2024	Princess : the essential guide	Bray-Moffatt, Naia.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/25/2024	Diary of a wimpy kid : cabin fever	Kinney, Jeff.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/25/2024	Guinness World Records, 2014. Gamer's edition	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/23/2024	Cat Kid comic club. Perspectives	Pilkey, Dav, 1966-	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/22/2024	Hop on Pop	Seuss, Dr.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/19/2024	Big Nate : the crowd goes wild!	Peirce, Lincoln.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/18/2024	Smile	Telgemeier, Raina.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/17/2024	Big pumpkin	Silverman, Erica.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/17/2024	Dragons love tacos	Rubin, Adam, 1983-	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/17/2024	An Elephant & Piggie biggie!	Willems, Mo.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/17/2024	Olivia saves the circus	Falconer, Ian, 1959-	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/15/2024	I spy spooky night : a book of picture riddles	Wick, Walter.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/12/2024	All about the dragons	Katschke, Judy.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/12/2024	Factastic : a LEGO adventure in the real world.		Poor Condition/Damage	Discard	Was Available -- Weeded	
4/12/2024	I spy mystery : a book of picture riddles	Wick, Walter.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	2023 book of world records	O'Brien, Cynthia (Cynthia J.)	Poor Condition/Damage	Discard	Was Checked Out to Flood - January 2024 (Student: P 4700751) Due 3/21/2024 -- Weeded	
4/10/2024	ADVENTURES OF MY LITTLE PONY : An I Can Read Book	Ruth Benjamin.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Albert Einstein : a life of genius	MacLeod, Elizabeth.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded	
4/10/2024	Angry Birds Star Wars : Lard Vader's villains	Amos, Ruth.	Poor Condition/Damage	Discard	Was Checked Out to Flood - January 2024 (Student: P 4700751) Due 2/27/2024 -- Weeded	
4/10/2024	The Bad Guys	Blabey, Aaron.	Poor Condition/Damage	Discard	Was Lost on 11/2/2023 -- Weeded	
4/10/2024	The bad seed	John, Jory.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Bat Jamboree	Appelt, Kathi, 1954-	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	The best nest	Eastman, P. D. (Philip D.)	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded	
4/10/2024	Big Nate : the crowd goes wild!	Peirce, Lincoln.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded	
4/10/2024	The Book of Monsters : Lego NEXO Knights	John Derevlany.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Chasing Redbird	Creech, Sharon.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded	
4/10/2024	Chester's way	Henkes, Kevin.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Chester's way	Henkes, Kevin.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Click, clack, moo : cows that type	Cronin, Doreen.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Cooking with the cat	Worth, Bonnie.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Creepy carrots!	Reynolds, Aaron, 1970-	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded	
4/10/2024	Creepy carrots!	Reynolds, Aaron, 1970-	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded	
4/10/2024	Dog Man. Brawl of the wild	Pilkey, Dav, 1966-	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Dog Man unleashed	Pilkey, Dav, 1966-	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Double trouble in Walla Walla	Clements, Andrew, 1949-	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Dragonbreath	Vernon, Ursula.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Drama	Telgemeier, Raina.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Drop it, Rocket	Hills, Tad.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	The Dumb Bunnies	Denim, Sue, 1966-	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	An Elephant & Piggie biggie! Volume 2	Willems, Mo.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Even more parts : idioms from head to toe	Arnold, Tedd.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Fancy Nancy : apples galore!	O'Connor, Jane.	Poor Condition/Damage	Discard	Was Available -- Weeded	
4/10/2024	Fearsome reptiles	De la Bédoyère, Camilla.	Poor Condition/Damage	Discard	Was Available -- Weeded	

4/10/2024	Fight for freedom : the American Revolutionary War	Bobrick, Benson, 1947-	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	A fine, fine school	Creech, Sharon.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	First French at home	Gemmell, Kathy.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Forget me Nat	Scrivan, Maria.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Ghost camp	Stine, R. L.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Guinness World Records, 2009	[editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Guinness World Records, 2010	[editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Guinness World Records, 2014	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Guinness World Records, 2018	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Guinness World Records, 2020	editor-in-chief, Craig Glenda	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Guinness world records 2022.		Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Harold's circus	Johnson, Crockett, 1906-	Poor Condition/Damage	Discard	Was Lost on 12/8/2023 -- Weeded
4/10/2024	Harry Potter and the sorcerer's stone	Rowling, J. K.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	How I got my shrunken head	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	How to draw the newest pokémon featuring sinnoh characters	Alfano, Maria B.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	I spy extreme challenger : a book of picture riddles	Marzollo, Jean.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Kid athletes : true tales of childhood from sports legends	Stabler, David.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	LEGO play book : Ideas to bring your bricks to life	Lipkowitz, Daniel.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	LEGO Star wars : Darth Maul's mission	Landers, Ace.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Leprechauns don't play basketball	Dadey, Debbie.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	The lightning thief	Riordan, Rick.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	The many lives of Pusheen the cat	Belton, Claire.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Martin's big words : the life of Dr. Martin Luther King, Jr.	Rappaport, Doreen.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Monkey business	illustrated by Patrick Spazian	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	The monster who lost his mean	Haber, Tiffany Strelitz.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Moonhorse	Osborne, Mary Pope.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Natalie the Christmas stocking fairy	Meadows, Daisy.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Night of the living dummy II	Stine, R. L.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Night of the living dummy III	Stine, R. L.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Olivia and the school carnival	Gallo, Tina.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Pete the cat : rocking in my school shoes	Litwin, Eric.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	The pigeon finds a hot dog!	Willems, Mo.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Pizza and Taco. Best party ever!	Shaskan, Stephen.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Pokémon adventures : Ruby & Sapphire. Volume sixteen	Kusaka, Hidenori.	Poor Condition/Damage	Discard	Was Checked Out to Flood - January 2024 (Student: P 4700751) Due 3/18/2024 -- Weeded
4/10/2024	Pokémon top 10 handbook : our top picks!	West, Tracey,1965-	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Polar bears	Marsh, Laura F.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Prince Fly Guy	Arnold, Tedd.	Poor Condition/Damage	Discard	Was Checked Out to Flood - January 2024 (Student: P 4700751) Due 2/27/2024 -- Weeded
4/10/2024	Revenge of the Dinotrux	Gall, Chris.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Ride, Fly Guy, ride!	Arnold, Tedd.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Ripley's Believe It or Not! : Special Edition 2016.	Charlotte Howell, editor.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Royal Recipe Collection	Karpinske, Stephanie.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Scholastic book of world records	Morse, Jenifer Corr.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Scooby-Doo and the vampire's revenge	Gelsey, James.	Poor Condition/Damage	Discard	Was Checked Out to Flood - January 2024 (Student: P 4700751) Due 2/29/2024 -- Weeded
4/10/2024	The sea of monsters	Riordan, Rick.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Skeleton hiccups	Cuyler, Margery.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	The thank you book	Willems, Mo.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	This is Black Widow	Wong, Clarissa.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Titanicat	Crisp, Marty.	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Ultimate weird but true.		Poor Condition/Damage	Discard	Was Lost on 3/19/2024 -- Weeded
4/10/2024	Verdi	Cannon, Janell, 1957-	Poor Condition/Damage	Discard	Was Available -- Weeded
4/10/2024	Waiting is not easy!	Willems, Mo.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Way of the ninja	West, Tracey, 1965-	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
4/10/2024	Who's afraid of the big bad book?	Child, Lauren.	Poor Condition/Damage	Discard	Was Out for Repairs -- Weeded
Unknown	Frindle	Clements, Andrew, 1949-	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Historic Ranchos of San Diego	Moyer, Cecil	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Pioneer Dictionary	Kalman, Bobbie	Outdated Material	Book Sales	Item/barcode not found in system

Unknown	Algonquin	Gaines, Richard, 1942-	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Ken Griffey Sr and Kenny Griffey Jr Father and Son Teammates	Gutman, Bill.	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Venus Williams	Sherman, Josepha.	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	My Havana Memories of a Cuban Boyhood	Wells, Rosemary.	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Charles Dickens The Man Who Had Great Expectations	Stanley, Diane	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	The Willow Pattern Story	Drummond, Allan	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	The Suit	Chichester, JK	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Memorial Day	Sorenson, Lynda	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Our 50 States A Family Adventure Across America	Cheney, Lynne	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	A is for Abigail An Almanac of of Amazing American Women	Cheney, Lynne	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Bartlett's Familiar Quotations	Bartlett, John	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Mexico the Land	Kalman, Bobbie	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Major Authors and Illustrators for Children and Young Adults	Collier, Laurie	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Prince William The Boy Who Will Be King	Reisfeld, Randi	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Jack London A Biography	Dyer, Daniel	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Concise Dictionary of American History	Andrews, Waybe	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	How to Write an Essay (DVD)		Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Lightship	Floca, Brian.	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	The glorious flight : across the Channel with Louis Blériot, July	Provensen, Alice and Martin	Outdated Material	Book Sales	Item/barcode not found in system
Unknown	Habitats Polar Regions	Bonner, Nigel	Outdated Material	Book Sales	Item/barcode not found in system
9/20/2023	Red again	Lehman, Barbara.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/8/2023	Do you know Dewey? : exploring the Dewey decimal system	Cleary, Brian P., 1959-	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/8/2023	S is for Smithsonian : America's museum alphabet	Smith, Marie, 1951-	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	Slavery in America	Blashfield, Jean F.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	Walking for freedom : the Montgomery bus boycott	Kelso, Richard, 1942-	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	I have a dream	King, Martin Luther, Jr., 1929	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	Remember the ladies : 100 great American women	Harness, Cheryl.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	Girls : a history of growing up female in America	Colman, Penny.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	Island of hope : the story of Ellis Island and the journey to Ame	Sandler, Martin W.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	What is money, anyway? : why dollars and coins have value	Larson, Jennifer S., 1967-	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	Dear Mrs. Parks : a dialogue with today's youth	Parks, Rosa, 1913-2005.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/15/2023	The taxing case of the cows : a true story about suffrage	Van Rynbach, Iris.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/16/2023	Locomotive	Floca, Brian.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/16/2023	Nasty pirates you wouldn't want to meet!	Macdonald, Fiona.	Infrequent Circulation	Book Sales	Was Available -- Weeded
11/16/2023	Annie and Helen	Hopkinson, Deborah.	Infrequent Circulation	Book Sales	Was Available -- Weeded
Unknown	Little Raccoon's big question	Miriam Schlein ; pictures by	Infrequent Circulation	Book Sales	Was Available -- Weeded

Coronado Unified School District

1/24/25 Sent to Kathy M.

201 Sixth Street, Coronado, CA 92118
619.522.8900 www.coronadousd.net

Surplus Disposal Request Form

Transaction #:_____-_____

INSTRUCTIONS:

1) Use this form for requesting surplus and disposal of all items.
2) List each item individually and evaluate the condition of each item.
3) Fill in CUSD Fixed Asset ID number, complete description (make, model, etc) and indicate if the item still works.
4) Form must be signed by Department / Site Administrator.
5) Forward the completed form to Purchasing.
6) Purchasing will forward to the Board for approval.
7) Purchasing will contact you with disposal details.

School Site / Location: CHS Library

Contact Name: Faye E. Hunt | Phone: ext. 2088

DESCRIPTION - the following items are excess to the Site / Department needs:

SURPLUS ITEM DETAIL				Purchasing Use Only	
ITEM	CUSD Asset #	Description (include manufacturer, model, serial number, etc.)	Works? Y / N	Est Value	Recovered Amount
1	TA8968	Stephen King, Stand. Ripped/damaged		$	$
2	46000000007419	Edith Hamilton, Mythology. Cracked spine; ripped		$	$
3	46000000009812	F. Scott Fitzgerald, The Great Gatsby. Water damage		$	$
4	46000000016389	American Government Stories of a Nation. Mold.		$	$

Reason above item(s) are Surplus: They are damaged beyond repair. Moldy items pose health risks. Textbooks have been replaced by current edition.

Comments on condition or repairs needed:

Current location of items: CHS Library

Special instructions: Please see attached spreadsheet for remaining items to dispose of.

APPROVALS

Board Approval Date:		Site/Department Admin X	Date:
X		X	1/23/25
Donnie Salamanca	Deputy Superintendent	Purchasing (Received in with all approvals)	Date:

DISPOSITION

Disposition Comments (Purchasing Use Only)	

Title	CUSD Assett #	Author	ISBN	Quantity	Condition
Signing Naturally Student Workbook Units 1-6	46000000019476	Smith, Lentz, Mikos	9781581212105	1	Damaged beyond repair; m
Signing Naturally Student Workbook Units 1-6	46000000019487	Smith, Lentz, Mikos	9781581212105	1	Damaged beyond repair; m
Calculus of a Single Variable	46000000002212	Larson, Hostetler, Edwards	9780618503049	1	Damaged beyond repair; m
Physics Principles and Problems	n/a	Zitzewitz, et al	9780078458132	8	Outdated; no longer part of
American Government Continuity and Change	n/a	O'Connor and Sabato	9780131347625	2	Fair; acquired somehow bu
Marine Biology 2nd edition	n/a	Castro and Huber	9780697348180	1	Fair; acquired somehow bu
Biology	n/a	Miller and Levine	9780130367013	1	Fair; acquired somehow bu
Espanol 1, Teacher's Edition	n/a	Santillana	9781616052508	1	Good; acquired somehow t
Espanol 1: Cuaderno para hispanohablantes	n/a	Santillana	9781616052492	3	Good; acquired somehow t
Espanol 2, Teacher's Edition	n/a	Santillana	9781616052553	1	Good; acquired somehow t
Espanol 2: Assessments Workbook	n/a	Santillana	9781616053536	1	Good; acquired somehow t
Espanol 2: Speaking and Listening Workbook	n/a	Santillana	9781616053505	1	Good; acquired somehow t
Espanol 2: Practice Workbook	n/a	Santillana	9781616052522	1	Good; acquired somehow t
Espanol 2: Cuaderno para hispanohablantes, Teacher's I	n/a	Santillana	9781616053475	1	Good; acquired somehow t
Common Core English Language Arts in PLC at Work Le	n/a	Fisher, Frey, Uline	9781936764136	1	Good; acquired somehow t
Reading and Writing Workout for the new SAT	n/a	Princeton Review	9780375764318	1	Poor; acquired somehow b
"Temas AP Spanish Language and Culture, 2nd Editi	46000000014622	Draggett, Conlin, Ehrsam, Millan	9781543301380	40 total	Good. We have acquired th
"	46000000014628				
"	46000000014601				
"	46000000014608				
"	46000000014606				
"	46000000014595				
"	46000000014634				
"	46000000014594				
"	46000000014599				
"	46000000014609				
"	46000000014600				
"	46000000014605				
"	46000000014589				
"	46000000014602				
"	46000000014593				

"	46000000014591				
"	46000000014623				
"	46000000014592				
"	46000000014615				
"	46000000014607				
"	46000000014624				
"	46000000014614				
"	46000000014604				
"	46000000014626				
"	46000000014621				
"	46000000014587				
"	46000000014627				
"	46000000014629				
"	46000000014588				
"	46000000014597				
"	46000000014598				
"	46000000014633				
"	46000000014596				
"	46000000014610				
"	46000000014619				
"	46000000014630				
"	46000000014636				
"	46000000014590				
"	46000000014603				
"	46000000014635				
"	46000000014632				
"AP Spanish Language and Culture Exam Preparatio	46000000014684	Frisancho, Redman, Bravo	9781543301397	40 total	Good. We have acquired th
"	46000000014677				"
"	46000000014670				"
"	46000000014680				"
"	46000000014638				"

"	46000000014678	"	
"	46000000014672	"	
"	46000000014682	"	
"	46000000014651	1	Poor. Missing pages. Used
"	46000000014683	1	Poor. Missing pages. Used
"	46000000014645		Good. We have acquired th
"	46000000014663	"	
"	46000000014685	"	
"	46000000014668	"	
"	46000000014658	"	
"	46000000014679	"	
"	46000000014681	"	
"	46000000014673	"	
"	46000000014664	"	
"	46000000014653	"	
"	46000000014661	"	
"	46000000014646	"	
"	46000000014655	"	
"	46000000014662	"	
"	46000000014659	"	
"	46000000014654	"	
"	46000000014667	"	
"	46000000014660	1	Poor. Missing pages. Used
"	46000000014652	1	Poor. Missing pages. Used
"	46000000014656		Good. We have acquired th
"	46000000014686	"	
"	46000000014650	"	
"	46000000014641	"	
"	46000000014669	"	
"	46000000017063	"	
"	46000000014649	"	

"	46000000014639				"
"	46000000014643				"
"	46000000014666				"
TI-89 Plus Silver Edition graphing calculator	46000000007729	n/a	n/a	1	Broken. Will not work even
Beckham Both Feet on the Ground: An Autobiography	T46383	David Beckham with Tom Watt	9780060570934	1	Poor. Missing and ripped p
Dictionary of American English Now with Thesaurus	n/a	Longman	9780131703445	1	Good; acquired somehow t
Adventures in American Literature	n/a	Edmund Fuller & B. Jo Kinnick	0-15-335729-0	1	Poor; acquired somehow b
The New Roget's Thesaurus of the English Language in	n/a	Norman Lewis	399-12098-X	1	Poor; acquired somehow b
Webster's Ninth New Collegiate Dictionary	n/a	Merriam-Webster	0-87779-508-8	3	Poor; acquired somehow b
Merriam-Webster's Collegiate Dictionary Eleventh Editior	n/a	Merriam-Webster	9780877798071	5	Fair; acquired somehow bu
Merriam Webster's Collegiate Dictionary Tenth Edition	n/a	Merriam-Webster	877797080	1	Poor; acquired somehow b
Descubre 1 transcription for Braille edition	n/a	Vista Higher Learning	9781680043198	1	Good; acquired somehow t
Things Fall Apart	46000000006862	Chinua Achebe	385474547	1	Poor; ripped pages; beyon
Swing	T50463	Kwame Alexander with Mary Ran	9781725467583	1	Poor; water damage and m
Gym Candy	T51443	Carl Deuker	9780547076317	1	Poor; torn pages.
The Book Thief	n/a	Markus Zusak	978110193418	1	Broken binding; acquired s
The Earth and Its Peoples A Global History AP Editio	46000000007050	Bulliet, Crossley, Headrick, Hirsch	9781285436838	40 total	Fair; Outdated; no longer p
"	46000000007017				
"	46000000007036				
"	46000000007055				
"	46000000007041				
"	46000000007020				
"	46000000007034				
"	46000000007029				
"	46000000007054				
"	46000000007051				
"	46000000007048				
"	46000000007052				
"	46000000007046				
"	46000000007056				
"	46000000007035				

"	46000000007031				
"	46000000007021				
"	46000000007037				
"	46000000007022				
"	46000000007019				
"	46000000007038				
"	46000000007049				
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"	46000000007025				
"	46000000007039				
"	46000000007047				
"	46000000007053				
"	46000000007044				
"	46000000007032				
"	46000000007042				
"	46000000007043				
"	46000000007027				
"	46000000007026				
"	46000000007023				
"	46000000007040				
"	46000000007018				
"	46000000007045				
"	46000000007028				
"	46000000007030				
"	46000000007024				
"	n/a--no call numbers			4 total	Fair; Outdated; no longer p
Diary of a Wimpy Kid: The Getaway	T51410	Jeff Kinney	9781419741982	1	Poor; dog chewed entire cc
The Odyssey Permabound Penguin Classics	46000000007222	Homer; Translated by E.V. Rieu	?	1	Poor; corners are worn; not
The Odyssey (Penguin Classics)	46000000008249	"	9780140449112	1	Poor; water damage; mold.
The American Pageant, Ninth Edition	n/a	Thomas A. Bailey, David M. Kenn	9780669210507	1	Poor; acquired somehow b
Precalculus, Seventh Edition	n/a	Sullivan	9780131913998	1	Poor; acquired somehow b

Chemical Principles, 8th Edition	n/a	Zumdahl and Decoste	9781337781770	1	Poor; acquired somehow b
The Tragedy of Romeo and Juliet	46000000012829	William Shakespeare	9780743477116	1	Poor; ripped up, spine brok
"	46000000015599	"	"	"	"
"	46000000012858	"	"	"	"
"	46000000012813	"	"	"	"
"	46000000012837	"	"	"	Poor; water damage.
"	46000000012877	"	"	"	
"	46000000012862	"	"	"	Poor; ripped up, spine brok
"	46000000012821	"	"	"	Poor; ripped up, spine brok
Miss Peregrine's Home for Peculiar Children	T48585	Ransom Riggs	978-1-59474-476-	1	Poor; spine is completely b
ASUS Google Chromebook	n/a	Classroom Device used in Room	n/a	1	Completely outdated; non-v
Brave New World	46000000009495	Aldous Huxley	9780060850524	1	Half of the book is publishe
The Bell Jar	46000000020177	Sylvia Plath	9780329576103	1	Moldy.
Thinking About Psychology	46000000015368	Charles T. Blair-Broeker, Randal M	9781464186547	1	Moldy.

AGENDA - February 20, 2025

CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)
3.6 Approve/Ratify Out of State or Overnight Field Trip or Athletic Event

Department/Category: INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

Background Information:

Reports:
The following employee(s) will be attending an out of state or overnight field trip/athletic event:

1. Arrielle Luna with the HOSA club will be attending the HOSA State Leadership Conference and Competition in Sacramento, CA from March 27-29, 2025.

2. Thomas Hellwig, four (4)NJROTC students, and two (2) adults will be attending the 2025 PACE National Scholastic Championship in Rosemont, Illinois from June 6-9, 2025.

Financial Impact:
1. The approximate cost of the trip is $6,500 and is supported through fundraising and parent contribution. No cost to the district.

2. The approximate cost of the competition event is $5,412 and is supported from the CHS NJROTC Anchor Club fund and a $150 payment from each participating student.

Superintendent's Recommendation:
That the Board approve out of state travel for staff listed above and that the Board approve the out of state and/or overnight field trip/athletic event and the actual and necessary expenses, including travel that will be incurred.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)

3.7 Approve Comprehensive Safety Plans for Village and Silver Strand Elementary Schools, Coronado Middle School, and Coronado High School

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:

The District is committed to safe and secure campus environments for all students. Each site principal develops and updates school disaster preparedness/safety plans annually. The plan outlines annual safety drills (lockdown, fire, earthquake, etc.), evacuation routes, reunification zones, and designates staff for specific emergency response roles.

In addition, this year, the comprehensive audit by School Safety Operations has brought all site safety plans into compliance with new regulations. Effective school safety planning is a dynamic, ongoing process with plans being reviewed and evaluated regularly and after critical incidents.

Reports:

The Comprehensive Safety Plans for all schools are included under separate cover and are available for review at the District Office.

After the Board accepts the Comprehensive Safety Plans, copies will be provided to the Coronado Police and Fire Departments.

Financial Impact:

None

Superintendent's Recommendation:

That the Board approve the Comprehensive Safety Plans for all District Schools.

LCAP Goals:

2. School Site Safety Plans

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

AGENDA - February 20, 2025

PUBLIC HEARING (10 min.)

4.1 Public Hearing on the Coronado Unified School District (CUSD) Initial Proposals for Negotiations to the Association of Coronado Teachers (ACT).

Department/Category: BUSINESS & FISCAL MANAGEMENT

Background Information:

Government Code section 3547 requires that the initial bargaining proposals of the District and its employee unions be presented during a public Board meeting. The initial proposals between the District and the Association of Coronado Teachers (ACT) were presented at a previous Board meeting on January 16, 2025.

Now is the time for the public hearing on the Coronado Unified School District (CUSD) Initial Proposals for negotiations to the Association of Coronado Teachers (ACT). Under Government Code section 3547(a), the Board must hold a hearing regarding initial proposals of exclusive representatives and of public school employers, which relate to matters within the scope of representation. The Board will now hear public comment on this initial proposal to the ACT.

Do we have anyone who wishes to address this subject? Each speaker will have three minutes to address the Board.

Financial Impact:

There is no financial impact at this time. Upon reaching a tentative agreement, the financial impacts of negotiations will be presented with the required AB1200 disclosures for Board consideration.

Superintendent's Recommendation:

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

AGENDA - February 20, 2025

ACTION ITEMS (10 min.)

5.1 Approve Updated AR 3516.51 Heat Day Release Guidelines

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:

Periodically the Board is presented with recommended revisions to Board Policies (BP), Board Bylaws (BB), Administrative Regulations (AR), and/or Exhibits (E). The recommendations are based on changes in law, the Education Code, Government Code, and/or rewording for better understanding.

In this instance, an update of existing Administrative Regulation 3516.51 was requested by the CUSD Governing Board to determine whether changes would support our desire to create safe and supportive learning environments.

Superintendent's Recommendation:

The Board Approve updated AR 3516.51 Heat Day Release Guidelines

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

AR 3516.51_ Heat Day Release Guidelines (updated).pdf

Regulation 3516.51: ^Heat Day Release Guidelines **Status:** ADOPTED

Original Adopted Date: 10/10/2013 | **Last Reviewed Date:** 10/10/2013

The Superintendent shall declare a Heat Day release using the heat index (air temperature and relative humidity) as reported on National Weather Service (NOAA) website. This declaration shall be based upon extreme temperatures in classrooms that are not air-conditioned, and the following guidelines:

1. The Superintendent will base any decision of a potential Heat Day release on information provided by NOAA forecast consisting of a Heat Index of 87 degrees or higher and/or high temperatures forecast for more than one day, inclusive of weekend days. A minimum day shall be declared before 7:00 p.m. the day prior if a Heat Day release is to be called. Forecast changes after 7:00 p.m. will not be considered.

2. Schools participating in a Heat Day release will use their approved shortened-day schedule if instructional minutes permit.

3. While passing minutes vary, (some sites as low as 5 minutes and others as high as 10 minutes) passing periods must be consistent per school all year long. In accordance with California Education Code, school days must include a minimum of 180 instructional minutes; and an average of 240 instructional minutes over any two-day period (180/300).

4. Faculty handbooks, student handbooks, PTO newsletters, and registration materials may include information about Heat Day releases.

5. Principals will distribute a Room Share Plan at the beginning of the school year. Teachers who are teaching in classrooms without air conditioning may move their classes to an available air-conditioned space, or one with better air flow in the afternoon if temperatures become too warm to conduct class. Affected teachers will be notified and provided access to these spaces as needed.

6. Follow CUSD Heat Day Checklist (attached below)

CUSD Heat Day Checklist

- All administrators should check the weather forecast diligently during periods of high heat.

- Check with Superintendent for final approval on any heat related issues
- NO P.E., athletics, etc., if Pollutant Standards Index (PSI) is 100 or higher (obtain information from reliable sources)
- To ensure equity of practice, staff will be provided access to cool zones and all staff will remain on campus for the duration of their workday, or until students are no longer on campus/released from the site administrator.

Notify The Following Via Email Or Phone:

Notification of heat day shall be communicated via email and text notifications to families and staff through established communication channels, and posted to official CUSD social media pages.

- Superintendent
- Student Services
- Business Services
- Technology Department
- Website Announcement
- School Connect Announcement
- District Transportation
- Food Services
- Physical Education Department Chair and CHS Athletic Director
- Other Schools including private
- Email Bell Schedule to Principal's Secretary & Superintendent Assistant
- Teachers with first period preparation
- Input Minimum-Day Bell Schedule
- Copy Minimum-Day Schedule & Distribute to classrooms

AGENDA - February 20, 2025

ACTION ITEMS (10 min.)
5.2

Adoption of Instructional Materials for Freshmen Islander Experience (F.I.E.)

Department/Category: INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

Background Information:

Freshman Islander Experience (FIE) is a one semester (9 week) course designed to help students learn and practice valuable skills necessary for career and college readiness. Students will improve academic literacy skills, connect and engage with the school's extracurricular and leadership opportunities, strengthen organizational and study skills, and learn media and financial literacy skills. In addition, students will learn about colleges, identify personal strengths and career interests and work with counselors to build their high school 4-year plans as well as gain a deep understanding of A-G requirements. Students will demonstrate their understanding of career paths through a variety of activities and a final portfolio.

Class topics include:

- College and Career Readiness
- A-G Requirements (college); CHS Graduation Requirements
- Academic and Study Skills
- Media Literacy / Digital Citizenship
- Financial Literacy
- Speaking and Listening Skills
- CHS Clubs & Activities

Reports:
See attached report

Financial Impact:

Instructional materials for the FIE course are all open education resources and thus, there is no financial impact.

Superintendent's Recommendation:
The Board Approve the Adoption of Instructional Materials for Freshmen Islander Experience (F.I.E.)

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Approval - FIE Instructional Materials.pdf

Board Meeting: February 20, 2025

Approve: Adoption of Instructional Materials for Freshmen Islander Experience Course

Background:
Freshman Islander Experience (FIE) is a one semester (9 week) course designed to help students learn and practice valuable skills necessary for career and college readiness. Students will improve academic literacy skills, connect and engage with the school's extracurricular and leadership opportunities, strengthen organizational and study skills, and learn media and financial literacy skills. In addition, students will learn about colleges, identify personal strengths and career interests and work with counselors to build their high school 4-year plans as well as gain a deep understanding of A-G requirements. Students will demonstrate their understanding of career paths through a variety of activities and a final portfolio.

Class topics include:

- College and Career Readiness
- A-G Requirements (college); CHS Graduation Requirements
- Academic and Study Skills
- Media Literacy / Digital Citizenship
- Financial Literacy
- Speaking and Listening Skills
- CHS Clubs & Activities

Instructional Materials:
This FIE course is designed as a "Freshmen Bootcamp" and as such, there are a variety of curriculum resources that are being used. There are two main resources recommended by the California Department of Education for Digital Citizenship/Media Literacy and Financial Literacy. Linked below are the resources that are included in the FIE curriculum based on the recommendations from CDE.

- Digital Citizenship/Media Literacy
  - Media Literacy Resource Listing from CDE
  - Common Sense Education: Grade 9 Digital Citizenship Collection
- Financial Literacy
  - Financial Literacy Resource Listing from CDE
  - FDIC: Money Smart for Young People – Selected lessons used include Lessons 1, 2, 3, 4, 8, 10, 12, and 20

Additional instructional resources for FIE include CHS Counselor curated lessons/presentations and CHS Librarian curated lessons/presentations that both address specific class topics listed above in the background section.

Financial Impact:
Instructional materials for the FIE course are all open education resources and thus, there is no financial impact.

AGENDA - February 20, 2025

ACTION ITEMS (10 min.)
5.3 Nominate 2025 California School Boards Association Delegate Assembly Representatives

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:

Ballots for the election of representatives to CSBA's Delegate Assembly for the year 2025 have been printed. The Delegate Assembly is the primary policy making body of CSBA. The ballot contains the names of individuals nominated by member boards in sub-regions (San Diego County is in Region 17). There are six (6) vacancies in Region 17 for representatives to the Delegate Assembly.

School boards who are CSBA members are eligible to nominate representatives to the CSBA's Delegate Assembly up to March 17, 2025. Delegate Assembly nominations within each geographic sub-region or area must be made by boards within that sub-region or area. Individual candidate's biographical sketches have been provided to the Board under separate cover. Attached is a list of candidates for Region 17 Delegate Assembly.

Reports:
The names of individuals nominated in Region 17 are below. The Board may vote for no more than six (6) candidates, as indicated on the ballot.

Barbara Avalos (National SD)
Jane Lea Smith (San Dieguito Union HSD)
Elva Lopez-Zepeda (Sweetwater Union HSD)*
Rena Marrocco (Vista USD)
Susan Martin (Vista USD)
Zenaida Rosario (San Ysidro ESD)
Barbara Ryan (Santee SD)*
Cipriano Vargas (Vista USD)*
Bob Weller (Escondido Union HSD)
**denotes incumbent*

Financial Impact:
No financial impact.

Superintendent's Recommendation:
It is respectfully recommended that the Board President poll the Board to determine Trustee support of candidates for the California School Boards Association Region 17 Delegate Assembly.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

2025 Ballot for CSBA Delegate Assembly.pdf

2025 Delegate Assembly Biographical Sketch Forms.pdf

Letter of Support for Zenaida Roario, CSBA Region 17 Delegate Assembly Candidate (Dated 1-6-25).pdf

Delegate Assembly Letter of Support - B Ryan - Santee SD.pdf

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "✕" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
REGION 17
(San Diego County)

Number of seats: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

- ☐ Barbara Avalos (National SD)
- ☐ Jane Lea Smith (San Dieguito Union HSD)
- ☐ Elva Lopez-Zepeda (Sweetwater Union HSD)*
- ☐ Rena Marrocco (Vista USD)
- ☐ Susan Martin (Vista USD)
- ☐ Zenaida Rosario (San Ysidro ESD)
- ☐ Barbara Ryan (Santee SD)*
- ☐ Cipriano Vargas (Vista USD)*
- ☐ Bob Weller (Escondido Union HSD)

_____ _____
Provision for Write-in Candidate Name *School District*

_____ _____
Signature of Superintendent or Board Clerk *Title*

_____ _____
School District Name *Date of Board Action*

See reverse side for list of all current Delegates in your Region.

REGION 17 – 23 Delegates (17 elected/6 appointed◈)

Director: Eleanor Evans (Oceanside USD)

Below is a list of all elected or appointed Delegates from this Region.

***Please note as of 2025, region 17 will have 1 loss of an elected seat and 1 loss of an appointed seat (Sweetwater Union HSD)**

County: San Diego

Sabrina Bazzo (San Diego USD)◈, appointed term expires 2025
Maria Betancourt-Castaneda (National SD), term expires 2026
Stacy Carlson (San Marcos USD), term expires 2025
Marti Emerald (Sweetwater Union HSD)◈, appointed term expires 2026
Eddie Jones (Fallbrook Union HSD), term expires 2026
Julie Kelly (Vista USD), term expires 2026
Melissa Krogh (Warner USD), term expires 2025
Rudy Lopez (San Ysidro ESD), term expires 2026
Elva Lopez-Zepeda (Sweetwater Union HSD), term expires 2025
Gee Wah Mok (Del Mar Union SD), term expires 2026
Dawn Perfect (Ramona USD), term expires 2026
Cody Petterson (San Diego USD)◈, appointed term expires 2025
Barbara Ryan (Santee SD), term expires 2025
Dr. Don Sauter (Jamul-Dulzura Union ESD), term expires 2026
Arturo Solis (Sweetwater Union HSD)◈, appointed term expires 2025
Rhea Stewart (Cardiff SD), term expires 2026
Marla Strich (Encinitas Union ESD), term expires 2026
Cipriano Vargas (Vista USD), term expires 2025
Sharon Whitehurst-Payne (San Diego USD)◈, appointed term expires 2026
Vacant, term expires 2025
Vacant, term expires 2025
Vacant (Poway USD)◈, appointed term expires 2025

County Delegate:
Guadalupe Gonzalez (San Diego COE), term expires 2025

County
San Diego

View results

Respondent

70 Anonymous

66:30
Time to complete

1. I have been... *

- ◯ Appointed
- ◯ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Barbara Avalos

3. Full name *

Barbara Avalos

4. Region/subregion *

17

5. Name of District or COE *

National School District

6. Years on board *

12 years as board member, then there was a break of two years, and I got re-elect in 2023.

7. Profession

Pre-Need Counselor for La Vista Cemetery

8. Contact number *

(619) 7720528

9. Primary email address *

bavalos@nsd.us

10. Are you an incumbent Delegate? *

- ○ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested in becoming a Delegate because "Representation Matters." I believe that California School Board Association will provide me with the opportunity to learn more about what other districts are doing to improve the results for their students. The skills and experience I bring to the Delegate Assembly are based on my full commitment to my school position where I have been involved in the Selection Committee for the Superintendent, Assistant Superintendent, Director and Principal searches. I have successfully participated in the Masters of Governance training, which enables me to understand policies and regulations to better serve my community, knowledge that can be used to improve the quality of services for the students and teachers. As an articulate board member for my school district, I am ready to collaborate and advocate for policies that will benefit our public schools system.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am a fully engaged member of my community, as I am a strong believer that elected officials must listen to their constituents to better serve their needs. I am a member of San Diego League of United Latin American Citizens (LULAC) (an affiliate of California LULAC and National LULAC), and San Diego Black American Political Association of California (BAPAC,) and also attended Asian Political Initiative (API) meetings to learn about the needs and achievements of these groups.
I am a founding member of Old Town Foundation (OTNC) that allows me to support the students and their families by promoting pride towards their own city, the City of National City in San Diego, California. Through OTNC I collaborate in their local events, providing food donations, backpacks and educational entertainment for our community.
I have also served on the Board of Directors of the San Diego Organizing Project (SDOP), where I was instrumental in the effort to remove hazardous waste from auto/body shops dangerously close to our schools.
I serve as the President for Teatro Máscara Mágica, a well known local Theater that provides free tickets to plays for students in local schools, developing their appreciation for the Visual and Performing Arts.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

As I review state funding budget for education, I see this factor as number one for CSBA to focus on, and as delegates come up with ways to change favorably the funding formula for our public school system.
I believe providing funding based on enrollment instead of attendance would enable school districts to better meet their students needs.
Another challenge is meeting the needs of our English Language Learners and address cultural diversity, where I see great need for funding to train teachers with the most effective teaching strategies that fully include teaching and learning diverse modalities.
Also, another challenge is the hiring of administrators who are fully trained in a diverse multi-ethnic and multi-cultural community, and appreciate the wealth of knowledge that everyone brings to our communities. CSBA can support our districts by providing specific trainings in the areas mentioned here.

View results

Respondent

50 Anonymous

84:00
Time to complete

1. I have been... *

- ( ) Appointed
- ( ) Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Barbara Ryan

3. Full name *

Barbara Ryan

4. Region/subregion *

17

5. Name of District or COE *

Santee School District

6. Years on board *

45

7. Profession

Retired

8. Contact number *

619-701-5751

9. Primary email address *

barbara.ryan@santeesd.net

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

Given the challenges that many school districts are facing, I wish to continue making sure that all voices are heard and that schools are well-represented at the state and federal levels. Having worked for an elected official, I have the experience and knowledge to communicate with our elected officials regarding issues of concern and make recommendations when appropriate. It has been my privilege to work with our representatives to assure they are aware of the challenges we face and are responsive to the needs of students.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I serve on several committees in our district and currently serve as Board President. I serve as a member of the San Diego County School Boards Association and have served in the roles of President, Vice President, Treasurer and Legislative Representative. I have also served on several CSBA committees (listed in my Biography).

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

The two biggest challenges for governing boards from my perspective are funding and mental health services for students. CSBA, as always, is very helpful in working with districts and the state legislature to assure that fair and equitable funding is available to all districts. That will likely be another big challenge when the legislature is back in session and dealing with the budget. The other major issue from my perspective is the mental health of our students. So many students have struggled due to the pandemic and the impact on school attendance and student health. CSBA has taken this on as a major issue as well, but it will likely take more time than we expected to return to what was once the norm.

BARBARA RYAN

Biography

SCHOOL BOARD SERVICE

- **Santee Board of Education**
  - First elected in 1979
  - Re-elected in 1981 to 2026
  - Served as President, Vice President, Clerk and Legislative Representative
  - Currently serves as Legislative Representative

- **San Diego County School Boards Association**
  - Served as President, Vice President, Treasurer and Legislative Representative

- **California School Boards Association**

  Currently:
  - Member, Delegate Assembly
  - Member, Legislative Network
  - Member, 2023 Candidate Review Committee

  Served as:
  - Legislative Relations Chair
  - Member, Legislative Committee
  - Member, Coordinated Children's Services Task Force
  - Member, School Facilities Task Force
  - Member, Welfare Reform Committee
  - Member, Health Task Force
  - Member, Condition of Children Council

COMMUNITY SERVICE (Past and Present)

- SAY San Diego, Board of Directors
- First 5 San Diego, Commission Member
- San Diego Commission on Children, Youth and Families
- Children's Initiative Board of Directors
- Foster Grandparents Board of Directors
- Serra Mesa Planning Group Executive Board
- Kearny Mesa Planning Group Executive Board
- School Site Council
- PTA Executive Board
- East County YMCA Board
- Santee Chamber of Commerce

AWARDS ACCOMPLISHMENTS

- East County Chamber of Commerce Women in Leadership Award
- SDCSBA Board Member of the Year
- Champion for Children Award, Voices for Children
- YWCA Tribute to Women in Business Award
- President's Award, Santee Chamber of Commerce
- California Assembly Woman of the Year
- PTA Continuing Service Award
- PTA Honorary Service Award
- Citizen of the Year, Phi Delta Kappa
- Citizen of the Year, Santee Kiwanis Club

PROFESSIONAL

- Retired, Vice President, Government Affairs and Advocacy – Rady Children's Hospital-San Diego

View results

Respondent

90 Anonymous

21:41
Time to complete

1. I have been... *

- ◯ Appointed
- ◯ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Bob Weller

3. Full name *

Bob Weller

4. Region/subregion *

17

5. Name of District or COE *

Escondido Union High School District

6. Years on board *

2

7. Profession

Small Business Owner

8. Contact number *

858-472-2622

9. Primary email address *

bweller@euhsd.org

10. Are you an incumbent Delegate? *

- ◯ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I have been on the Board for 2 years and will be President in 2025. The legislative, regulatory and political requirements on School Boards are overwhelming. CSBA helps board members, especially new board members, come up to speed quickly and make sure their fiduciary duties are being followed legally.
I am a California native and Los Angeles Unified School District graduate. I know what it is like to have gone to public schools in California when we were #1 in the nation. I want to restore greatness to our public schools.
My skills and experiences extend over 40 years in finance. Working in New York City as an analyst in the government bond financing department has given me unique experience in forecasting and applying real world government funding. For the last 20 years I have helped families finance their homes in San Diego county as a Mortgage Strategist. I am deeply committed to helping our students and families succeed and thrive in the extremely challenging regulatory and financial California environment.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have been the Board Vice President for the last year and will be President in 2025. I have worked on the Ethnic Studies Curriculum design. We have added a 3rd year of math to help increase our Math CAASPP score. I'm working closely with our new Superintendent to make our Mission and Vision more relevant and measurable.
Other boards I have worked on/currently work on:
Clairemont Planning Commission: Worked with local leaders and elected officials to implement a more livable environment in the Clairmont neighborhood of central San Diego.
Midway Planning Commission: Worked with local leaders and elected officials to remove the adult entertainment industry that was central to the Midway District leading into the family-oriented community of Point Loma. This removed inappropriate establishments from around schools.
Board Member on the Foundation for Care Integration: Our mission is to facilitate access to care by raising money to support unfunded or underfunded homes and community-based services for at-risk populations.
San Diego North County Business Chamber of Commerce: We use our business talents to network and strengthen the north county community.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

In the coming months and years, school finances are going to be one of the biggest challenges for school boards and districts. The state and federal governments are running huge deficits and all parts of government spending, including schools, are going to be cut. Balancing the needs of students and staff is going to require critical knowledge of the district's financial responsibilities combined with understanding the government's funding ability. CSBA will need to help boards understand the realistic financial resources available to them, as well as what strategic decisions will best help them to achieve their goals while cutting unnecessary costs from their budgets.

View results

Respondent

74 Anonymous

04:06
Time to complete

1. I have been... *

- ( ) Appointed
- ( ) Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Cipriano Vargas

3. Full name *

Cipriano Vargas

4. Region/subregion *

17

5. Name of District or COE *

Vista USD

6. Years on board *

8

7. Profession

Organizing Director for County of San Diego

8. Contact number *

7602134498

9. Primary email address *

cvargas.trustee@gmail.com

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I have serve on my schoolboard for 8 years and have been a delegate for 6 of those 8 years. I believe my experience will be beneficial as we head into a year of fiscal impacts. In addition, we with a whole batch of newer elected in the state legislature, this an opportunity to ensure they do no set our schools back.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I serve on our local university (CSUSM) Alumni Board, member of the City of Vista Safety Commission and lead many local community projects.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

We will need to work together to tackle the financial uncertainties within the state of CA and balance the curve balls coming from the federal government. We have done this before and I look forward to the challenge.

View results

Respondent

88 Anonymous

04:12
Time to complete

1. I have been... *

- (•) Appointed
- ( ) Nominated

2. Your signature indicates your consent to serve as a Delegate *

Elva Lopez-Zepeda

3. Full name *

Elva Lopez-Zepeda

4. Region/subregion *

17

5. Name of District or COE *

Sweetwater Union High School District

6. Years on board *

2

7. Profession

Retired Teacher

8. Contact number *

619-459-3562

9. Primary email address *

elva.lopez-zepeda@sweetwaterschools.org

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am motivated by the opportunity to make a difference in students' educational experiences through the use of CSBA resources. The role of a delegate aligns perfectly with my passion for improving public education, and I believe my teaching background and collaborative experiences will greatly contribute to the assembly.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have actively participated in various activities on the board, including attending events within the district and engaging with community members and district staff. These activities encompass parent meetings, graduations, city events, and educational conferences. Additionally, I served as a CSBA delegate for the 2023-2024 term and acted as a facilitator for workshops at the assembly. I also participated in CSBA's Coast2Coast Advocacy Trip in both 2023 and 2024.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

The biggest challenge facing governing boards today is decreased funding. Funding losses due to declining enrollment and the current political landscape significantly impact the district's ability to maintain facilities, recruit and retain highly qualified employees, and sustain instructional programs for students. CSBA can help address these shortfalls by continuing to lobby legislators at both the state and federal levels

View results

Respondent

20 Anonymous

1318:22
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Jane Lea Smith

3. Full name *

Jane Lea Smith

4. Region/subregion *

17

5. Name of District or COE *

San Dieguito Union High School District

6. Years on board *

2

7. Profession

Retired

8. Contact number *

331.625.0847

9. Primary email address *

janelea.smith@sduhsd.net

10. Are you an incumbent Delegate? *

- ○ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

In addition to a 2-year tenure as Vice President of our Board, I bring 16 years of experience as a special education teacher and school administrator. I understand that students' needs are diverse and complex, and I see high quality public education as the vehicle for ensuring opportunity for all students. I support strong state-level guidance with assurances that local control will be respected. I have worked to develop connections with local and state elected officials and regularly advocate for better policies to support all our students. To address the challenges facing our students today, I believe that state-level policy makers and advocacy groups must consider a broad range of perspectives, embracing both the diversity of public education students and the diversity of districts throughout the state. As a CSBA Delegate, I would welcome the opportunity to ensure that the voices of districts in our area are represented in legislative advocacy efforts.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have been actively involved in our school district community for the past 8 years, volunteering in various roles at my daughter's schools. In 2022, I was elected as school board trustee and have served in the role of Vice President since then. I joined the Board at a time of deep division and upheaval in our local community, and I helped to lead our district through a successful superintendent search process, bringing to an end the revolving door that had plagued that position for several years. Over the past year, along with my fellow trustees, I have championed a robust community engagement process to support our staff in developing a meaningful Ethnic Studies course that will meet state requirements, respect diverse perspectives, and foster critical thinking within our student population. Our district has been asked to serve as a model for other districts as they seek to provide full transparency and design a locally-relevant course. I have completed CSBA's Masters in Governance program and the Board President's Workshop, and throughout my time on the Board, I have maintained a strong focus on effective governance practices. Despite being a "split" Board, we have managed to find common ground on many issues and settle on a shared purpose for our district.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Rising special education costs and unfunded, unclear mandates pose some of the biggest challenges for governing boards in districts of all sizes, whether LCFF-funded or community funded. Over the past several years, the number of students identified for special education services has steadily grown, and the costs of programs and services have skyrocketed. Federal IDEA funding has never come close to target levels, and state funding has not kept up with the growing needs faced by LEAs. In addition, unfunded mandates, such as the Ethnic Studies requirement for high school graduation, place significant strain on already limited resources and force LEAs to consider difficult trade-offs. While local control is essential, introducing a state mandate without established state-level standards and related teacher credentialing pathways leaves districts grappling with how to develop robust, well-grounded programs. Our state can and should do better. In addition to continuing to advocate at the state and federal levels for sufficient funding and clearer guidance, CSBA can work to educate our legislators in these challenges, especially as seats turn over and new officials take office.

View results

Respondent

58 Anonymous

471:44
Time to complete

1. I have been... *

- ( ) Appointed
- (•) Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Rena Marrocco

3. Full name *

Rena Marrocco

4. Region/subregion *

17

5. Name of District or COE *

Vista Unified School District

6. Years on board *

2

7. Profession

Semi-retired Marketing Consultant focusing on the Hispanic Market

8. Contact number *

7609177700

9. Primary email address *

1135 York Dr., Vista CA 92084

10. Are you an incumbent Delegate? *

- ○ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I would like to be the voice of academic achievement for our students, which is something that I have seen as being underrepresented in the State of California. As a Hispanic Marketing & Promotions consultant who consulted for Fortune 500 companies, I bring the knowledge of how to reach the fastest-growing demographic in our state.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am on the Superintendent's Council for Education Excellence and the Climate Action Committee. I have been the Board Rep. for DELAC and DPAC, as well as on the Measure LL Bond Committee and the New School Construction Committee.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

The focus on everything other than academic education is ruining education in California. We are failing our most vulnerable groups because too many of our governing board members are too busy using this position as a stepping stone to higher political office instead of seizing this opportunity to actually be the change makers they were elected to be. There is a complete and total lack of respect and value for the people who actually have custody of our children for 20% of the school day. We could see humongous gains in student outcomes if we kept our focus and money in the classrooms instead of on the district offices and overpaid consultants.

View results

Respondent

71 Anonymous

2920:32
Time to complete

1. I have been... *

- ( ) Appointed
- (•) Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Sue Martin

3. Full name *

Susan Martin

4. Region/subregion *

17

5. Name of District or COE *

Vista Unified School District

6. Years on board *

1 month

7. Profession

Retired Teacher

8. Contact number *

(760)716-2337

9. Primary email address *

susanmartin@vistausd.org

10. Are you an incumbent Delegate? *

- ○ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

As a retired teacher and union bargaining member, I saw only one side CSBA and it wasn't a good look. As a newly elected board member, I'm now curious if CSBA has useful information for school boards (differing from the heavy anti-union messages I heard for 14 years on the union bargaining team). If so, I like to know how CSBA supports school boards, the information sourcing and how CSBA is funded outside of district "dues". Our district currently pays $40,000 annually to CSBA. As a board member, I need to decide if this use of district funds is vitally useful to our district.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

As a school board member I am involved as an observer on multiple district committees; as VP I am involved in creating the board meeting agendas; I will be attending Professional Development days for both certificated and classified employees; I visit and walk campuses engaging with site staff.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

The biggest challenge will be the effects of the elimination of the Dept of Education. It is proving difficult to plan for with many elements unknown at this time.

View results

Respondent

73 Anonymous

11:54
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Zenaida Rosario

3. Full name *

Zenaida Rosario

4. Region/subregion *

17

5. Name of District or COE *

San Ysdiro ESD

6. Years on board *

2.5 years

7. Profession

Retired Teacher

8. Contact number *

(619) 370-3231

9. Primary email address *

zenaida.rosario@sysdschools.org

10. Are you an incumbent Delegate? *

- ○ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am honored to share that I have been nominated by my fellow school board members to serve as a Delegate Assembly representative for Region 17. This leadership role allows me to further serve my governance team while supporting an assembly that advocates for the interests of school boards across California.

My journey in education began in March 1982 when I was hired as a Bilingual Educator for the district where I now proudly serve as President of the San Ysidro School Board. In 2020, after retiring as a Dual Language Educator, I set a goal to continue serving the community I have cherished and supported for so many years. With encouragement from those I've worked with and taught, I decided to run for a seat on the school board. I was appointed as a Board Member in July 2022 and elected in November 2022, bringing my career full circle within the educational community I have passionately advocated for throughout nearly four decades.

My background as an educator gives me a deep connection with our community. Many of the students I taught as children are now adults in their 20s, 30s, and early 40s, while my most recent students are still navigating their elementary school years. These relationships, combined with my strong communication skills, enable me to foster collaboration among parents, educators, administrators, and students. I am committed to ensuring all students have the academic, social, and emotional resources they need to thrive.

As a lifelong learner, I have made it a priority to educate myself about my new role as a board member. I have completed the Masters in Governance coursework, which has provided me with valuable tools and knowledge to contribute effectively to my governance team. My leadership as Board President reflects my dedication to advocating for quality education, not only in general education but also in special education programs throughout our district.

I firmly believe in creating an educational community where teachers feel inspired and empowered to lead the students they serve daily. If elected to the Delegate Assembly, I would be honored to collaborate with other delegates across California to shape policies and champion the interests of school districts throughout the state. Together, we can continue the important work of advancing education for every student in California.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

My engagement with my local school board has deep roots in my many years as an educator. During my teaching career, I regularly attended board meetings to stay informed and gain a deeper understanding of the decisions impacting leadership and educational programs in our district. As an educator, I held various leadership positions and collaborated closely with parents on decisions affecting student learning, from supporting our special education community to advocating for our multilingual learners.

Since July 2022, I have had the privilege of serving on our school board, continuing my commitment to the community I have long supported as an educational leader. Our superintendent keeps the board well-informed about activities at our school sites, and we have opportunities to visit schools, reflect on our observations, and provide feedback to enhance student learning. I am actively involved in addressing the diverse needs of our schools and am fortunate to have built meaningful relationships with our administrators, educators, and classified staff.

It brings me great pride to witness the implementation of not only our core curriculum but also our unique, award-winning Science-Physics hands-on program (SciPhy), led by our exceptional educators. As a board member, I believe visibility is essential, and I make it a priority to attend school events, engage with parents, and listen to the concerns of our community. Being retired allows me the flexibility to meet with school leaders and provide support as needed. I also take every opportunity to connect with parent leaders and community groups, ensuring their voices are heard and valued.

From the beginning of my term, I sought guidance from experienced board colleagues to deepen my understanding of my governance role. Under the leadership of our superintendent, Dr. Gina Potter, and through collaboration with fellow board members, I have participated in numerous conferences and learning opportunities provided by the California School Boards Association (CSBA).

One highlight of my journey was the opportunity to present at the California Association for Bilingual Educators (CABE) conference alongside Dr. Alma Castro from Lynwood and CSBA member Jeremy Anderson. Our presentation, "Governance Teams and How They Can Support Multilingual Learners Across California," underscored the importance of collaboration in advancing multilingual education.

After taking my oath in December 2022, I enrolled in the Masters in Governance Course, which offered invaluable insights into my responsibilities as an elected board member. The knowledge I gained has enhanced my ability to serve effectively, and I am grateful for the continued opportunities to grow as a leader. As Board President, I look forward to another year of learning, collaboration, and service to our district and community.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

School boards consistently face challenges, but fostering a governance team that prioritizes children's best interests can guide leadership in tackling these issues head-on. By doing so, we can mitigate their impact on the daily learning experiences in our classrooms. One of the most pressing and recurring challenges revolves around budgetary concerns, as managing and allocating resources effectively is a central responsibility of any school district.

Operating a school district demands a significant financial investment, and school boards must prioritize spending to ensure it benefits all students. Achieving financial stability often requires difficult decisions, such as consolidations or budget adjustments, particularly in historically underfunded areas like Special Education. Transparency is critical during these processes. School boards must actively engage communities, presenting information on necessary budgetary changes in public forums to ensure accessibility and inclusivity. Public input from those directly impacted by budget decisions is invaluable, and fosters trust within the community.

Strong leadership is essential for effectively communicating these financial realities. Organizations like the California School Boards Association (CSBA) can support governance teams by equipping them with tools and strategies to navigate these challenging discussions. By sharing best practices and examples from other districts, CSBA enables boards to make informed decisions while minimizing student impact. Frequent updates, budget reviews, and open discussions at School Site Councils and staff meetings are crucial to keeping stakeholders informed and engaged.

Another critical challenge is the growing shortage of qualified teachers. University enrollment in teacher preparation programs has declined, and the teaching profession faces increasing obstacles. According to Elevate K-12, California public schools had over 10,000 vacancies in the 2021-2022 school year. This shortage is particularly concerning in Special Education, where demand continues to outpace supply.

The rising cost of living and low starting salaries for teachers have made it increasingly difficult to attract new educators. Special Education teachers, in particular, face unique pressures, including low morale from feeling unsupported and the challenges of working with advocates during IEP meetings. Compounding this is that for over 40 years, Special Education funding has been insufficient, forcing many districts to rely on general funds to cover these essential programs.

Revitalizing the teaching profession requires a collaborative effort. Governance teams must work with local universities to create pathways for prospective teachers, such as volunteer opportunities and workshops highlighting the rewards of a teaching career. CSBA can support these efforts by providing training and resources to help districts recruit and retain highly qualified teachers. Reinvigorating the passion for teaching will attract new educators and improve morale among current staff.

As a lifelong educator, I understand the profound impact of dedicated teachers on a community. Teaching the children of the community I've called home since 1982 was a privilege, and serving as a school board member allows me to continue that service. Challenges are an inherent part of any school district, but how we address them shapes the morale and attitudes of everyone involved. By fostering collaboration at the local, county, and state levels, we can create a community of problem solvers committed to overcoming obstacles together.

Our work as elected representatives is vital, and the opportunities to network and learn from one another are invaluable. CSBA is an indispensable partner for school boards, providing the resources and support to lead our school communities through even the most challenging times. Together, we can ensure success for students, staff, and communities.

San Ysidro School District EST - 1887

January 6, 2025

Board of Trustees
CSBA Region 17
San Diego County

Re: Support for Zenaida Rosario's Nomination to the CSBA Delegate Assembly

On November 14, 2024, during the San Ysidro School District Governing Board Meeting, the board unanimously nominated Board Member Zenaida Rosario as a candidate for the California School Boards Association (CSBA) Delegate Assembly representing Region 17.

Board President Zenaida Rosario has been a devoted and impactful member of the Governing Board since July 2022. With nearly four decades of experience in education, she has consistently demonstrated the transformative power of advocacy and collaboration in creating meaningful opportunities for students, families, and educators.

Zenaida's journey in education began as a childhood dream, inspired by the encouragement of her immigrant parents and the influential educators who shaped her early years. That dream became a reality through her 38 years of dedicated service as a bilingual/dual-language educator in grades K-3, all within the San Ysidro community. Her academic accomplishments include earning a B.A. in Communications and Education from UCSD (1982), a Master's in Supervision and Administration from SDSU (1988), and a Transitional Certification in Early Childhood Education from Loyola Marymount University (2014). These achievements highlight her commitment to personal growth and her relentless pursuit of excellence in education.

Throughout her career, Zenaida prioritized fostering student success while deeply engaging with parents and the broader community. She has served on School Site Councils, participated in PTA, and worked with parent-focused initiatives such as the Parent Institute for Quality Education (PIQE). Her efforts emphasized the importance of collaboration and inclusivity in decision-making processes that benefit students and their families.

Zenaida Rosario's candidacy for the CSBA Delegate Assembly is grounded in her wealth of experience, unwavering passion, and steadfast commitment to education. Her collaborative approach, dedication to lifelong learning, and focus on addressing the diverse needs of students align seamlessly with the mission and values of the California School Boards Association.

Here are some other notable accomplishments:

- 2004: California Teacher of the Year
- 2005: California Association for Bilingual Educators Teacher of the Year
- 2024: Recipient of the Biliteracy Award by the San Diego County Office of Education

We encourage you to join us in supporting Board Member Zenaida Rosario's candidacy for this vital role. Together, we can ensure that her voice—and the voice of our community—continues to make a significant and lasting impact on education in California.
Thank you for your time and consideration.

Sincerely,

Gina Potter, Ed.D.
Superintendent
San Ysidro School District

Santee School District

SCHOOLS:
Cajon Park
Carlton Hills
Carlton Oaks
Chet F. Harritt STEAM
Hill Creek
Pepper Drive
PRIDE Academy at Prospect Avenue
Rio Seco
Sycamore Canyon Alternative Success Program

January 8, 2025

Governing Board Members CSBA Region 17
San Diego County

RE: Re-election of Barbara Ryan to CSBA Region 17 Delegate Assembly

Dear Members of the Governing Board:

The Santee School District Board of Education unanimously nominated Barbara Ryan as a candidate for continuing service in the California School Boards Association Delegate Assembly, Region 17. It is with great pleasure that I endorse Mrs. Ryan's candidacy for another term as a delegate. Mrs. Ryan has worked with school board members and administrators as an elected member of the Delegate Assembly since 1982.

As a school board member for over 35 years, Mrs. Ryan exemplifies CSBA's Mission: "To provide leadership in setting and implementing the public education agenda and to support school board governance at the district and county levels." She has been a parent of five children in the Santee School District and now has grandchildren in our schools. She has worked countless hours in the board member capacity to improve education for all children in the county as well as the school district.

Mrs. Ryan truly believes in political and educational service. She has served the community of Santee for over three decades as a board member and has been an active member of CSBA during her tenure. Her passion is legislative affairs and her legislative expertise is a benefit to the students we serve and the students throughout the state of California.

It has always been Mrs. Ryan's goal that our students have the support necessary to receive a quality education and she continues to speak passionately, and without hesitation, on their behalf in Sacramento. I encourage you to cast your vote for experience, knowledge, dedication, and commitment to education's goals and to children, by supporting Barbara Ryan for the Region 17 CSBA Delegate Assembly.

Sincerely,

Kristin Baranski, Ed.D.
Superintendent

BOARD OF EDUCATION · Dustin Burns, Dianne El-Hajj, Tim Glover, Ed.D., Barbara Ryan, Tracie Thill
DISTRICT SUPERINTENDENT · Kristin Baranski, Ed.D.

ACTION ITEMS (10 min.)

5.4 Approve the Agreement between the Coronado Unified School District (CUSD) and the California School Employees Association (CSEA), and approve related AB1200 disclosures

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:

Representatives from the California School Employees Association (CSEA) and Coronado Unified School District (CUSD) met during the 2024-25 school year to discuss, clarify, and revise language contained within the Agreement between CSEA and CUSD.

In accordance with Government Code Section 3547.5 and AB1200, before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Reports:

The attached documents are presented in accordance with the requirements outlined in Government Code Section 3547.5 and AB1200. A summary of changes to the contract and detailed financial impacts are provided.

Financial Impact:

The parties have reached a tentative agreement for a 3-year successor contract that includes a cumulative 5% increase in the 2024-2025 school year, in addition to other compensation and language changes. Annual costs associated with this agreement are estimated at $500K (ongoing). The proposed agreement settles negotiations for the 2024-2025 school year. For 2025-2026 and 2026-2027 school years, the District and CSEA shall have the right to reopen the articles of the Agreement on salary and benefits. Also, each party shall have the right to reopen two (2) additional articles.

Superintendent's Recommendation:

That the Board approve the Tentative Agreement between the Coronado Unified School District and California School Employees Association (CSEA).

LCAP Goals:

1. Safe and Clean Facilities for Students and Staff
2. School Site Safety Plans

3. Multi-Tiered System of Supports
4. Social Emotional Learning
5. Student Engagement & Dropout Prevention
6. Counseling Services
7. Equity, Diversity and Inclusion
8. Recruit and Retain Highly Qualified Staff

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Coronado USD_CSEA_Feb-20-25_CBD Letter.pdf
Joint CSEA Communication - Tentative Agreement - 2025.pdf
Final TAs 386 CUSD Signed.pdf
CSEA Salary Schedule Effective_7.1.24_BOE2.20.25.pdf
CSEA Salary Schedule Effective_3.1.25_BOE2.20.25.pdf

san diego county office of EDUCATION
FUTURE WITHOUT BOUNDARIES™

San Diego County Office of Education **Main Campus**
6401 Linda Vista Road, San Diego, CA 92111
858-292-3500 | www.sdcoe.net

February 14, 2025

Karl Mueller
Superintendent
Coronado Unified School District
201 Sixth Street
Coronado, CA 92118-1799

Dear Superintendent Mueller:

We have received the Coronado Unified School District's Disclosure of Collective Bargaining Agreement for the California School Employees Association (CSEA) in accordance with AB 1200 (Statutes of 1991, Chapter 1213) and Government Code 3547.5. The proposed agreement is effective July 1, 2024, through June 30, 2027, and will be acted upon by the governing board at its meeting on February 20, 2025.

The agreement calls for the following:

- 4% on-schedule salary increase retroactive to July 1, 2024
- An additional 1% on-schedule salary increase effective March 1, 2025

The district projects the fiscal impact from this agreement to be approximately:

- 2024-25: $ 534,000
- 2025-26: $ 590,000
- 2026-27: $ 590,000

This agreement increases the projected deficit spending in the Unrestricted General Fund during the multi-year projection. As a result, the disclosure indicates the need for $2 million in budget solutions in fiscal year 2026-27 to maintain the minimum required reserve. The 2024-25 Second Interim Report must include a detailed plan to maintain required reserve levels in fiscal year 2026-27.

The district superintendent and chief business official have certified that the cost of the collective bargaining agreement can be met during the term of the agreement with budget solutions of $2 million in fiscal year 2026-27. Furthermore, E.C. 42142 requires school districts to incorporate necessary budget revision in the current year budget within 45 days of board approval of a collective bargaining agreement. Please forward a copy of the budget revision and the signed certification to our office upon board approval of the collective bargaining agreement.

Questions or concerns may be directed to me at (858) 295-6702, or Alex Wilmot, Business Advisor at (858) 295-6649.This letter can be found on our website at: https://www.sdcoe.net/administrative-services/business-services/district-financial-services/business-advisory-services.

Sincerely,



Brent Watson
Executive Director
District Financial Services

BW: AW: VS

cc: Donnie Salamanca, Deputy Superintendent, Business Services, Coronado Unified School District
Retirement Reporting Unit, San Diego County Office of Education

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Coronado Unified School District
Name of Bargaining Unit:	California School Employees Association (CSEA)
Certificated, Classified, Other:	Classified

The proposed agreement covers the period beginning: July 1, 2024 (date) and ending: June 30, 2027 (date)

If this agreement is part of a multi-year agreement, indicate all fiscal years covered by the agreement.
Enter the on-schedule % increase for each fiscal year. (Do not report off-schedule increases in this section)

Fiscal Year	2024-25	2024-25	
% Increase	4.00%	1.00%	
	7/1/24-2/28/25	3/1/25-6/30/25	

The Governing Board will act upon this agreement on: February 20, 2025 (date)

Budget Revisions to be adopted by: (no later than 45 days after approval) April 6, 2025 (date)

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

A. Proposed Change in Compensation

Bargaining Unit Compensation Fund 01- General Fund		Annual Cost Prior to Proposed Settlement	Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for ongoing costs, multiyear and overlapping agreements) Year 1 Increase/(Decrease) 2024-25	Year 2 Increase/(Decrease) 2025-26	Year 3 Increase/(Decrease) 2026-27
1.	**Salary Schedule** On-Schedule increase	$ 7,696,992	307,879.68 4.00%	387,928.40 4.85%	387,928.40 4.62%
2.	**Step & Column** Increase or decrease in the cost of step & column as a result of the settlement	$ 111,000	4,618.20 4.16%	5,818.93 5.03%	5,818.93 4.79%
3.	**Other Compensation** Stipends, Off-schedule payments, Longevity, Overtime, Differential, one-time bonuses, etc.				
4.	**Statutory Benefits** - STRS, PERS, FICA, WC, UI, Medicare, etc.	$ 2,791,699	$ 111,668 4.00%	$ 140,702 4.85%	$ 140,702 4.62%
5.	**Health/Welfare Plans**				
6.	**Total Bargaining Unit Compensation** Add Items 1 through 5 to equal 6	$ 10,599,691	$ 424,166 4.00%	$ 534,449 4.85%	$ 534,449 4.62%
7.	**Total Number of Bargaining Unit Employees** (Use FTEs if appropriate)	131.00			
8.	**Total Compensation Average Cost per Bargaining Unit Employee**	$ 80,914	$ 3,238 4.00%	$ 4,080 4.85%	$ 4,080 4.62%

Will this agreement trigger a "Me Too" agreement with another bargaining unit? N/A

Impact on Other Funds

Will this agreement have an impact on any other funds?		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2024-25	Year 2 Increase/(Decrease) 2025-26	Year 3 Increase/(Decrease) 2026-27
Yes	Child Development Fund	571,200	28,560	28,560	28,560
Yes	Cafeteria Fund	571,200	28,560	28,560	28,560

9. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and other comments and explanations as necessary.

Effective July 1, 2024, all CSEA unit members will receive an ongoing salary increase of four percent (4%). Effective March 1, 2025, all CSEA unit members will receive a one percent (1%) ongoing salary increase.

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

There were no additional steps, columns or ranges added to the salary schedule.

B. Proposed Negotiated Changes in Non-Compensation items (class size adjustments, staff development days, teacher prep time, etc.)

Article VI: Hours and Overtime
-While no changes were made to the contract language, we restructured the format so that classified staff members can easily understand their vacation allocation.

Article VII: Holidays
-Juneteenth was officially added to the contract.

Article X: Leaves
-Sick Leave: Language was added to delineate when the District may require a unit member to provide a health provider's certification of an absence.

-Bereavement Leave: Language was changed to align with the ACT contract that allows unit members bereavement leave on account of the death of any member of the family or a close personal friend with whom the unit member has a deep and longstanding relationship.

-Catastrophic Leave: Substantial changes were made in the section of Article X pertaining to Catastrophic Leave. A process was outlined for donations to the bank, as well as the requirements to request catastrophic leave pay. A Catastrophic Leave Bank Committee will now be established by CSEA and the District to review catastrophic leave requests.

Article XVII: Interview Procedures
-Promotional positions were identified and indicated in New Appendix A-2 of the collective bargaining agreement. CSEA will maintain their right to appoint an observer when interviews are conducted for these positions.

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

There are no impacts on instructional and support programs to accommodate the settlement.

Will the increase in costs as a result of the agreement necessitate budget reductions in the current or subsequent two fiscal years? ◉ YES ○ NO

If yes, please specify the amount of the budget reductions necessary for each fiscal year

2024-25	2025-26	2026-27
		$ 2,000,000

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

The proposed agreement settles negotiations for the 2024-2025 school year. For 2025-2026 and 2026-2027 school years, the District and CSEA shall have the right to reopen the articles of the Agreement on salary and benefits. Also, each party shall have the right to reopen two (2) additional articles.

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

There are no other changes in major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

F. Source of Funding for Proposed Agreement:

1. Current Year

The agreement will be funded through a careful and strategic planned spend-down of the district's fund balance. The district will transition to a locally funded (Basic Aid) district in the 2027-2028 fiscal year. Under this new funding model, staff project that revenues will be sufficient to support the increased cost structures agreed upon during the 2024-2025 negotiations cycles.

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

The agreement will be funded through a careful and strategic planned spend-down of the district's fund balance. The compounded effects of this year's settlement agreements with all employees results in a projected negative ending fund balance in the 2026-2027 fiscal year. The Governor's proposed budget includes one-time monies estimated at approximately $800K for CUSD which, if included in the final budget will help the district remain solvent prior to transitioning to Basic Aid. If there are downward changes in the CoLA or one-time monies do not materialize, CUSD will need to make budget reductions to remain solvent.

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

Not Applicable. This is not a multiyear agreement.

Coronado Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: California School Employees Association (CSEA)

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of December 12, 2024)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 31,479,434			$ 31,479,434
Federal Revenue	8100-8299	$ 2,779,047		$ -	$ 2,779,047
Other State Revenue	8300-8599	$ 1,036,160			$ 1,036,160
Other Local Revenue	8600-8799	$ 1,913,949		$ -	$ 1,913,949
TOTAL REVENUES		$ 37,208,590		$ -	$ 37,208,590
EXPENDITURES					
Certificated Salaries	1000-1999	$ 13,323,046	$ -	$ 90,405	$ 13,413,451
Classified Salaries	2000-2999	$ 4,951,962	$ 312,498	$ 25,841	$ 5,290,301
Employee Benefits	3000-3999	$ 7,942,632	$ 111,668	$ 40,034	$ 8,094,334
Books and Supplies	4000-4999	$ 1,099,713		$ -	$ 1,099,713
Services and Other Operating Expenditures	5000-5999	$ 4,361,195		$ -	$ 4,361,195
Capital Outlay	6000-6999	$ 15,190		$ -	$ 15,190
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -			$ -
Transfers of Indirect Costs	7300-7399	$ (190,830)		$ -	$ (190,830)
TOTAL EXPENDITURES		$ 31,502,908	$ 424,166	$ 156,280	$ 32,083,354
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 8,001,418	$ -	$ -	$ 8,001,418
Transfers Out and Other Uses	7600-7699	$ -	$ -		$ -
Contributions	8980-8999	$ (10,549,503)	$ -	$ -	$ (10,549,503)
OPERATING SURPLUS (DEFICIT)*		$ 3,157,597	$ (424,166)	$ (156,280)	$ 2,577,151
BEGINNING FUND BALANCE	9791	$ 1,703,432			$ 1,703,432
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 4,861,029	$ (424,166)	$ (156,280)	$ 4,280,583
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719		$ -	$ -	$ -
Restricted	9740				
Committed	9750-9760		$ -	$ -	$ -
Assigned	9780	$ 3,221,396		$ (683,467)	$ 2,537,929
Reserve for Economic Uncertainties	9789	$ 1,639,633		$ 50,000	$ 1,689,633
Unassigned/Unappropriated Amount	9790	$ -	$ (424,166)	$ 477,187	$ 53,021

*Net Increase (Decrease) in Fund Balance

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

Coronado Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit: California School Employees Association (CSEA)

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of December 12, 2024)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 123,456		$ -	$ 123,456
Federal Revenue	8100-8299	$ 2,810,855		$ -	$ 2,810,855
Other State Revenue	8300-8599	$ 3,978,337		$ -	$ 3,978,337
Other Local Revenue	8600-8799	$ 2,198,445			$ 2,198,445
TOTAL REVENUES		$ 9,111,093		$ -	$ 9,111,093
EXPENDITURES					
Certificated Salaries	1000-1999	$ 7,389,163	$ -	$ -	$ 7,389,163
Classified Salaries	2000-2999	$ 3,485,775	$ -	$ -	$ 3,485,775
Employee Benefits	3000-3999	$ 6,426,027	$ -	$ -	$ 6,426,027
Books and Supplies	4000-4999	$ 1,165,016		$ -	$ 1,165,016
Services and Other Operating Expenditures	5000-5999	$ 4,083,351			$ 4,083,351
Capital Outlay	6000-6999	$ 117,960			$ 117,960
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 150,900		$ -	$ 150,900
TOTAL EXPENDITURES		$ 22,818,192	$ -	$ -	$ 22,818,192
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -		$ -
Contributions	8980-8999	$ 10,549,503	$ -	$ -	$ 10,549,503
OPERATING SURPLUS (DEFICIT)*		$ (3,157,596)	$ -	$ -	$ (3,157,596)
BEGINNING FUND BALANCE	9791	$ 3,586,804			$ 3,586,804
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 429,208	$ -	$ -	$ 429,208
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 429,208	$ -	$ -	$ 429,208
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

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

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit: California School Employees Association (CSEA)

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of December 12, 2024)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 31,602,890		$ -	$ 31,602,890
Federal Revenue	8100-8299	$ 5,589,902		$ -	$ 5,589,902
Other State Revenue	8300-8599	$ 5,014,497		$ -	$ 5,014,497
Other Local Revenue	8600-8799	$ 4,112,394		$ -	$ 4,112,394
TOTAL REVENUES		$ 46,319,683		$ -	$ 46,319,683
EXPENDITURES					
Certificated Salaries	1000-1999	$ 20,712,209	$ -	$ 90,405	$ 20,802,614
Classified Salaries	2000-2999	$ 8,437,737	$ 312,498	$ 25,841	$ 8,776,076
Employee Benefits	3000-3999	$ 14,368,659	$ 111,668	$ 40,034	$ 14,520,361
Books and Supplies	4000-4999	$ 2,264,729		$ -	$ 2,264,729
Services and Other Operating Expenditures	5000-5999	$ 8,444,546		$ -	$ 8,444,546
Capital Outlay	6000-6999	$ 133,150		$ -	$ 133,150
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ (39,930)		$ -	$ (39,930)
TOTAL EXPENDITURES		$ 54,321,100	$ 424,166	$ 156,280	$ 54,901,546
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	$ 8,001,418	$ -	$ -	$ 8,001,418
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
Contributions	8980-8999	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 1	$ (424,166)	$ (156,280)	$ (580,445)
BEGINNING FUND BALANCE	9791	$ 5,290,236			$ 5,290,236
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 5,290,237	$ (424,166)	$ (156,280)	$ 4,709,791
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 429,208	$ -	$ -	$ 429,208
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ 3,221,396	$ -	$ (683,467)	$ 2,537,929
Reserve for Economic Uncertainties	9789	$ 1,639,633	$ -	$ 50,000	$ 1,689,633
Unassigned/Unappropriated Amount	9790	$ -	$ (424,166)	$ 477,187	$ 53,021

*Net Increase (Decrease) in Fund Balance

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

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

Page 4a: Unrestricted General Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	156,280	Propsed salary 4% increase for non-represented employees
Other Financing Sources/Uses	$	-	

Page 4b: Restricted General Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Additional Comments:

Coronado Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit: California School Employees Association (CSEA)

	Object Code	2024-25 Total Revised Budget After Settlement	2025-26 First Subsequent Year After Settlement	2026-27 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 31,479,434	$ 32,587,775	$ 33,604,413
Federal Revenue	8100-8299	$ 2,779,047	$ 2,779,047	$ 2,779,047
Other State Revenue	8300-8599	$ 1,036,160	$ 958,539	$ 958,539
Other Local Revenue	8600-8799	$ 1,913,949	$ 2,020,011	$ 2,020,011
TOTAL REVENUES		$ 37,208,590	$ 38,345,372	$ 39,362,010
EXPENDITURES				
Certificated Salaries	1000-1999	$ 13,413,451	$ 13,073,451	$ 12,973,451
Classified Salaries	2000-2999	$ 5,290,301	$ 5,337,653	$ 5,412,653
Employee Benefits	3000-3999	$ 8,094,334	$ 8,372,251	$ 8,602,251
Books and Supplies	4000-4999	$ 1,099,713	$ 1,399,000	$ 1,399,000
Services and Other Operating Expenditures	5000-5999	$ 4,361,195	$ 4,908,290	$ 5,104,456
Capital Outlay	6000-6999	$ 15,190	$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -	$ -	$ -
Transfers of Indirect Costs	7300-7399	$ (190,830)	$ (165,338)	$ (165,338)
Other Adjustments				$ -
TOTAL EXPENDITURES		$ 32,083,354	$ 32,925,307	$ 33,326,473
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 8,001,418	$ 8,087,220	$ 5,260,000
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -
Contributions	8980-8999	$ (10,549,503)	$ (14,187,000)	$ (15,007,000)
OPERATING SURPLUS (DEFICIT)*		$ 2,577,151	$ (679,715)	$ (3,711,463)
BEGINNING FUND BALANCE	9791	$ 1,703,432	$ 4,280,583	$ 3,600,868
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 4,280,583	$ 3,600,868	$ (110,595)
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ -		
Restricted	9740			
Committed	9750-9760	$ -	$ -	$ -
Assigned	9780	$ 2,537,929	$ 1,800,599	
Reserve for Economic Uncertainties	9789	$ 1,689,633	$ 1,700,000	
Unassigned/Unappropriated Amount	9790	$ 53,021	$ 100,269	$ (110,595)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Coronado Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit: California School Employees Association (CSEA)

	Object Code	2024-25 Total Revised Budget After Settlement	2025-26 First Subsequent Year After Settlement	2026-27 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 123,456	$ 170,511	$ 170,511
Federal Revenue	8100-8299	$ 2,810,855	$ 1,862,447	$ 1,862,447
Other State Revenue	8300-8599	$ 3,978,337	$ 2,759,902	$ 2,759,902
Other Local Revenue	8600-8799	$ 2,198,445	$ 2,198,445	$ 2,198,445
TOTAL REVENUES		$ 9,111,093	$ 6,991,305	$ 6,991,305
EXPENDITURES				
Certificated Salaries	1000-1999	$ 7,389,163	$ 7,500,163	$ 7,612,163
Classified Salaries	2000-2999	$ 3,485,775	$ 3,407,775	$ 3,460,775
Employee Benefits	3000-3999	$ 6,426,027	$ 6,526,027	$ 6,626,027
Books and Supplies	4000-4999	$ 1,165,016	$ 624,241	$ 649,241
Services and Other Operating Expenditures	5000-5999	$ 4,083,351	$ 3,295,205	$ 3,395,205
Capital Outlay	6000-6999	$ 117,960	$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -	$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 150,900	$ 124,099	$ 124,099
Other Adjustments				
TOTAL EXPENDITURES		$ 22,818,192	$ 21,477,510	$ 21,867,510
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -
Contributions	8980-8999	$ 10,549,503	$ 14,187,000	$ 15,007,000
OPERATING SURPLUS (DEFICIT)*		$ (3,157,596)	$ (299,205)	$ 130,795
BEGINNING FUND BALANCE	9791	$ 3,586,804	$ 429,208	$ 130,003
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 429,208	$ 130,003	$ 260,798
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ -	$ -	$ -
Restricted	9740	$ 429,208	$ 130,003	$ 260,798
Committed	9750-9760			
Assigned	9780			
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Coronado Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit: California School Employees Association (CSEA)

	Object Code	2024-25 Total Revised Budget After Settlement	2025-26 First Subsequent Year After Settlement	2026-27 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 31,602,890	$ 32,758,286	$ 33,774,924
Federal Revenue	8100-8299	$ 5,589,902	$ 4,641,494	$ 4,641,494
Other State Revenue	8300-8599	$ 5,014,497	$ 3,718,441	$ 3,718,441
Other Local Revenue	8600-8799	$ 4,112,394	$ 4,218,456	$ 4,218,456
TOTAL REVENUES		$ 46,319,683	$ 45,336,677	$ 46,353,315
EXPENDITURES				
Certificated Salaries	1000-1999	$ 20,802,614	$ 20,573,614	$ 20,585,614
Classified Salaries	2000-2999	$ 8,776,076	$ 8,745,428	$ 8,873,428
Employee Benefits	3000-3999	$ 14,520,361	$ 14,898,278	$ 15,228,278
Books and Supplies	4000-4999	$ 2,264,729	$ 2,023,241	$ 2,048,241
Services and Other Operating Expenditures	5000-5999	$ 8,444,546	$ 8,203,495	$ 8,499,661
Capital Outlay	6000-6999	$ 133,150	$ -	$ -
Other Outgo (excuding Indirect Costs)	7100-7299 7400-7499	$ -	$ -	$ -
Transfers of Indirect Costs	7300-7399	$ (39,930)	$ (41,239)	$ (41,239)
Other Adjustments		$ -	$ -	$ -
TOTAL EXPENDITURES		$ 54,901,546	$ 54,402,817	$ 55,193,983
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 8,001,418	$ 8,087,220	$ 5,260,000
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -
Contributions	8980-8999	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (580,445)	$ (978,920)	$ (3,580,668)
BEGINNING FUND BALANCE	9791	$ 5,290,236	$ 4,709,791	$ 3,730,871
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 4,709,791	$ 3,730,871	$ 150,203
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ -	$ -	$ -
Restricted	9740	$ 429,208	$ 130,003	$ 260,798
Committed	9750-9760	$ -	$ -	$ -
Assigned	9780	$ 2,537,929	$ 1,800,599	$ -
Reserve for Economic Uncertainties	9789	$ 1,689,633	$ 1,700,000	$ -
Unassigned/Unappropriated Amount	9790	$ 53,021	$ 100,269	$ (110,595)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Coronado Unified School District
California School Employees Association (CSEA)

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2024-25	2025-26	2026-27
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 54,901,546	$ 54,402,817	$ 55,193,983
b.	Less: Special Education Pass-Through Funds	$ -	$ -	$ -
c.	Net Expenditures, Transfers Out, and Uses	$ 54,901,546	$ 54,402,817	$ 55,193,983
d.	Projected P-2 ADA	2,670	2,636	2,592
e.	State Standard Minimum Reserve Percentage for this District	3.00%	3.00%	3.00%
f.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line e, or $69,000)	$ 1,647,046	$ 1,632,085	$ 1,655,819

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	$ 1,689,633	$ 1,700,000	$ -
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	$ 53,021	$ 100,269	$ (110,595)
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	$ -	$ -	$ -
e.	Total Available Reserves	$ 1,742,654	$ 1,800,269	$ (110,595)
f.	Reserve for Economic Uncertainties Percentage	3.17%	3.31%	-0.20%

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

	Yes	No
2024-25	X	
2025-26	X	
2026-27		X

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

The agreement will be funded through a careful and strategic planned spend-down of the district's fund balance. The compounded effects of this year's settlement agreements with all employees results in a projected negative ending fund balance in the 2026-2027 fiscal year. The Governor's proposed budget includes one-time monies estimated at approximately $800K for CUSD which, if included in the final budget will help the district remain solvent prior to transitioning to Basic Aid. If there are downward changes in the CoLA or one-time monies do not materialize, CUSD will need to make budget reductions to remain solvent.

J. CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

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

Board Actions

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

Current Year-All Funds

Budget Adjustment Categories:	Budget Adjustment Increase/(Decrease)
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$ 481,286
Ending Balance(s) Increase/(Decrease)	$ (481,286)

Subsequent Years- All Funds

Budget Adjustment Categories:	Budget Adjustment Increase/(Decrease)
Revenues/Other Financing Sources	
Expenditures/Other Financing Uses	$ 1,183,138
Ending Balance(s) Increase/(Decrease)	$ (1,183,138)

Budget Revisions

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

Certifications

☑ I hereby certify ☐ I am unable to certify

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

☑ The costs incurred by the school district as a result of this agreement can be met by the district during the term of the agreement.

District Superintendent (Signature) — Date: 2/14/25

◉ I hereby certify ○ I am unable to certify

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

☑ The costs incurred by the school district as a result of this agreement can be met by the district during the term of the agreement.

Chief Business Official (Signature) — Date: 2/14/25

Contact Person: Donnie Salamanca, Deputy Superintendent

Telephone Number: 619-522-8900 ext.1016

Parent/Teacher Organization Contact Information (attach additional page if more space is needed)

E-mail address

Donna S. Tripi
Director of Human Resources
201 Sixth Street, Coronado, CA 92118
619.522.8900 Ext. 1013 www.coronadousd.net

Hello CUSD Team,

CUSD and CSEA are pleased to announce that we have reached a tentative agreement regarding negotiations for the 2024-25 school year. We all appreciated the collaborative and positive approach to bargaining that prevailed throughout our sessions. We believe it resulted in a contract that is beneficial to all.

The tentative agreement must still be ratified by our classified unit members and then approved by Coronado Unified School District's Board of Education.

Highlights of the tentative agreement include:

Article VI: Hours and Overtime

- While no changes were made to the contract language, we restructured the format so that classified staff members can easily understand their vacation allocation.

Article VII: Holidays

- Juneteenth was officially added to the contract.

Article IX: Salary

- The percentage increase for all unit members will be a total of 4%, retroactive to July 1, 2024. There will be an additional 1% increase effective March 1, 2025.

Article X: Leaves

- Sick Leave: Language was added to delineate when the District may require a unit member to provide a health provider's certification of an absence.
- Bereavement Leave: Language was changed to align with the ACT contract that allows unit members bereavement leave on account of the death of any member of the family or a close personal friend with whom the unit member has a deep and longstanding relationship.
- Catastrophic Leave: Substantial changes were made in the section of Article X pertaining to Catastrophic Leave. A process was outlined for donations to the bank, as well as the requirements to request catastrophic leave pay. A Catastrophic Leave Bank Committee will now be established by CSEA and the District to review catastrophic leave requests.

Article XVII: Interview Procedures

- Promotional positions were identified and indicated in New Appendix A-2 of the collective bargaining agreement. CSEA will maintain their right to appoint an observer when interviews are conducted for these positions.

We appreciate the hard work of both teams to come to an agreement.
CSEA and CUSD Negotiation Teams

Summary of Tentative Agreements for Successor Negotiations
Between
The California School Employees Association and its Coronado #386
and the
Coronado Unified School District

It is hereby agreed between the California School Employees Association and its Coronado Chapter #386 (CSEA) and the Coronado Unified School District (District) for successor contract negotiations for the 2024-2027 academic years.

Tentative Agreements are subject to internal approval process of each party

1. Article IV DUES DEDUCTIONS AND NEW EMPLOYEE ORIENTATION
2. Article VI HOURS AND OVERTIME
3. Article VII HOLIDAYS
4. Article IX SALARY
5. Article X LEAVES
6. Article XVII INTERVIEW PROCEDURES
   i. Appendix A-1 – Classifications and Ranges
   ii. Appendix A-2 – Interview Classifications
7. Article XX TERM OF AGREEMENT

Date: 03/02/2025

For CSEA:

Marshall Redding

Marshall Redding, President
Coronado Chapter 386

Kyler Miller (Feb 3, 2025 11:52 PST)

Kyler Miller, Labor Relations Rep
California School Employees Association

For District:

Donna S. Tripi
Donna S. Tripi (Feb 3, 2025 12:47 PST)

Donna S. Tripi, Director of Human Resources
Coronado Unified School District

Donnie Salamanca
Donnie Salamanca (Feb 3, 2025 12:28 PST)

Donnie Salamanca, Deputy Superintendent
Coronado Unified School District

ARTICLE IV

DUES DEDUCTIONS AND NEW EMPLOYEE ORIENTATION

DUES DEDUCTIONS

In accordance with this article the District shall deduct such dues as authorized by CSEA, and/or each employee in the bargaining unit who has completed a CSEA membership application and dues deduction authorization. The District shall deduct such dues every payroll period as authorized.

~~Each member of the bargaining unit shall, as a condition of continued employment, either join CSEA or pay a service fee in amount no greater than the periodic dues of CSEA.~~

4.1 For this Article, "employment date" of new employees shall mean the date of first paid service to the District in a probationary position.

~~4.1.1 For this Article, "employment date" of new employees shall mean the date of first paid service to the District in a probationary position.~~

4.2 **Hold Harmless Provision**

421 CSEA agrees to reimburse the District, its officers and agents for all legal fees and legal costs incurred after notice to CSEA in defending against any court or administrative action challenging the legality of the organizational security provisions of this Agreement or the implementation thereof.

422 CSEA agrees to reimburse the District, its officers and agents for any award or compromise of damages of liability arising out of any court or administrative action challenging the legality of the organizational security provisions of this Agreement or the implementation thereof, provided the District, or other party claiming reimbursement has complied with the terms of this article and has promptly notified CSEA of its awareness of such an action

423 CSEA shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, tried or appealed.

4.3 CSEA agrees to furnish any information required by the District to fulfill the provisions of this Article and the District shall not be held in any jeopardy or liability should CSEA fail to provide such information.

NEW EMPLOYEE ORIENTATION

4.4 The District Human Resources Office shall notify the CSEA Chapter President of all scheduled classified orientation sessions in a reasonable time prior to each session. If a CSEA representative is not available to meet with the new employee at the end of the District's orientation session, CSEA shall have the option to schedule an alternate session with the new employee (see New Employee Orientation MOU Appendix G).

4.5 **Information**

The District shall provide each new employee with a sealed packet prepared by CSEA that is separate from other new employee information that is provided by the District. Any CSEA applications received will be forwarded to the CSEA President or designee.

4.6 Any employee rehired from the reemployment list, shall return to work without having to go through the organizational security procedure again. They shall be reinstated to the same status they held at the time of layoff. Upon notification by the District, CSEA will notify the rehired employee, in writing, of the earliest opportunity to legally change their status. (This Section is the same as Section 19.5.10).

Date: 5/6/2024

Marshall Redding, President
Coronado Chapter 386

Donna Tripi, Director of Human Resources
Coronado Unified School District

Kyler Miller, Labor Relations Rep
California School Employees Association

TENTATIVE AGREEMENT BETWEEN
THE CORONADO UNIFIED SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
CORONADO CHAPTER #386

ARTICLE VI
HOURS AND OVERTIME

6.1 Workweek

The workweek of a classified employee, as defined in Section 45103 or Section 45256, shall be forty (40) hours. The workday shall be eight (8) hours. These provisions do not restrict the extension of a regular workday or workweek on an overtime basis when such is necessary to carry on the business of the District. Nothing in this section shall be deemed to bar the District from establishing a workday of less than eight (8) hours or a workweek of less than forty (40) hours for all or any of its classified positions.

(Exception - See 6.20 Flexible Hours)

6.2 Workday

The length of the workday shall be set by the District for each unit member. Each bargaining unit employee shall be assigned a fixed, regular and ascertainable minimum number of hours, which shall be not over a period of more than five (5) consecutive days.

6.21 Members of Unit-2 will be provided with notification of the starting date, times and hours of employment at least 20 working days prior to the start of the work year. After the start of the work year, unit members will be notified of changes or adjustments to the schedule at least 10 working days prior to any change. No reduction in hours shall occur except in accordance with applicable rules and Article 19.7 of this Agreement. The notification period may be waived by mutual agreement of the unit member and the immediate supervisor. Normally, but not as a binding practice, the starting date will be the first day students report to school.

6.3 Adjustment of Assigned Time

Any employee in the bargaining unit who works a~~n~~ minimum of thirty (30) minutes or more per day in ~~access~~ excess of ~~his or her~~their regular part-time assignment for twenty (20) or more working days shall have ~~his or her~~their regular assignment adjusted upward to reflect the longer hours, effective with the next pay period.

MR
MR

DST
DST

6.4 Increase in Hours

64.1 For unit - 1

When additional hours are available to a part-time position on a regular basis, the hours shall be offered to the employee in the unassigned time with the greatest bargaining unit seniority. If the senior employee declines the assignment, it shall be offered to the remaining employees in the class in descending order of bargaining unit seniority until the assignment is made.

64.2 For Unit - 2

When additional hours are available to a part-time position on a regular basis, every effort will be made to give the hours to the employee at the site in the appropriate class, with the appropriate skills, with the greatest bargaining unit seniority. If the senior employee declines the assignment, the above mentioned criteria will be used in offering the hours to other employees.

6.5 Lunch period

65.1 Any employee covered by this Agreement shall be entitled to an uninterrupted, unpaid lunch period after the employee has been on duty for five (5) hours. The length of time for such lunch period shall be for no longer than one (1) hour, or less than one-half (½) hour, and shall be scheduled for full-time employees at or about the midpoint of each work shift.

65.2 A full-time employee required to work during their~~his or her~~ lunch period shall receive pay at the rate of time and one-half (1 ½) the regular rate of pay during the normal lunch period.

6.6 Rest periods

66.1 All bargaining unit employees shall be granted rest periods which, insofar as practicable, shall be in the middle of each work period as provided for in Section 6.6.3, at the rate of fifteen (15) minutes per three and one-half (3 ½) hours worked or major fraction thereof.

66.2 Rest periods of a total of thirty (30) minutes for full-time employees on evening or special work shifts shall be scheduled following consultation between the employee and the employee's supervisor.

MR DST

6.6.3 Rest periods are a part of the regular workday and shall be compensated at the regular rate of pay for the employee.

6.7 Rest Facilities

The District shall make available at each work site adequate lunch room and rest room for classified employee use.

6.8 Voting Time Off

If an employee's work schedule is such that it does not allow enough time to vote in any federal, state or local election in which the employee is entitled to vote, the District shall arrange to allow enough time for such voting by the employee without loss of pay.

6.9 Overtime

Except as otherwise provided herein, all overtime hours as defined in this section shall be compensated at a rate of pay equal to time and one-half (1 ½) the regular rate of pay for all work suffered or permitted. Overtime is defined to include any time worked in excess of eight (8) hours in any one day or on any one shift or in excess of forty (40) hours in any calendar week, whether such hours are worked prior to the commencement of a regular assigned starting time or subsequent to the assigned quitting time.

(Exception - See 6.20 Flexible Hours)

6.9.1 All hours worked beyond the workweek of five (5) consecutive days shall be compensated at the overtime rate commencing on the sixth consecutive day of work.

6.9.2 All hours worked on the seventh consecutive day of work up to seven and one-half (7 ½) hours shall be compensated at double the regular rate of pay.

6.9.3 All hours worked in excess of seven and one-half hours (7 ½) hours on the sixth and seventh consecutive day shall be compensated at two and one-half(2 ½) times the regular rate of pay.

6.9.4 All hours worked on holidays designated by this Agreement shall be compensated at two and one-half (2 ½) times the regular rate of pay.

MR DST

6.10 Split Shift Differential - Compensation

All employees in the bargaining unit whose assigned shift contains at least one (1) unpaid period of one (1) hour or more shall be paid a shift differential premium of five (5%) percent above the regular rate of pay for all hours worked.

6.11 Shift Differential - Compensation

Any employee in the bargaining unit whose assigned work shift commences (for unit-1) prior to 5:30 a.m. or whose work shift ends after 5:30 p.m., or (for unit-2 members) commences after 2:00 p.m. shall be paid a shift differential premium of five (5%) percent above the regular rate of pay for all hours worked.

Split Site Differential

6.11.1 All employees who are required to work at two (2) different work sites (Strand and another site) in the same day shall be paid a split site differential of five percent (5%) in addition to their regular salary plus mileage.

6.12 Compensatory Time

Compensatory time shall be taken at a time mutually acceptable to the employee in the bargaining unit and the District within twelve (12) months of the date on which it was earned. If the compensatory time has not been taken within twelve (12) months of the date on which it was earned, the District shall pay the employee in cash for all such time at the appropriate overtime rate based on the employee's current rate of pay.

6.13 Overtime - Distribution by Seniority

Overtime shall be distributed to employees in the bargaining unit within each department in order of bargaining unit seniority based on qualifications and availability. Each semester employees will be given the opportunity to indicate their interest in overtime. Site training, where necessary, will be conducted during the summer and at least once a semester to qualify the employee. In the event that an employee is absent during a training session, every reasonable effort shall be made to provide training to the interested employee at the earliest opportunity for both parties. If the employee with the greatest bargaining unit seniority elects to refuse the overtime assignment, it shall be offered to employees in the bargaining unit in descending order of seniority until the assignment is made. Refusal by a senior employee in the bargaining unit of any overtime assignment shall not waive his or her right under this section to be offered any subsequent overtime assignment in order of seniority. The number of consecutive days of overtime an employee may work may not exceed 6 unless there is refusal by all other members of the bargaining unit or extenuating circumstances.

6.14 Minimum Call-In Time

Any employee called in to work on a day when the employee is not scheduled to work shall receive a minimum of four (4) hours pay at the appropriate rate of pay under this Agreement or the normal daily assignment, whichever is less.

6.15 Right of Refusal

Except in cases of emergencies, an employee shall have the right to reject any offer or request for overtime or call-back, on-call or call-in time.

6.16 Stand-By Time

All standby time shall be considered as regular hours worked and shall be compensated on a straight time or overtime basis as are other hours worked under this Agreement.

6.17 Call-Back Time

Any employee called back to work after completion of his or her regular assignment shall be compensated for at least two (2) hours, plus travel time paid at the overtime rate, irrespective of the actual time worked.

6.18 Non-Regular Session Assignment

When work normally and customarily performed by bargaining unit employees is required to be performed at times other than during a regular academic year, the work shall be assigned to bargaining unit employees in the appropriate classification(s) as provided in this section.

6.18.1 When necessary to assign bargaining unit employees not regularly so assigned to serve during a non-regular session, the assignment shall be made in order of bargaining unit seniority from a list of employees who have applied for the vacancies.

6.18.2 An employee who accepts a non-regular session assignment in accordance with the provisions of this section shall receive, on a pro rata basis, no less than the compensation and benefits applicable to that classification during the regular academic year, and in no event shall his or her compensation and benefits be less, on a prorated basis, than the compensation and benefits he or she was receiving immediately prior to the commencement of the non-regular session assignment.

No prorating compensation and benefits shall be applied on any basis other than on the relationship which the number of hours assigned for non-regular session employment bears to the number of hours assigned to the employee during the regular September-June academic year.

6.183 All hours assigned to an employee for a non-regular session assignment shall be considered "hours in paid status" for the purposes of this Agreement.

6.184 If a part-time employee's average paid time, excluding overtime for which the employee receives compensation at a rate of least equal to time and one-half, exceeds his or her average assigned time by 50 minutes or more per working day in any quarter, the hours paid per day for compensable leaves of absence and holidays in the succeeding quarter shall be equivalent to the average hours paid per working day in the preceding quarter, excluding overtime.

6.185 Except where vacation entitlement is accrued on the basis of actual hours of paid regular service, vacation entitlement shall be based on the average number of hours worked per working day during the portion of the school year in which the employee is assigned to duty.

6.19 Vacation

CSEA proposes consolidating the language contained in 6.19.1-6.19.6 into a table in-lieu of current language.

~~6.186~~6.191 Vacation time is accrued based on a number of factors; duty years consisting of 12, 11, or 10-months, hours worked per day, and when during the year you were hired. The time accrued for all regular classified employees is based on a Full-Time Equivalence (FTE) of one (1) and pro-rated for all others. *(Pro-rated means that vacation time is accrued in a proportional way, based on hours worked per week and weeks worked per year.)* This means that a 12-month employee who works an 8-hour day will receive the maximum number of vacation days allotted, based on the vacation allocation table below. For regular classified employees who work less than an FTE of 1, vacation is accrued on a pro-rated basis.

~~6.187~~6.192 ~~Regular full-time unit members who have duty year consisting of twelve (12) months will be allowed fifteen ten (150) duty days' vacation at the end of one (1) year of service and during each duty year thereafter until five three (53) years of service have been completed.~~

6.18.86.19.3 Regular full-time unit members who have a duty year consisting of twelve (12) months and who have rendered continuous paid service for sixthree (63) years will thereafter earn twelveseventeen (172) duty days' vacation annually.

6.18.96.19.4 Regular full-time unit members who have a duty year consisting of twelve (12) months and who have rendered continuous paid service for elevenfive (115) years will thereafter earn fifteennineteen (195) dutydays duty days vacation annually.

6.18.106.19.5 Regular full-time unit members who have a duty year consisting of twelve (12) months and who have rendered continuous paid service for sixteentwelve (162) years will thereafter earn twenty-oneeighteen (2118) duty days' vacation annually.

6.18.116.19.6 Regular full-time unit members who have a duty year consisting of twelve (12) months and who have rendered continuous paid service for twenty-one (210) years will thereafter earn twenty-three (230) duty days' vacation annually.

6.18.126.19.7 Regular full-time unit members who have a duty year consisting of twelve (12) months and who have rendered continuous paid service for twenty-six (26) years will thereafter earn twenty-five (25) duty days' vacation annually.

Full-time employee working 12 months at 8 hours per day

Vacation Allocation based on number of years employed by the district in continuous service	Ex. Full-time 12 month Positions (8 hrs/day)		Sick Full-time 12 month	
1 -2.99 years	10 days	80 hours	12 days	96 hours
3 – 4.99 years	12 days	96 hours		
5 – 11.99 years	15 days	120 hours		
12 – 19.99 years	18 days	144 hours		
20 + years	20 days	160 hours		

Full-time employee working 11 months at 8 hours per day

Vacation Allocation based on number of years employed by the district in continuous service	Ex. Pro-rated – 11 month positions (8 hrs/day)	Sick Full-time 11 month - Pro-rated

1 -2.99 years	9.17 days	73.33 hours	11 days	88 hours
3 – 4.99 years	11 days	88 hours		
5 – 11.99 years	13.75 days	110 hours		
12 – 19.99 years	16.5 days	132 hours		
20 + years	18.33 days	146.67 hours		

Part-time employee working 10 months at 32.5 hours per week

Vacation Allocation based on number of years employed by the district in continuous service	Ex. Pro-rated -- .8125 – 10 month positions – High School (32.5 hrs wk)		Sick Part-time 10 month - Pro-rated	
1 -2.99 years	8.33 days	54.17 hours	10 days	65 hours
3 – 4.99 years	10 days	65 hours		
5 – 11.99 years	12.5 days	81.25 hours		
12 – 19.99 years	15 days	97.50 hours		
20 + years	16.7 days	108.33 hours		

Part-time employee working 10 months at 30 hours per week

Vacation Allocation based on number of years employed by the district in continuous service	Ex. Pro-rated – .75 - 10 month positions – Elementary Schools/Middle School (30 hrs wk)		Sick Part-time 10 month - Pro-rated	
1 -2.99 years	8.33 days	50 hours	10 days	60 hours
3 – 4.99 years	10 days	60 hours		
5 – 11.99 years	12.5 days	75 hours		
12 – 19.99 years	15 days	90 hours		
20 + years	16.7 days	100 hours		

~~6.18.13~~6.198 ~~Regular part-time unit members or regular full-time unit members who work less than twelve (12) months each duty year will earn vacation time on a prorated basis.~~

6.19.1 Earned vacation will not become a vested right for unit members until completion of the unit member's initial six (6) months of employment with the District. Unit members who have rendered continuous paid service of six (6) months or more will be allowed termination pay for unused but earned current year's vacation.

6.19.2 A unit member who has rendered five (5) years of service and wishes to accumulate ten (10) days of their~~his or her~~ vacation time may do so by written request approved by their~~his or her~~ supervisor and the superintendent. The accrued ten (10) days must be taken not later than the end of the next fiscal year. This time may be added to the following year's accrued vacation.

6.19.3 Vacations for unit members who are assigned to ten (10), ~~10.5,~~ or eleven (11) month work years shall be taken on specified dates indicated on the CUSD Student and Employee Calendar. During these "specified" dates, it is at the discretion of the employee to use either vacation or leave without pay. Sections 6.19.8 and 6.19.10 shall apply to earned vacation time in excess of that which is used on these dates.

6.19.4 Employees shall have the right to use their vacation at any time during the year with due consideration given to the workload.

6.19.5 Overtime work shall not be counted in determining vacation entitlement.

6.19.6 Vacation may, with the approval of the employer, be taken at any time during the school year. If the employee is not permitted to take his full annual vacation, the amount not taken shall accumulate for use in the next year.

6.19.7 Employees who work less than 12 months, who are other than school day only employees, may have their unused vacation paid off, by written request, at the end of the fiscal year.

6.20 Flexible Hours

6.20.1 This article expands the definition of workday in paragraph 6.1 and overtime hours in paragraph 6.9.

6.20.2 The District is permitted to offer a flexible work schedule to those employees who express a desire to work this type of schedule.

6.20.3 The flexible schedule permits an increase in the number of hours worked per day (without the requirement for the District to pay overtime), which could result in a reduction of days worked per week, so long as the total number of hours per week remain the same. Other provisions for overtime pay remain unchanged.

6.20.4 Participation in a flexible work schedule is voluntary on the part of the employee when offered by the District.

6.20.5 If the District or the employee determine it is not in their best interests to continue with an agreed upon flexible work schedule, the employees' work schedule shall revert to the same number of hours per day and days per week as being worked before the flexible schedule was implemented.

6.20.6 Reasonable notice shall be given prior to any work schedule changes.

6.20.7 The above provisions shall ne interpreted in a manner that is consistent with applicable law.

6.21 Minimum Days

No unit member shall have his or her hours reduced, or be required to use vacation time, on minimum days during which pupils would otherwise have been in attendance but are not and for which certificated personnel receive regular pay, classified personnel shall also receive regular pay whether or not they are required to report for duty that day. (Ref. Ed Code Section 45203 and CUSD Administrative Regulations 3516.51).

Date: 03/02/2025

For CSEA:

Marshall Redding

Marshall Redding, President
Coronado Chapter 386

Kyler Miller (Feb 3, 2025 11:52 PST)

Kyler Miller, Labor Relations Rep
California School Employees Association

For District:

Donna S. Tripi
Donna S. Tripi (Feb 3, 2025 12:47 PST)

Donna S. Tripi, Director of Human Resources
Coronado Unified School District

Donnie Salamanca
Donnie Salamanca (Feb 3, 2025 12:28 PST)

Donnie Salamanca, Deputy Superintendent
Coronado Unified School District

TENTATIVE AGREEMENT BETWEEN
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
CORONADO CHAPTER #386 AND THE
CORONADO UNIFIED SCHOOL DISTRICT

7.1 Scheduled Holidays

The Board agrees to provide all employees in the bargaining unit with the following paid holidays:

New Years Day
Martin Luther King Day
Lincoln's Birthday
Washington's Birthday
Two (2) days during Spring break in accordance with the school day calendar.
Memorial Day
Juneteeth
Independence Day
Labor Day
Admission Day (or day in lieu thereof as determined by the Board)
Veterans Day
Thanksgiving Day
Friday after Thanksgiving
Christmas Day
Four (4) days of Winter break (as determined by the Superintendent)

For CSEA:

Date: 5/6/2024

Marshall Redding, President
Coronado Chapter 386

Kyler Miller, Labor Relations Rep
California School Employees Association

For the District:

Donna Tripi, Director of Human Resources
Coronado Unified School District

Donnie Salamanca, Deputy Superintendent
Coronado Unified School District

ARTICLE IX

SALARY

9.1

Effective July 1, 2024, all CSEA unit members ~~(1 & 2)~~ will receive an ongoing salary increase of ~~two percent (2%). three~~ four percent ~~(3~~4.0%). Effective ~~January~~ March 1, 2025, all CSEA unit members ~~(1 & 2)~~ will receive a one percent (1%) ongoing salary increase. ~~In addition, any member who was hired on or before July 1, 2024, will receive a $1,500 one-time off-schedule payment pro-rated per unit member based on their full-time-equivalent (FTE). similarly made to the Association of Coronado Teachers (ACT) in 2023-2024~~.

~~In the event the District reaches an agreement with ACT to provide an on-schedule salary increase for the 2024-2025 school year that exceeds two percent (2%), four (4.0%) the parties will promptly meet and negotiate to determine if an equitable increase can be achieved for CSEA unit members. (Note: Additional compensation for a change in working conditions may preclude the ability to achieve parity. Examples may include changes in class size, adjunct duties, or the ability to timecard vs. a professional day.)~~

~~**9.9 Equity Clause**~~

~~**For the term of this agreement, if the Association of Coronado Teachers (ACT)/California Association of Teachers (CTA)/National Association of Educators (NEA) bargaining unit receives any on-schedule increases or off-schedule payments applicable to all bargaining unit members greater than that provided to the classified bargaining unit, CSEA and the District will meet and negotiate the placement of those funds.**~~

For CSEA:
Date: 1/15/2025

Marshall Redding, President
Coronado Chapter 386

Kyler Miller, Labor Relations Rep
California School Employees Association

For the District:

Donna S. Tripi, Director of Human Resources
Coronado Unified School District

Donnie Salamanca, Deputy Superintendent
Coronado Unified School District

TENTATIVE AGREEMENT BETWEEN
THE CORONADO UNIFIED SCHOOL DISTRICT AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
CORONADO CHAPTER #386

ARTICLE X

LEAVES

Renumbered as needed

10.1. Sick Leave

10.1.6 Once each fiscal year, the regular unit member shall be credited with one hundred (100) days of sick leave at half pay that **may be used for personal illness or injury**; in addition to their accumulated regular sick leave "bank." Half-pay sick leave shall not be cumulative and shall not be used until all full-pay sick leave has been exhausted. The paid sick leave provided for in this section shall be in addition to other paid leaves provided for in this article. A unit member may, upon request, use any vacation to which they are entitled after exhausting ~~his~~ **their** full-pay sick leave and before starting half-pay sick leave.

10.1.11 **Verification of Illness/Injury**

~~Unit member's absent more than three (3) consecutive days may be required to submit a physician's statement or that of a person authorized by a well-organized religious sect, denomination or organization to treat people stating the reason for absence and the date of illness. The District need not assume that a unit member's statement established disability conclusively, but may require a review and examination by a physician selected by the District or a practitioner of the unit member's faith selected by the District.~~

If a unit member is absent more than three (3) consecutive days or if there is reasonable suspicion of sick leave abuse, the District may require the unit member to submit a heath care provider's certification stating the reason for absence and the date of illness/injury. All request for illness/injury verification shall come from the Director of Human Resources.

The District may require a statement from a doctor or a medical practitioner for a sick leave of three (3) days or less if the District suspects abuse of sick leave; however, the District must first consult with an Association representative concerning that employee's absence. For the purposes of this section, the District shall be the Director of Human Resources or designee.

Examples of alleged sick leave abuse include but are not limited to the following:

1. **Sick leave is used when an employee's vacation request is denied, or immediately before or after a vacation.**

MR
MR

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2. **Sick leave is used to extend weekends, holidays, or scheduled student breaks.**
3. **A unit member has been chronically absent on a consecutive or non-consecutive basis.**

10.1.12 **Reporting Sick Leave Absence:**

A sick leave absence shall begin when the unit member or agent of the unit member calls in to report the absence. A sick leave day, once started may not be reinstated as a working day without approval of the Superintendent or his designated representative. A unit member must utilize the District's absence notification system ~~either online or via the toll free phone number~~ at least two (2) hours before the unit member's designated state time. The two (2) hour notification may be waived in the event of serious unforeseen circumstances beyond the unit member's control. Repeated (more than once) failure to notify the immediate supervisor or designated representative, of an absence, at least two hours before the unit member's designated state time may be cause for disciplinary action.

~~10.1.17 Alleged Sick Leave Abuse: The District may require a statement from a doctor or a medical practitioner for a sick leave of three (3) days or less if the District suspects abuse of sick leave; provided, however, that the District must first consult with an Association representative concerning that employee's absence.~~

10.2 **Pregnancy Disability Leave/Maternity Leave**

10.2.1 The Board shall provide leaves of absence for any female classified employee of the District whose absence is required by pregnancy, miscarriage, or childbirth or recovery associated with any of the above. Such absence may be requested and granted only according to the provisions of the Agreement applicable to sick leave and uncompensated leave.

The pregnant unit member should advise her supervisors as soon as possible of her intent/need to take a leave of absence or to transfer due to pregnancy, childbirth or related medical conditions.

Unit members must provide at least oral notice, including the anticipation timing and duration of the leave, sufficient to notify the District of the need for a leave. Where the need for a leave of absence is foreseeable, unit members must provide such notice at least thirty (30) days prior to the date the leave is to begin. Where thirty (30) days advance notice is not possible, notice of the need for leave must be given as soon ~~aspractical~~ **as practical**.

10.4 **Bereavement Leave**

10.4.1 **Every unit member is entitled to a bereavement leave not to exceed three (3) duty days, or five (5) duty days, if not more than three hundred fifty (350) miles of travel are required one-way, on account of the death of any member of the family or a close personal friend with whom the unit member has a deep and longstanding relationship. Such days need not be taken in consecutive order yet must be taken**

within the fiscal school year. Bereavement leave shall not be deducted from any leaves.

~~The use of bereavement leave shall be for the death of a member of the unit member's s immediate family. A unit member covered by this Agreement is eligible for bereavement leave.~~

~~10.4.2 For his Section, "immediate family" means mother, father, grandmother, grandfather, or a grandchild of the unit member or the spouse of the unit member; and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the unit member, step-parent, legal guardian, step-child, or person, living in the immediate household of the unit member, with whom the unit member has an established personal relationship.~~

~~10.4.3 Any unit member exercising this leave of absence provision shall notify the immediate supervisor as soon as possible of the need for leave and the expected duration of the absence.~~

~~10.4.4 The number of days of leave of absence for bereavement purposes shall not exceed three (3), or five (5) if more than three hundred fifty (350) miles (one way) or out of state travel is required because of the death of any member of the unit member's immediate family.~~

10.8 **Industrial Accident and Illness Leave**

10.8.1 Industrial accident and illness leave shall be granted for illness or injury incurred within the course and scope of an employee's assigned duties.

10.8.2 An employee who has sustained a job-related injury or illness shall report the injury on the proper District form within the time required by law.

10.8.3 To qualify for industrial accident and illness leave coverage, an employee claiming such leave shall be examined and treated, if necessary, by a physician identified by the District, or by the District's industrial accident insurance carrier, or by the employee's physicians.

10.8.4 Allowable leave shall be for not more than sixty (60) days during which the employee is performing work for the District in any one fiscal year for the same illness or accident.

10.8.5 Allowable leave shall not be accumulated from year **to year** ~~toyear~~.

10.10 Personal Business Leave

Upon prior notice to employee's supervisor, a unit member may use up to five (5) days of earned sick leave annually for personal business. Personal business leave shall be limited to circumstances that are serious in nature and that the employee cannot reasonably be expected to disregard, and that necessitate immediate attention, and cannot be taken care of after work hours or on weekends.

Personal business leave shall not be used for such matters as vacation, recreational activities, nor any matter pertaining to an employee's personal business involving an

auxiliary income. Disclosure of the general nature of the absence may be required by the supervisor.

The employee shall submit a**n** ~~completed~~ Absence Request~~/Report form to the school principal or supervisor~~ as soon as possible, but no later than two (2) working days prior to requesting the leave. If an immediate necessity prevents the filing of the Absence Request~~/Report~~ in advance, the form shall be filed within two (2) working days after return from the utilization of personal business leave.

10.11 **Family and Medical Leave, California Family Rights Act, and Parental Bonding Leave**

10.11.1 This section shall be implemented in conformity to current applicable laws concerning family and medical leave when such laws differ from the contract language and as those laws are amended from time to time.

10.11.2 Reasons for ~~leave~~ **Leave**

(a) The birth of a unit member's child and to care for ~~a~~**newborn** ~~a newborn~~;

(**b** ~~c~~) The placement of a child with a unit member in connection with the adoption or foster care of a child by a unit member;

(**c** ~~d~~) Leave to care for a child, parent or spouse who has a "serious health condition";

(**d** ~~e~~) Leave because of a "serious health condition" that makes the unit member unable to perform the functions of his or her position;

(**e** ~~f~~) Leave for qualifying exigency ~~airising~~ **arising** out of the fact that the unit member's spouse, son, daughter or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a ~~contingencyoperation~~ **contingency operation**;

(**f** ~~g~~) Leave to care for a c

1020overed service member with a serious injury or illness if the unit member is the spouse, son, daughter, parent or next-of-kin of the service member.

10.12 **Catastrophic Leave** (As per the provisions of Ed. Code Section 44043.5)

10.12.1 The District shall establish a catastrophic illness/injury leave bank to which eligible unit members may voluntarily donate earned sick leave. This donation shall be irrevocable and shall be accompanied by the unit member completing a written form entitled "*Catastrophic Leave Bank Donation Form" (Appendix F)*. A donation to the bank shall be a general donation and shall not be donated to a specific employee.

10.12.2 **Definition**:

"Catastrophic illness" or "injury" means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take

time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because they have exhausted all of their sick leave and other paid time off. ~~A catastrophic illness/injury is defined to mean an illness/injury that is expected to incapacitate for an extended period of time. The catastrophic leave must be necessary because "taking extended time off work creates a financial hardship on the employee because he or she has exhausted all of his or her sick leave and other paid time off. A Catastrophic Leave Bank committee shall be established by CSEA and solicitation for the bank shall be administered by CSEA, Chapter 386. The District shall provide all forms which are to be used for this purpose. All forms shall be forwarded to the Human Resources Department for processing and copies forwarded to CSEA President or designee.~~

~~All requests for use of banked hours shall be presented in writing to the Human Resources Department. Upon receipt, the department shall provide the applicant with a copy of this contract provision. It shall be the responsibility of the applicant to satisfy all conditions of eligibility.~~

10.12.3 Qualifications to make donations are as follows:

1. A unit member who wishes to participate in the Catastrophic Leave Bank must donate one (1) full salary sick leave day or one (1) full salary vacation day (equivalent to the unit member's workday) to the bank annually, to be a member of the Bank for the calendar year for which the donation is made. However, nothing herein shall preclude a unit member from making greater than a one (1) day donation annually.

2. Donations shall be solicited annually ~~during Benefits Open Enrollment~~ **between August 1 and October 1** for membership during the subsequent calendar year (January through December). **The use of this Leave Bank shall be available to unit members who have submitted a donation form to the Human Resources office between August 1 through October 1** CSEA ~~Chapter 386's specified enrollment period of . However~~, nothing herein shall preclude any eligible unit member from donating to the Bank at any time. If a unit member elects to donate to the Bank other than the annual open ~~enrollment during the specified donation solicitation period (August 1 through October 1),~~ the unit member will be a member of the Bank until the following January.

3. In order to be a member of the Bank, the unit member must be a permanent employee of the district. Probationary employees are not eligible for membership.

4. It is the unit member's responsibility to make an annual donation to the bank.

5. To donate sick leave or vacation leave, the unit member must have an accrual equal to at least the minimum number of hours they wish to donate to the bank.

6. The unit member acknowledges that the donation is irrevocable.

7. The unit member acknowledges that a donation to the Bank will be a general donation and may not be designated for the use of any specific participant.

10.12.4 **Qualifications to Receive Donations**:

Any permanent unit member ~~suffering from a~~ **with a** catastrophic illness/injury, **as defined in Section 10.1.2**, is eligible to apply for use of sick leave days from the ~~b~~**B**ank. To be eligible for use of **B**ank days, the unit member must have exhausted all accrued paid credits, including vacation and other forms of paid leave. The unit member must use all paid leave credits that **they** ~~he or she~~ continues to accrue on a monthly basis before receiving ~~b~~**B**ank hours.

A unit member requesting use of B~~b~~ank hours must provide the District with written verification of the illness/injury prepared by a licensed physician of the State of California or the state where the illness/injury occurred. The physician's verification shall address itself whether the employee's medical condition/family situation meets the requirements of Section 10.12.2.

If a unit member is incapacitated, a family member or agent of the unit member may submit a request to the committee.

Hours of donations or utilization are based upon full-time employment and utilization for part-time employees shall be credited or used on a pro-rata basis.

A day from the Bank shall be considered as equivalent to the compensation earned by the unit member as if that unit member had worked that day.

Unit members who are granted Bank Days shall be considered to be in regular paid status during such leave.

The maximum number of hours to be utilized by any one eligible unit member for a single catastrophic illness/injury or the maximum amount per school year shall be the equivalent of sixty (60) working days or the amount available in the Bank.

10.12.5 **Submission and Initial Review Process**:

The Human Resources designee shall verify employee eligibility. The **Committee** ~~CSEA President or designee~~ will be notified by Human Resources of the request.

Applications for use of the Bank shall be reviewed by the Bank Committee. Within ten (10) duty days of receiving the application, the Committee shall provide written acknowledgement or receipt to the applicant, designated family member or agent. The Bank Committee will strive to meet within 5 working days from receipt of the application and relevant documents.

The Committee shall keep all records confidential and shall not disclose the circumstances related to the request except as is necessary to process the request for withdrawal and defend against any appeals of denials.

MR MR DST DST

10.12.6 **Leave Bank Committee (LBC) Appointment Process**:

A Catastrophic Leave Bank Committee shall be established by CSEA **and the District**, and solicitation for the Bank shall be administered by **the committee** ~~CSEA, Chapter 386~~ . **The committee shall be made up of one CSEA unit member (appointed by the Chapter President) who will serve from July 1st through June 30th of the current school year, and one District Management or Administrative employee (appointed by the Director of Human Resources) who will serve from July 1st through June 30th of the current school year. The names of the committee members shall remain anonymous except for the CSEA Chapter President, the Director of Human Resources, and the Administrative Assistant of Human Resources, or whomever collects and retains the confidential medical records for CSEA members. The CSEA Chapter President and the Director of Human Resources shall be excluded from participating on the committee**. The District shall provide all forms which are to be used for this purpose. All forms shall be forwarded to the Human Resources Department for processing and copies forwarded to ~~CSEA President~~ **the Catastrophic Leave Bank Committee for evaluation**.

All requests for use of banked hours shall be presented in writing to the Human Resources Department **and forwarded to the Catastrophic Leave Bank Committee**. Upon receipt, the department shall provide the applicant with a copy of this contract provision. It shall be the responsibility of the applicant to satisfy all conditions of eligibility.

10.12.7 LBC Process for Appeals:

10.12.7.1 Denial of the Catastrophic Leave Request:

The LBC shall send notification to the Director of Human Resources within five (5) working days. In the event the request is denied, the unit member making the request and the CSEA President shall be notified in writing of the denial. The unit member may appeal the denial. If the unit member appeals the decision of the LBC, the unit member will have 10 work days to submit their request to have a second review completed by a secondary LBC. The CSEA President and the Director of Human Resources (who shall exclude themselves from the LBC) will then appoint a second LBC to review the appeal. The second LBC shall send their recommendation, to approve or deny the request, to the Director of Human Resources. If, after a second review, the request is denied, the decision of the LBC shall be final.

10.12.7.2 Tie-Breaker Process:

If, after review by the initial LBC. The LBC is split on their decision, the final decision to approve or deny the request will be determined by a second LBC (as outlined in section 10.12.7.1 of this agreement). If there is a tie on the second committee, the request will be brought to negotiations.

MR MR DST DST

10.12.7.3 Hold Harmless:

For the duration of the LBC processes, the bargaining unit member shall be held harmless if they deplete all available leaves, prior to the determination of the LBC process.

10.12.8 Catastrophic Leave Miscellaneous Information:

Hours of donations or utilization are based upon full-time employment and utilization for part-time employees shall be credited or used on a pro-rata basis.

The maximum number of hours to be utilized by any one eligible unit member for a single catastrophic illness/injury or the maximum amount per ~~school~~ year shall be the equivalent of sixty (60) working days or the amount available in the ~~B~~**B**~~bank~~. The first withdrawal from the ~~Catastrophic Leave~~ Bank shall be granted in a unit of no more than forty (40) duty days, if needed, additional withdrawals from the ~~Catastrophic Leave~~ Bank may be granted not to exceed the total maximum withdrawal of sixty (60) working days.

Upon exhausting the maximum withdrawal from the Bank and returning to work on a regular basis, the unit member may use no more than five (5) additional days from the sick leave bank in the same year for any leave related to the original illness/circumstance.

Date: 03/02/2025

For CSEA:

Marshall Redding

Marshall Redding, President
Coronado Chapter 386

Kyler Miller (Feb 3, 2025 11:52 PST)

Kyler Miller, Labor Relations Rep
California School Employees Association

For District:

Donna S. Tripi
Donna S. Tripi (Feb 3, 2025 12:47 PST)

Donna S. Tripi, Director of Human Resources
Coronado Unified School District

Donnie Salamanca
Donnie Salamanca (Feb 3, 2025 12:28 PST)

Donnie Salamanca, Deputy Superintendent
Coronado Unified School District

ARTICLE XVII
~~PROMOTIONAL~~ INTERVIEW
PROCEDURES

17.1 The District reserves the right to make the final determination regarding the rating and ranking of applicants for ~~promotional~~ positions and to post notices of ~~promotional~~ vacancies both within and without the District in the manner permitted by law. All applicants shall meet the stated qualifications for the ~~promotional~~ vacancy.

17.1.1 Rating

All prospective candidates for the same position shall be asked the same questions as determined by the District. The interview panel's determination of how well the interviewees responded to the established questions shall be tallied and become the interviewees rating.

17.1.2 Ranking

At the conclusion of all the interviews for a given position, each person on the interview panel shall rank the prospective candidates. Individual interview committee member's notes, rating and rankings shall be kept on file for not less than one year's time.

17.1.3 Section 17.1.1 and 17.1.2 shall only be applicable when the vacancy is a bargaining unit position.

17.1.4 The CSEA Chapter President shall have the discretion to appoint an observer to the interview process for bargaining unit positions identified in Appendix A-2 ~~A-1~~, Classifications and Ranges.

17.2 ~~Promotional Position~~ Promotional **Interview Procedures**

17.2.1 CSEA shall have the right to appoint an observer to the interview process, if the ~~promotional~~ promotional vacancy is a bargaining unit position and there are internal candidates. The District shall notify CSEA of the scheduled interviews, in writing, five (5) working days prior to the interview process. CSEA shall, in return, notify the District of its intent to observe the process and the name of its designated observer. The designated observer shall be a member of the CSEA bargaining unit.

17.2.2 The CSEA designated observer shall not participate in the rating and ranking of the applicants, but shall restrict himself or herself to the role of impartial observer.

17.2.3 Information regarding applicant's qualifications, answers to interview questions and discussion among the interview panel members shall be treated with the strictest confidence. The observer shall, if requested by either party, verify in writing, adherence to the interview process.

17.3 If two or more applicants for a ~~promotional~~ promotional position receive an equal highest rating and ranking, the following rules of ~~promotional~~ promotional order shall apply.

17.3.1 Existing unit members shall prevail over outside applicants.

17.3.2 A unit member with the most District-wide seniority shall prevail over a unit member with less District-wide seniority.

17.3.3 If two or more-unit members have equal seniority, the unit member promoted shall be selected by the District.

17.4 Posting of Notice

17.4.1 Notice of all job vacancies shall be posted on bulletin boards in prominent locations at each District job site, ~~and~~ on the District website. The District will also utilize relevant recruiting tools, e.g., Edjoin. ~~and on Edjoin.~~ Copies shall be mailed to the CSEA President.

17.4.2 The job vacancy notice shall remain posted for six (6) full workdays, during which time employees may file a written ~~an~~ intent for the vacancy to the Director of Human Resources.

17.5 Notice Contents

The job vacancy notice shall include: the job title, a brief description of the position and duties, the minimum qualifications required for the position, the number of hours per day, probable assigned work shift times, days per week, and months per year assigned to the position, the salary range, and the deadline for filing to fill the vacancy.

17.6.1 Reclassification

Definition - According to Education Code Section 45101(f}: Reclassification means the upgrading of a position to a higher classification as a result of the gradual increase of the duties being performed by the incumbent in that position.

The reclassification procedures set forth in this Article apply when ~~significant~~ permanent changes in assigned duties as required by the District, occur in a unit member's position that are not actually reflected in, or reasonably related to, the specific statement of duties required to be performed as set forth in the job description for the position, and where changes require a skill level or a responsibility level higher than that usually required of the existing classification. Reclassification is not the result of job performance or an increase in the quantity of duties and responsibilities contained in the existing job description.

17.6.2 Requests for Reclassification

A unit member who has completed his/her probationary period may request reclassification of his/her position by submitting a "Request for Classification Review" (Appendix H) form to the Human Resources Department between November 1st and December 15th, for consideration during the current fiscal year. Reclassifications approved by the Board will become effective July 1st of the following fiscal year.

17.6.3 Reclassification Review Committee

A Reclassification Committee shall be established by October 30 each year and shall consist of six (6) voting members as follows: Three (3) CSEA Representatives appointed by the CSEA President and three (3) District representatives appointed by the Superintendent or designee. The Reclassification Committee's term shall run from November 1st to June 30th each fiscal year. All actions taken by the Reclassification Committee shall be taken only in official meetings conducted with all members present. Members of the Reclassification Committee shall be provided release time to attend committee meetings during their work hours, however, committee members shall not be in paid status when attending committee meetings during non-work hours. The Committee shall meet by November 30th to develop a committee meeting schedule for the period of December 1st to April 15th

17.6.4 Reclassification Committee Process

The Reclassification Committee will have guidance from the Director of Human Resources regarding analysis of job descriptions, salary surveys or benchmarks. The District may approve the use of a consultant if needed. The Reclassification Committee will interview the unit member requesting reclassification. A recommendation to approve or deny a reclassification request requires a ~~two/thirds (2/3)~~ **simple** majority vote of all members of the Reclassification Committee. The Committee shall issue its recommendation no later than April 30th. The Director of Human Resources and the President of the CSEA may agree to extend the deadline for the Committee to issue its recommendation. The Director of Human Resources shall send written notification to the unit member regarding the reclassification committee's recommendation to approve or deny the unit member's request for reclassification by May 1st if the committee has issued its recommendation by that date.

If the reclassification is denied, the Director of Human Resources and the President of CSEA shall meet with the member to discuss the recommendation ~~and the appeal process~~. When the committee recommends reclassification of a position to a new classification; Director of Human Resources shall meet and negotiate with CSEA regarding the title, job description and pay range of the new classification.

17.6.5 Recommendation to the Board of Trustees

The Superintendent shall present any Reclassification Committee recommendations actually received by May 1 to the Board of Trustees no later than the regular Board meeting in June. The unit member's evaluation date and salary step advancement date for purposes of step increases and longevity shall not change. If an employee's request for reclassification is denied, the employee may ~~not~~ reapply for reclassification the following year if there are ~~and significant~~ changes to their job responsibilities that have not been presented.

~~For reclassifications that have been denied, the employee may file an appeal to the reclassification committee. The appeal must be filed, in writing, to the reclassification committee no later than …~~

17.6.6 Incumbent's Rights

When an entire class of positions or a position is reclassified, the incumbents in the position shall be entitled to serve in the new position.

17.6.7 New Positions or Classes of Positions

New classifications created, or positions added to classes shall be subject to negotiations between the District and CSEA to determine if they are to be included in the bargaining unit.

Date: 6/7/2024

Marshall Redding, President
Coronado Chapter 386

Donna Tripi, Director of Human Resources
Coronado Unified School District

Kyler Miller, Labor Relations Rep
California School Employees Association

APPENDIX A-1
CLASSIFICATIONS AND RANGES

Bargaining Unit-1

Title	Range	Calendar
Accounting Asst. I	10	12 month
Accounting Asst. II	13	12 month
Accounting Asst. III	15	12 month
Accounting Asst. IV	16	12 month
Administrative Asst. I	10	12 month
Administrative Asst. II	16	12 month
ASB Accounting Asst.	9	11 month
Bus Driver^	10	10 month
Attendance Technician	9	11 month
Campus Security Asst.	6	10 month
Child Nutrition Services Delivery Driver	3	10 month
Child Nutrition Services Worker	3	10 month
Computer Technician	11	12 month
Custodian / ~~CNS Custodian~~	6	12 month
District Lead CNS Worker +	7	10 month
Grounds Maintenance Worker	8	12 month
Health Technician	8	10 month
Help Desk Technician	10	12 month
High School Registrar	13	12 month
Human Resources Technician	15	12 month
Lead Child Nutrition Services Worker +	5	10 month
Lead Custodian +	8	12 month
Lead Maintenance Worker	16	12 month
Library Media Technician	8	10 month
Licensed Health Technician	10	10 month
Lifeguard	1	12 month
Lifeguard and Aquatic Instructor	5	12 month
Maintenance Worker 1	10	12 month
Maintenance Worker II	13	12 month
Lead Library Media Technician +	10	12 month
Network Support Technician	16	12 month
Office Asst. I	7	10 month
Office Asst. II	8	10 month
Office Asst. III	9	11* month
Preschool Teacher	12	11* month
School Administrative Asst. I	10	11 month
School Administrative Asst. II	13	11 month
~~School Administrative Asst. I (CHS only)~~	~~10~~	~~11 month~~
~~School Administrative Asst. II (CHS only)~~	~~13~~	~~11 month~~
Senior Lifeguard	10	12 month
Shipping and Receiving Asst.	8	12 month
Systems Analyst	16	12 month
Theatre Lighting Stage Tech	9	10 month
Workability Coach	11	10 month
CNS CUSTODIAN	6	11 month

Bargaining Unit-2

Title	Range	Calendar
Campus Asst.	3	10 month
Crown Pre-School Teacher's Asst.	5	10 month
Instructional Asst.	4	10 month
Instructional Asst. w/ Degree	4 step 3	10 month
Instructional Asst. w/ Credential	5	10 month
Instructional Asst. I – Child Care	4	10 month
Instructional Asst. II – Child Care Instr.	6	10 month
Asst. Behavioral Health Care	7	10 month
Technology Resource Specialist	9	11 month
Technology Resource Specialist II	12	12 month
Registered Behavior Technician	10	10 month

+Responsibility factor: 5% for designated positions.
^Inactive
*Effective July 1, 2022, these positions become 11-month positions
Effective July 1, 2022, 10-month employees move to 185 calendar days

Calendar	# of Work Days
10 month	185
11 month	210
12 month	261
CNS Workers	186

Newly hired, or re-hired employees must be placed at the step equal to or above the new State minimum wage if they do not satisfy the requirements of directly related work experience pursuant to Article 9, section 9.1.1.

Date: 6/7/2026

Marshall Redding, President
Coronado Chapter 386

Donna Tripi, Director of Human Resources
Coronado Unified School District

Kyler Miller, Labor Relations Rep
California School Employees Association

APPENDIX A-2

INTERVIEW CLASSIFICATIONS (Pursuant to Article 17.1.4)

Accounting Assistant III

Accounting Assistant IV

Administrative Assistant II

ASB Accounting Assistant

Computer Technician

District Lead CNS Worker

High School Registrar

Human Resources Technician

Lead Library Media Technician

Lead Custodian

Lead Maintenance Worker

Maintenance Worker II

Network Support Technician

School Administrative Assistant II

Systems Analyst

Technical Resources Specialist II

Date: 6/7/2024

Marshall Redding, President

Coronado Chapter 386

Donna Tripi, Director of Human Resources

Coronado Unified School District

Kyler Miller, Labor Relations Rep

California School Employees Association

CUSD Counterproposal #1

05/06/24

ARTICLE XX

TERM OF AGREEMENT

20.1 This Agreement shall become effective as of July 1, ~~2020~~ **2024**, and shall continue in effect until June 30, ~~2023~~ **2027**.

20.2 For the ~~2021-2022~~ **2025-2026 and 2026-2027** ~~and the 2022-2023~~ school years, the District and CSEA shall have the right to reopen the articles of the Agreement on salary and benefits. Also, each party shall have the right to reopen two **(2)** additional articles.

20.3 The Association and the District agree that either party will notify the other in writing using the following timelines of its request to modify or amend the Agreement:

Between January 15, 2025, and April 1, 2025, for 2025-2026 reopeners. With the intent of negotiations to take place in the spring of 2025, and for agreed-upon changes to go into effect on or after July 1, 2025 unless otherwise agreed-upon.

Between January 15, 2026, and April 1, 2026, for 2026-2027 reopeners. With the intent of negotiations to take place in the spring of 2026, and for agreed-upon changes to go into effect on or after July 1, 2026 unless otherwise agreed-upon.

Date: 5/6/2024

Marshall Redding, President

Coronado Chapter 386

Donna Tripi, Director of Human Resources

Coronado Unified School District

Kyler Miller, Labor Relations Rep

California School Employees Association

Final TAs 386 CUSD

Final Audit Report 2025-02-03

Created:	2025-02-03
By:	Kyler Miller (ktmiller@csea.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAr0DTIhDiMeG9IszMdHrQ3CBt6xrt_mvI

"Final TAs 386 CUSD" History

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2025-02-03 - 8:23:53 PM GMT

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Signature Date: 2025-02-03 - 8:28:44 PM GMT - Time Source: server

Email viewed by Donna Tripi (donna.tripi@coronadousd.net)
2025-02-03 - 8:45:21 PM GMT

Signer Donna Tripi (donna.tripi@coronadousd.net) entered name at signing as Donna S. Tripi
2025-02-03 - 8:47:33 PM GMT

Document e-signed by Donna S. Tripi (donna.tripi@coronadousd.net)
Signature Date: 2025-02-03 - 8:47:35 PM GMT - Time Source: server

Agreement completed.
2025-02-03 - 8:47:35 PM GMT

Adobe Acrobat Sign

CORONADO UNIFIED SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION (CSEA)
SALARY SCHEDULE

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	STEP 11	STEP 12	STEP 13	STEP 14	STEP 15
	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly
	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly
1					$ 2,975.03	$ 2,975.03	$ 2,975.03	$ 2,975.03	$ 3,016.72	$ 3,106.26	$ 3,197.85	$ 3,236.23	$ 3,275.06	$ 3,314.36	$ 3,354.14
					$ 17.16	$ 17.16	$ 17.16	$ 17.16	$ 17.40	$ 17.92	$ 18.45	$ 18.67	$ 18.89	$ 19.12	$ 19.35
2					$ 2,975.03	$ 2,975.03	$ 2,975.03	$ 3,097.85	$ 3,195.47	$ 3,286.74	$ 3,388.91	$ 3,429.58	$ 3,470.73	$ 3,512.38	$ 3,554.53
					$ 17.16	$ 17.16	$ 17.16	$ 17.87	$ 18.43	$ 18.96	$ 19.55	$ 19.78	$ 20.02	$ 20.26	$ 20.50
3				$ 2,975.03	$ 2,975.03	$ 3,064.40	$ 3,170.45	$ 3,268.19	$ 3,374.35	$ 3,474.03	$ 3,580.08	$ 3,623.04	$ 3,666.52	$ 3,710.52	$ 3,755.04
				$ 17.16	$ 17.16	$ 17.68	$ 18.29	$ 18.85	$ 19.46	$ 20.04	$ 20.65	$ 20.90	$ 21.15	$ 21.40	$ 21.66
4			$ 2,975.03	$ 2,975.03	$ 3,122.77	$ 3,228.70	$ 3,337.23	$ 3,447.06	$ 3,553.10	$ 3,663.36	$ 3,769.20	$ 3,814.43	$ 3,860.20	$ 3,906.52	$ 3,953.40
			$ 17.16	$ 17.16	$ 18.01	$ 18.62	$ 19.25	$ 19.88	$ 20.49	$ 21.13	$ 21.74	$ 22.00	$ 22.27	$ 22.53	$ 22.80
5	$ 2,975.03	$ 2,975.03	$ 3,054.26	$ 3,164.30	$ 3,276.60	$ 3,388.91	$ 3,498.95	$ 3,621.61	$ 3,734.02	$ 3,848.49	$ 3,958.53	$ 4,006.03	$ 4,054.10	$ 4,102.75	$ 4,151.99
	$ 17.16	$ 17.16	$ 17.62	$ 18.25	$ 18.90	$ 19.55	$ 20.18	$ 20.89	$ 21.54	$ 22.20	$ 22.83	$ 23.11	$ 23.38	$ 23.66	$ 23.95
6	$ 2,975.03	$ 3,077.13	$ 3,195.47	$ 3,311.88	$ 3,434.76	$ 3,553.10	$ 3,669.41	$ 3,788.07	$ 3,904.38	$ 4,025.20	$ 4,141.39	$ 4,191.09	$ 4,241.38	$ 4,292.28	$ 4,343.78
	$ 17.16	$ 17.75	$ 18.43	$ 19.10	$ 19.81	$ 20.49	$ 21.17	$ 21.85	$ 22.52	$ 23.22	$ 23.89	$ 24.17	$ 24.46	$ 24.76	$ 25.05
7	$ 3,091.37	$ 3,218.13	$ 3,341.33	$ 3,463.67	$ 3,584.39	$ 3,711.04	$ 3,838.13	$ 3,958.53	$ 4,087.66	$ 4,206.02	$ 4,332.56	$ 4,384.55	$ 4,437.17	$ 4,490.41	$ 4,544.30
	$ 17.83	$ 18.56	$ 19.27	$ 19.98	$ 20.67	$ 21.41	$ 22.14	$ 22.83	$ 23.58	$ 24.26	$ 24.99	$ 25.29	$ 25.59	$ 25.90	$ 26.21
8	$ 3,228.70	$ 3,357.52	$ 3,488.49	$ 3,621.61	$ 3,746.54	$ 3,877.51	$ 4,004.38	$ 4,139.55	$ 4,268.48	$ 4,388.98	$ 4,522.00	$ 4,576.26	$ 4,631.18	$ 4,686.75	$ 4,742.99
	$ 18.62	$ 19.37	$ 20.12	$ 20.89	$ 21.61	$ 22.37	$ 23.10	$ 23.88	$ 24.62	$ 25.32	$ 26.08	$ 26.40	$ 26.71	$ 27.03	$ 27.36
9	$ 3,359.56	$ 3,497.11	$ 3,630.03	$ 3,763.15	$ 3,900.60	$ 4,035.56	$ 4,166.41	$ 4,303.43	$ 4,439.04	$ 4,571.84	$ 4,709.17	$ 4,765.68	$ 4,822.87	$ 4,880.74	$ 4,939.31
	$ 19.38	$ 20.17	$ 20.94	$ 21.71	$ 22.50	$ 23.28	$ 24.03	$ 24.82	$ 25.60	$ 26.37	$ 27.16	$ 27.49	$ 27.82	$ 28.15	$ 28.49
10	$ 3,497.11	$ 3,636.40	$ 3,773.62	$ 3,919.04	$ 4,060.37	$ 4,197.48	$ 4,336.98	$ 4,476.26	$ 4,619.84	$ 4,758.69	$ 4,898.08	$ 4,956.85	$ 5,016.34	$ 5,076.53	$ 5,137.45
	$ 20.17	$ 20.97	$ 21.77	$ 22.61	$ 23.42	$ 24.21	$ 25.02	$ 25.82	$ 26.65	$ 27.45	$ 28.25	$ 28.59	$ 28.93	$ 29.28	$ 29.63
11	$ 3,630.03	$ 3,773.62	$ 3,927.14	$ 4,068.89	$ 4,216.70	$ 4,358.01	$ 4,501.07	$ 4,646.71	$ 4,789.76	$ 4,937.46	$ 5,083.20	$ 5,144.20	$ 5,205.93	$ 5,268.40	$ 5,331.62
	$ 20.94	$ 21.77	$ 22.65	$ 23.47	$ 24.32	$ 25.14	$ 25.96	$ 26.80	$ 27.63	$ 28.48	$ 29.32	$ 29.67	$ 30.03	$ 30.39	$ 30.75
12	$ 3,763.15	$ 3,919.04	$ 4,068.89	$ 4,222.52	$ 4,366.10	$ 4,522.00	$ 4,671.74	$ 4,821.59	$ 4,973.06	$ 5,126.90	$ 5,278.79	$ 5,342.14	$ 5,406.24	$ 5,471.12	$ 5,536.77
	$ 21.71	$ 22.61	$ 23.47	$ 24.36	$ 25.18	$ 26.08	$ 26.95	$ 27.81	$ 28.68	$ 29.57	$ 30.45	$ 30.81	$ 31.18	$ 31.56	$ 31.94
13	$ 3,900.60	$ 4,060.37	$ 4,216.70	$ 4,366.10	$ 4,519.73	$ 4,682.20	$ 4,840.04	$ 4,989.57	$ 5,149.77	$ 5,307.92	$ 5,459.50	$ 5,525.02	$ 5,591.32	$ 5,658.41	$ 5,726.31
	$ 22.50	$ 23.42	$ 24.32	$ 25.18	$ 26.07	$ 27.01	$ 27.92	$ 28.78	$ 29.70	$ 30.62	$ 31.49	$ 31.87	$ 32.25	$ 32.64	$ 33.03
14	$ 4,035.56	$ 4,197.48	$ 4,358.01	$ 4,522.00	$ 4,682.20	$ 4,844.57	$ 5,000.25	$ 5,166.70	$ 5,328.53	$ 5,486.69	$ 5,646.67	$ 5,714.43	$ 5,783.01	$ 5,852.40	$ 5,922.63
	$ 23.28	$ 24.21	$ 25.14	$ 26.08	$ 27.01	$ 27.94	$ 28.84	$ 29.80	$ 30.74	$ 31.65	$ 32.57	$ 32.96	$ 33.36	$ 33.76	$ 34.16
15	$ 4,439.15	$ 4,617.47	$ 4,793.64	$ 4,974.35	$ 5,150.20	$ 5,328.63	$ 5,500.16	$ 5,683.35	$ 5,817.56	$ 5,990.49	$ 6,126.32	$ 6,199.83	$ 6,274.23	$ 6,349.52	$ 6,425.72
	$ 25.61	$ 26.63	$ 27.65	$ 28.69	$ 29.71	$ 30.74	$ 31.73	$ 32.78	$ 33.56	$ 34.55	$ 35.34	$ 35.76	$ 36.19	$ 36.62	$ 37.06
16	$ 4,883.29	$ 5,079.32	$ 5,273.08	$ 5,471.58	$ 5,665.55	$ 5,861.57	$ 6,050.26	$ 6,251.79	$ 6,399.58	$ 6,589.68	$ 6,739.09	$ 6,819.96	$ 6,901.79	$ 6,984.62	$ 7,068.43
	$ 28.17	$ 29.30	$ 30.42	$ 31.56	$ 32.68	$ 33.81	$ 34.90	$ 36.06	$ 36.91	$ 38.01	$ 38.87	$ 39.34	$ 39.81	$ 40.29	$ 40.77

ve:
2024

Board Approved:
February 20, 2025

CORONADO UNIFIED SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION (CSEA)
SALARY SCHEDULE

STEP 16	STEP 17	STEP 18	STEP 19	STEP 20	STEP 21	STEP 22	STEP 23	STEP 24	STEP 25	STEP 26	STEP 27	STEP 28	STEP 29	STEP 30	
Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	RANGE
$ 3,394.39 $ 19.58	$ 3,435.12 $ 19.81	$ 3,476.34 $ 20.05	$ 3,518.06 $ 20.29	$ 3,560.27 $ 20.54	$ 3,624.36 $ 20.91	$ 3,689.60 $ 21.28	$ 3,756.01 $ 21.66	$ 3,823.62 $ 22.05	$ 3,892.44 $ 22.45	$ 3,962.51 $ 22.86	$ 4,033.83 $ 23.27	$ 4,106.44 $ 23.69	$ 4,180.36 $ 24.11	$ 4,255.60 $ 24.55	1
$ 3,597.18 $ 20.75	$ 3,640.35 $ 21.00	$ 3,684.03 $ 21.25	$ 3,728.24 $ 21.50	$ 3,772.98 $ 21.76	$ 3,840.89 $ 22.15	$ 3,910.03 $ 22.55	$ 3,980.41 $ 22.96	$ 4,052.06 $ 23.37	$ 4,125.00 $ 23.79	$ 4,199.25 $ 24.22	$ 4,274.83 $ 24.66	$ 4,351.78 $ 25.10	$ 4,430.11 $ 25.55	$ 4,509.85 $ 26.01	2
$ 3,800.10 $ 21.92	$ 3,845.71 $ 22.18	$ 3,891.85 $ 22.45	$ 3,938.56 $ 22.72	$ 3,985.82 $ 22.99	$ 4,057.56 $ 23.40	$ 4,130.60 $ 23.83	$ 4,204.95 $ 24.25	$ 4,280.64 $ 24.69	$ 4,357.69 $ 25.14	$ 4,436.13 $ 25.59	$ 4,515.98 $ 26.05	$ 4,597.27 $ 26.52	$ 4,680.02 $ 26.99	$ 4,764.26 $ 27.48	3
$ 4,000.84 $ 23.08	$ 4,048.85 $ 23.35	$ 4,097.44 $ 23.63	$ 4,146.61 $ 23.92	$ 4,196.37 $ 24.20	$ 4,271.90 $ 24.64	$ 4,348.79 $ 25.08	$ 4,427.07 $ 25.54	$ 4,506.76 $ 26.00	$ 4,587.88 $ 26.46	$ 4,670.46 $ 26.94	$ 4,754.53 $ 27.42	$ 4,840.11 $ 27.92	$ 4,927.24 $ 28.42	$ 5,015.93 $ 28.93	4
$ 4,201.81 $ 24.24	$ 4,252.23 $ 24.53	$ 4,303.26 $ 24.82	$ 4,354.90 $ 25.12	$ 4,407.16 $ 25.42	$ 4,486.49 $ 25.88	$ 4,567.24 $ 26.34	$ 4,649.45 $ 26.82	$ 4,733.14 $ 27.30	$ 4,818.34 $ 27.79	$ 4,905.07 $ 28.29	$ 4,993.36 $ 28.80	$ 5,083.24 $ 29.32	$ 5,174.74 $ 29.85	$ 5,267.88 $ 30.39	5
$ 4,395.91 $ 25.36	$ 4,448.66 $ 25.66	$ 4,502.04 $ 25.97	$ 4,556.07 $ 26.28	$ 4,610.74 $ 26.59	$ 4,693.73 $ 27.07	$ 4,778.22 $ 27.56	$ 4,864.23 $ 28.06	$ 4,951.79 $ 28.56	$ 5,040.92 $ 29.08	$ 5,131.65 $ 29.60	$ 5,224.02 $ 30.13	$ 5,318.06 $ 30.67	$ 5,413.78 $ 31.23	$ 5,511.23 $ 31.79	6
$ 4,598.83 $ 26.53	$ 4,654.02 $ 26.84	$ 4,709.86 $ 27.17	$ 4,766.38 $ 27.49	$ 4,823.58 $ 27.82	$ 4,910.40 $ 28.32	$ 4,998.79 $ 28.83	$ 5,088.77 $ 29.35	$ 5,180.37 $ 29.88	$ 5,273.61 $ 30.42	$ 5,368.54 $ 30.97	$ 5,465.17 $ 31.52	$ 5,563.54 $ 32.09	$ 5,663.69 $ 32.67	$ 5,765.64 $ 33.26	7
$ 4,799.91 $ 27.69	$ 4,857.51 $ 28.02	$ 4,915.80 $ 28.35	$ 4,974.79 $ 28.69	$ 5,034.49 $ 29.04	$ 5,125.11 $ 29.56	$ 5,217.36 $ 30.09	$ 5,311.27 $ 30.64	$ 5,406.87 $ 31.19	$ 5,504.20 $ 31.75	$ 5,603.27 $ 32.32	$ 5,704.13 $ 32.90	$ 5,806.81 $ 33.49	$ 5,911.33 $ 34.10	$ 6,017.73 $ 34.71	8
$ 4,998.58 $ 28.83	$ 5,058.57 $ 29.18	$ 5,119.27 $ 29.53	$ 5,180.70 $ 29.88	$ 5,242.87 $ 30.24	$ 5,337.24 $ 30.79	$ 5,433.31 $ 31.34	$ 5,531.11 $ 31.90	$ 5,630.67 $ 32.48	$ 5,732.02 $ 33.06	$ 5,835.20 $ 33.66	$ 5,940.23 $ 34.26	$ 6,047.16 $ 34.88	$ 6,156.01 $ 35.51	$ 6,266.81 $ 36.15	9
$ 5,199.10 $ 29.99	$ 5,261.49 $ 30.35	$ 5,324.63 $ 30.71	$ 5,388.52 $ 31.08	$ 5,453.18 $ 31.45	$ 5,551.34 $ 32.02	$ 5,651.27 $ 32.60	$ 5,752.99 $ 33.18	$ 5,856.54 $ 33.78	$ 5,961.96 $ 34.39	$ 6,069.28 $ 35.01	$ 6,178.52 $ 35.64	$ 6,289.74 $ 36.28	$ 6,402.95 $ 36.93	$ 6,518.20 $ 37.60	10
$ 5,395.60 $ 31.12	$ 5,460.35 $ 31.50	$ 5,525.88 $ 31.87	$ 5,592.19 $ 32.26	$ 5,659.29 $ 32.64	$ 5,761.16 $ 33.23	$ 5,864.86 $ 33.83	$ 5,970.43 $ 34.44	$ 6,077.90 $ 35.06	$ 6,187.30 $ 35.69	$ 6,298.67 $ 36.33	$ 6,412.04 $ 36.98	$ 6,527.46 $ 37.65	$ 6,644.96 $ 38.33	$ 6,764.56 $ 39.02	11
$ 5,603.21 $ 32.32	$ 5,670.45 $ 32.71	$ 5,738.49 $ 33.10	$ 5,807.36 $ 33.50	$ 5,877.04 $ 33.90	$ 5,982.83 $ 34.51	$ 6,090.52 $ 35.13	$ 6,200.15 $ 35.76	$ 6,311.75 $ 36.41	$ 6,425.37 $ 37.06	$ 6,541.02 $ 37.73	$ 6,658.76 $ 38.41	$ 6,778.62 $ 39.10	$ 6,900.63 $ 39.80	$ 7,024.85 $ 40.52	12
$ 5,795.03 $ 33.43	$ 5,864.57 $ 33.83	$ 5,934.94 $ 34.23	$ 6,006.16 $ 34.64	$ 6,078.24 $ 35.06	$ 6,187.64 $ 35.69	$ 6,299.02 $ 36.33	$ 6,412.40 $ 36.99	$ 6,527.83 $ 37.65	$ 6,645.33 $ 38.33	$ 6,764.94 $ 39.02	$ 6,886.71 $ 39.72	$ 7,010.67 $ 40.44	$ 7,136.87 $ 41.17	$ 7,265.33 $ 41.91	13
$ 5,993.70 $ 34.57	$ 6,065.63 $ 34.99	$ 6,138.41 $ 35.41	$ 6,212.08 $ 35.83	$ 6,286.62 $ 36.26	$ 6,399.78 $ 36.91	$ 6,514.98 $ 37.58	$ 6,632.25 $ 38.25	$ 6,751.63 $ 38.94	$ 6,873.16 $ 39.64	$ 6,996.87 $ 40.36	$ 7,122.82 $ 41.08	$ 7,251.03 $ 41.82	$ 7,381.54 $ 42.58	$ 7,514.41 $ 43.34	14
$ 6,502.83 $ 37.51	$ 6,580.86 $ 37.96	$ 6,659.83 $ 38.41	$ 6,739.75 $ 38.87	$ 6,820.62 $ 39.34	$ 6,943.40 $ 40.05	$ 7,068.38 $ 40.77	$ 7,195.61 $ 41.50	$ 7,325.13 $ 42.25	$ 7,456.98 $ 43.01	$ 7,591.21 $ 43.79	$ 7,727.85 $ 44.57	$ 7,866.95 $ 45.38	$ 8,008.56 $ 46.19	$ 8,152.71 $ 47.02	15
$ 7,153.25 $ 41.26	$ 7,239.09 $ 41.76	$ 7,325.96 $ 42.26	$ 7,413.87 $ 42.76	$ 7,502.84 $ 43.28	$ 7,637.89 $ 44.06	$ 7,775.37 $ 44.85	$ 7,915.33 $ 45.66	$ 8,057.80 $ 46.48	$ 8,202.84 $ 47.31	$ 8,350.50 $ 48.17	$ 8,500.81 $ 49.03	$ 8,653.82 $ 49.92	$ 8,809.59 $ 50.81	$ 8,968.16 $ 51.73	16

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Board Approved:
February 20, 2025

CORONADO UNIFIED SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION (CSEA)
SALARY SCHEDULE

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	STEP 11	STEP 12	STEP 13	STEP 14	STEP 15
	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly
	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly
1					$ 3,004.78	$ 3,004.78	$ 3,004.78	$ 3,004.78	$ 3,046.88	$ 3,137.33	$ 3,229.83	$ 3,268.59	$ 3,307.81	$ 3,347.51	$ 3,387.68
					$ 17.33	$ 17.33	$ 17.33	$ 17.33	$ 17.57	$ 18.10	$ 18.63	$ 18.85	$ 19.08	$ 19.31	$ 19.54
2					$ 3,004.78	$ 3,004.78	$ 3,004.78	$ 3,128.83	$ 3,227.43	$ 3,319.61	$ 3,422.80	$ 3,463.87	$ 3,505.44	$ 3,547.50	$ 3,590.07
					$ 17.33	$ 17.33	$ 17.33	$ 18.05	$ 18.62	$ 19.15	$ 19.74	$ 19.98	$ 20.22	$ 20.46	$ 20.71
3				$ 3,004.78	$ 3,004.78	$ 3,095.04	$ 3,202.15	$ 3,300.87	$ 3,408.09	$ 3,508.77	$ 3,615.88	$ 3,659.27	$ 3,703.18	$ 3,747.62	$ 3,792.59
				$ 17.33	$ 17.33	$ 17.85	$ 18.47	$ 19.04	$ 19.66	$ 20.24	$ 20.86	$ 21.11	$ 21.36	$ 21.62	$ 21.88
4			$ 3,004.78	$ 3,004.78	$ 3,154.00	$ 3,260.99	$ 3,370.60	$ 3,481.53	$ 3,588.63	$ 3,700.00	$ 3,806.89	$ 3,852.57	$ 3,898.80	$ 3,945.59	$ 3,992.93
			$ 17.33	$ 17.33	$ 18.19	$ 18.81	$ 19.44	$ 20.08	$ 20.70	$ 21.34	$ 21.96	$ 22.22	$ 22.49	$ 22.76	$ 23.03
5	$ 3,004.78	$ 3,004.78	$ 3,084.80	$ 3,195.94	$ 3,309.37	$ 3,422.80	$ 3,533.94	$ 3,657.83	$ 3,771.36	$ 3,886.97	$ 3,998.11	$ 4,046.09	$ 4,094.64	$ 4,143.78	$ 4,193.51
	$ 17.33	$ 17.33	$ 17.79	$ 18.43	$ 19.09	$ 19.74	$ 20.38	$ 21.10	$ 21.75	$ 22.42	$ 23.06	$ 23.34	$ 23.62	$ 23.90	$ 24.19
6	$ 3,004.78	$ 3,107.91	$ 3,227.43	$ 3,345.00	$ 3,469.11	$ 3,588.63	$ 3,706.10	$ 3,825.95	$ 3,943.42	$ 4,065.45	$ 4,182.80	$ 4,233.00	$ 4,283.79	$ 4,335.20	$ 4,387.22
	$ 17.33	$ 17.93	$ 18.62	$ 19.29	$ 20.01	$ 20.70	$ 21.38	$ 22.07	$ 22.75	$ 23.45	$ 24.13	$ 24.42	$ 24.71	$ 25.01	$ 25.31
7	$ 3,122.29	$ 3,250.31	$ 3,374.75	$ 3,498.31	$ 3,620.24	$ 3,748.15	$ 3,876.51	$ 3,998.11	$ 4,128.54	$ 4,248.08	$ 4,375.89	$ 4,428.40	$ 4,481.54	$ 4,535.32	$ 4,589.74
	$ 18.01	$ 18.75	$ 19.47	$ 20.18	$ 20.88	$ 21.62	$ 22.36	$ 23.06	$ 23.81	$ 24.50	$ 25.24	$ 25.54	$ 25.85	$ 26.16	$ 26.47
8	$ 3,260.99	$ 3,391.09	$ 3,523.37	$ 3,657.83	$ 3,784.01	$ 3,916.29	$ 4,044.43	$ 4,180.95	$ 4,311.16	$ 4,432.87	$ 4,567.22	$ 4,622.03	$ 4,677.49	$ 4,733.62	$ 4,790.42
	$ 18.81	$ 19.56	$ 20.32	$ 21.10	$ 21.83	$ 22.59	$ 23.33	$ 24.12	$ 24.87	$ 25.57	$ 26.34	$ 26.66	$ 26.98	$ 27.30	$ 27.63
9	$ 3,393.16	$ 3,532.08	$ 3,666.33	$ 3,800.78	$ 3,939.60	$ 4,075.91	$ 4,208.08	$ 4,346.47	$ 4,483.43	$ 4,617.56	$ 4,756.26	$ 4,813.34	$ 4,871.10	$ 4,929.55	$ 4,988.71
	$ 19.57	$ 20.37	$ 21.15	$ 21.92	$ 22.72	$ 23.51	$ 24.27	$ 25.07	$ 25.86	$ 26.63	$ 27.43	$ 27.76	$ 28.10	$ 28.43	$ 28.77
10	$ 3,532.08	$ 3,672.76	$ 3,811.36	$ 3,958.23	$ 4,100.98	$ 4,239.46	$ 4,380.35	$ 4,521.02	$ 4,666.04	$ 4,806.28	$ 4,947.06	$ 5,006.42	$ 5,066.50	$ 5,127.30	$ 5,188.83
	$ 20.37	$ 21.18	$ 21.98	$ 22.83	$ 23.65	$ 24.45	$ 25.27	$ 26.08	$ 26.91	$ 27.72	$ 28.53	$ 28.88	$ 29.22	$ 29.57	$ 29.93
11	$ 3,666.33	$ 3,811.36	$ 3,966.41	$ 4,109.58	$ 4,258.86	$ 4,401.59	$ 4,546.08	$ 4,693.17	$ 4,837.66	$ 4,986.83	$ 5,134.04	$ 5,195.64	$ 5,257.99	$ 5,321.09	$ 5,384.94
	$ 21.15	$ 21.98	$ 22.88	$ 23.70	$ 24.57	$ 25.39	$ 26.22	$ 27.07	$ 27.90	$ 28.76	$ 29.61	$ 29.97	$ 30.33	$ 30.69	$ 31.06
12	$ 3,800.78	$ 3,958.23	$ 4,109.58	$ 4,264.75	$ 4,409.77	$ 4,567.22	$ 4,718.46	$ 4,869.81	$ 5,022.79	$ 5,178.16	$ 5,331.58	$ 5,395.56	$ 5,460.30	$ 5,525.83	$ 5,592.14
	$ 21.92	$ 22.83	$ 23.70	$ 24.60	$ 25.44	$ 26.34	$ 27.22	$ 28.09	$ 28.97	$ 29.87	$ 30.75	$ 31.12	$ 31.50	$ 31.87	$ 32.26
13	$ 3,939.60	$ 4,100.98	$ 4,258.86	$ 4,409.77	$ 4,564.93	$ 4,729.03	$ 4,888.44	$ 5,039.46	$ 5,201.27	$ 5,361.00	$ 5,514.10	$ 5,580.27	$ 5,647.23	$ 5,715.00	$ 5,783.58
	$ 22.72	$ 23.65	$ 24.57	$ 25.44	$ 26.33	$ 27.28	$ 28.20	$ 29.07	$ 30.00	$ 30.92	$ 31.81	$ 32.19	$ 32.57	$ 32.96	$ 33.36
14	$ 4,075.91	$ 4,239.46	$ 4,401.59	$ 4,567.22	$ 4,729.03	$ 4,893.02	$ 5,050.25	$ 5,218.37	$ 5,381.81	$ 5,541.55	$ 5,703.14	$ 5,771.58	$ 5,840.84	$ 5,910.93	$ 5,981.86
	$ 23.51	$ 24.45	$ 25.39	$ 26.34	$ 27.28	$ 28.22	$ 29.13	$ 30.10	$ 31.04	$ 31.96	$ 32.90	$ 33.29	$ 33.69	$ 34.09	$ 34.50
15	$ 4,483.54	$ 4,663.65	$ 4,841.58	$ 5,024.10	$ 5,201.70	$ 5,381.92	$ 5,555.17	$ 5,740.18	$ 5,875.73	$ 6,050.39	$ 6,187.58	$ 6,261.83	$ 6,336.97	$ 6,413.02	$ 6,489.97
	$ 25.86	$ 26.90	$ 27.93	$ 28.98	$ 30.00	$ 31.04	$ 32.04	$ 33.11	$ 33.89	$ 34.90	$ 35.69	$ 36.12	$ 36.55	$ 36.99	$ 37.43
16	$ 4,932.13	$ 5,130.11	$ 5,325.81	$ 5,526.30	$ 5,722.20	$ 5,920.19	$ 6,110.76	$ 6,314.31	$ 6,463.58	$ 6,655.57	$ 6,806.48	$ 6,888.15	$ 6,970.81	$ 7,054.46	$ 7,139.12
	$ 28.45	$ 29.59	$ 30.72	$ 31.88	$ 33.01	$ 34.15	$ 35.25	$ 36.42	$ 37.28	$ 38.39	$ 39.26	$ 39.73	$ 40.21	$ 40.69	$ 41.18

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Board Approved:
February 20, 2025

CORONADO UNIFIED SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION (CSEA)
SALARY SCHEDULE

STEP 16	STEP 17	STEP 18	STEP 19	STEP 20	STEP 21	STEP 22	STEP 23	STEP 24	STEP 25	STEP 26	STEP 27	STEP 28	STEP 29	STEP 30	
Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	Monthly Hourly	RANGE
$ 3,428.33 $ 19.77	$ 3,469.47 $ 20.01	$ 3,511.10 $ 20.25	$ 3,553.24 $ 20.50	$ 3,595.88 $ 20.74	$ 3,660.60 $ 21.11	$ 3,726.49 $ 21.49	$ 3,793.57 $ 21.88	$ 3,861.85 $ 22.28	$ 3,931.37 $ 22.68	$ 4,002.13 $ 23.08	$ 4,074.17 $ 23.50	$ 4,147.51 $ 23.92	$ 4,222.16 $ 24.35	$ 4,298.16 $ 24.79	1
$ 3,633.16 $ 20.96	$ 3,676.75 $ 21.21	$ 3,720.87 $ 21.46	$ 3,765.52 $ 21.72	$ 3,810.71 $ 21.98	$ 3,879.30 $ 22.38	$ 3,949.13 $ 22.78	$ 4,020.22 $ 23.19	$ 4,092.58 $ 23.61	$ 4,166.25 $ 24.03	$ 4,241.24 $ 24.46	$ 4,317.58 $ 24.90	$ 4,395.30 $ 25.35	$ 4,474.41 $ 25.81	$ 4,554.95 $ 26.27	2
$ 3,838.11 $ 22.14	$ 3,884.16 $ 22.40	$ 3,930.77 $ 22.67	$ 3,977.94 $ 22.94	$ 4,025.68 $ 23.22	$ 4,098.14 $ 23.64	$ 4,171.91 $ 24.06	$ 4,247.00 $ 24.50	$ 4,323.45 $ 24.94	$ 4,401.27 $ 25.39	$ 4,480.49 $ 25.84	$ 4,561.14 $ 26.31	$ 4,643.24 $ 26.78	$ 4,726.82 $ 27.26	$ 4,811.90 $ 27.76	3
$ 4,040.85 $ 23.31	$ 4,089.34 $ 23.59	$ 4,138.41 $ 23.87	$ 4,188.07 $ 24.16	$ 4,238.33 $ 24.45	$ 4,314.62 $ 24.89	$ 4,392.28 $ 25.33	$ 4,471.34 $ 25.79	$ 4,551.83 $ 26.25	$ 4,633.76 $ 26.73	$ 4,717.17 $ 27.21	$ 4,802.08 $ 27.70	$ 4,888.51 $ 28.20	$ 4,976.51 $ 28.70	$ 5,066.08 $ 29.22	4
$ 4,243.83 $ 24.48	$ 4,294.75 $ 24.77	$ 4,346.29 $ 25.07	$ 4,398.45 $ 25.37	$ 4,451.23 $ 25.67	$ 4,531.35 $ 26.14	$ 4,612.91 $ 26.61	$ 4,695.95 $ 27.09	$ 4,780.47 $ 27.57	$ 4,866.52 $ 28.07	$ 4,954.12 $ 28.58	$ 5,043.29 $ 29.09	$ 5,134.07 $ 29.61	$ 5,226.49 $ 30.15	$ 5,320.56 $ 30.69	5
$ 4,439.87 $ 25.61	$ 4,493.15 $ 25.92	$ 4,547.06 $ 26.23	$ 4,601.63 $ 26.54	$ 4,656.85 $ 26.86	$ 4,740.67 $ 27.34	$ 4,826.00 $ 27.84	$ 4,912.87 $ 28.34	$ 5,001.30 $ 28.85	$ 5,091.33 $ 29.37	$ 5,182.97 $ 29.90	$ 5,276.26 $ 30.43	$ 5,371.24 $ 30.98	$ 5,467.92 $ 31.54	$ 5,566.34 $ 32.11	6
$ 4,644.82 $ 26.79	$ 4,700.56 $ 27.11	$ 4,756.96 $ 27.44	$ 4,814.05 $ 27.77	$ 4,871.81 $ 28.10	$ 4,959.51 $ 28.61	$ 5,048.78 $ 29.12	$ 5,139.66 $ 29.65	$ 5,232.17 $ 30.18	$ 5,326.35 $ 30.72	$ 5,422.22 $ 31.28	$ 5,519.82 $ 31.84	$ 5,619.18 $ 32.41	$ 5,720.33 $ 32.99	$ 5,823.29 $ 33.59	7
$ 4,847.91 $ 27.96	$ 4,906.08 $ 28.30	$ 4,964.96 $ 28.64	$ 5,024.54 $ 28.98	$ 5,084.83 $ 29.33	$ 5,176.36 $ 29.86	$ 5,269.53 $ 30.39	$ 5,364.38 $ 30.94	$ 5,460.94 $ 31.50	$ 5,559.24 $ 32.07	$ 5,659.31 $ 32.64	$ 5,761.17 $ 33.23	$ 5,864.87 $ 33.83	$ 5,970.44 $ 34.44	$ 6,077.91 $ 35.06	8
$ 5,048.57 $ 29.12	$ 5,109.15 $ 29.47	$ 5,170.46 $ 29.82	$ 5,232.51 $ 30.18	$ 5,295.30 $ 30.54	$ 5,390.61 $ 31.09	$ 5,487.64 $ 31.65	$ 5,586.42 $ 32.22	$ 5,686.98 $ 32.80	$ 5,789.34 $ 33.39	$ 5,893.55 $ 33.99	$ 5,999.64 $ 34.61	$ 6,107.63 $ 35.23	$ 6,217.57 $ 35.86	$ 6,329.48 $ 36.51	9
$ 5,251.09 $ 30.29	$ 5,314.10 $ 30.65	$ 5,377.87 $ 31.02	$ 5,442.41 $ 31.39	$ 5,507.72 $ 31.77	$ 5,606.86 $ 32.34	$ 5,707.78 $ 32.92	$ 5,810.52 $ 33.52	$ 5,915.11 $ 34.12	$ 6,021.58 $ 34.73	$ 6,129.97 $ 35.36	$ 6,240.31 $ 35.99	$ 6,352.63 $ 36.64	$ 6,466.98 $ 37.30	$ 6,583.39 $ 37.97	10
$ 5,449.56 $ 31.43	$ 5,514.95 $ 31.81	$ 5,581.13 $ 32.19	$ 5,648.11 $ 32.58	$ 5,715.88 $ 32.97	$ 5,818.77 $ 33.56	$ 5,923.51 $ 34.17	$ 6,030.13 $ 34.78	$ 6,138.67 $ 35.41	$ 6,249.17 $ 36.05	$ 6,361.66 $ 36.69	$ 6,476.17 $ 37.35	$ 6,592.74 $ 38.03	$ 6,711.41 $ 38.71	$ 6,832.21 $ 39.41	11
$ 5,659.24 $ 32.64	$ 5,727.15 $ 33.03	$ 5,795.88 $ 33.43	$ 5,865.43 $ 33.83	$ 5,935.81 $ 34.24	$ 6,042.66 $ 34.85	$ 6,151.43 $ 35.48	$ 6,262.15 $ 36.12	$ 6,374.87 $ 36.77	$ 6,489.62 $ 37.43	$ 6,606.43 $ 38.11	$ 6,725.35 $ 38.79	$ 6,846.40 $ 39.49	$ 6,969.64 $ 40.20	$ 7,095.09 $ 40.92	12
$ 5,852.98 $ 33.76	$ 5,923.21 $ 34.17	$ 5,994.29 $ 34.58	$ 6,066.22 $ 34.99	$ 6,139.02 $ 35.41	$ 6,249.52 $ 36.05	$ 6,362.01 $ 36.70	$ 6,476.53 $ 37.36	$ 6,593.11 $ 38.03	$ 6,711.78 $ 38.71	$ 6,832.59 $ 39.41	$ 6,955.58 $ 40.12	$ 7,080.78 $ 40.84	$ 7,208.24 $ 41.58	$ 7,337.98 $ 42.33	13
$ 6,053.64 $ 34.92	$ 6,126.28 $ 35.34	$ 6,199.80 $ 35.76	$ 6,274.20 $ 36.19	$ 6,349.49 $ 36.62	$ 6,463.78 $ 37.28	$ 6,580.13 $ 37.95	$ 6,698.57 $ 38.64	$ 6,819.14 $ 39.33	$ 6,941.89 $ 40.04	$ 7,066.84 $ 40.76	$ 7,194.04 $ 41.50	$ 7,323.54 $ 42.24	$ 7,455.36 $ 43.00	$ 7,589.56 $ 43.78	14
$ 6,567.85 $ 37.88	$ 6,646.67 $ 38.34	$ 6,726.43 $ 38.80	$ 6,807.15 $ 39.26	$ 6,888.83 $ 39.73	$ 7,012.83 $ 40.45	$ 7,139.06 $ 41.18	$ 7,267.56 $ 41.92	$ 7,398.38 $ 42.67	$ 7,531.55 $ 43.44	$ 7,667.12 $ 44.22	$ 7,805.13 $ 45.02	$ 7,945.62 $ 45.83	$ 8,088.64 $ 46.66	$ 8,234.24 $ 47.50	15
$ 7,224.79 $ 41.67	$ 7,311.48 $ 42.17	$ 7,399.22 $ 42.68	$ 7,488.01 $ 43.19	$ 7,577.87 $ 43.71	$ 7,714.27 $ 44.50	$ 7,853.13 $ 45.30	$ 7,994.48 $ 46.11	$ 8,138.38 $ 46.94	$ 8,284.87 $ 47.79	$ 8,434.00 $ 48.65	$ 8,585.81 $ 49.52	$ 8,740.36 $ 50.41	$ 8,897.68 $ 51.32	$ 9,057.84 $ 52.25	16

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Board Approved:
February 20, 2025

AGENDA - February 20, 2025

ACTION ITEMS (10 min.)

5.5 Adopt the Coronado Unified School District's (CUSD) Initial Proposal for Negotiations to the Association of Coronado Teachers (ACT).

Department/Category: BUSINESS & FISCAL MANAGEMENT

Background Information:

Government Code section 3547 requires that the initial bargaining proposals of the District and its employee unions be presented/accepted during a public Board meeting. The initial proposals of CUSD have been provided to each Board member and are in the accompanying Board documents for information purposes.

Reports:

Please see attached

Financial Impact:

There is no financial impact at this time. Upon reaching a tentative agreement, the financial impacts of negotiations will be presented with the required AB1200 disclosures for Board consideration.

Superintendent's Recommendation:

That the Board Acknowledge receipt of the Coronado Unified School District's (CUSD) Initial Proposal for Negotiations to the Association of Coronado Teachers (ACT).

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Sunshine Articles - January 2025.pdf

Coronado Unified School District
201 Sixth Street, Coronado, CA 92118
619.522.8900 Ext. 1013 www.coronadousd.net

Initial Proposals for Successor Collective Bargaining Agreement Negotiations Submitted by the Coronado Unified School District

January 16, 2025

In accordance with Government Code Section 3547, the Coronado Unified School District ("CUSD") hereby submits its initial proposals for negotiations with the Association of Coronado Teachers ("ACT"), for a successor collective bargaining agreement. CUSD reserves the right to amend these initial proposals as permitted by Government Code Section 3547.

Article 18 Health and Welfare
CUSD has an interest in reviewing, clarifying, and adjusting language for health and welfare in relation to any adjustment in total compensation.

Article 23 Calendar
CUSD seeks to modify the contract to prioritize the development of staff calendars for the upcoming and two subsequent school years. This will allow students, staff and families to plan effectively. Additionally, CUSD seeks to develop a school calendar that prioritizes student achievement, family togetherness, and student and staff wellness.

AGENDA - February 20, 2025

ACTION ITEMS (10 min.)

5.6 Approve the Revised Salary Schedules and Accept the Accompanying Recommendations for Certificated/Classified Management & Confidential (Non-Represented) Employees

Department/Category: PERSONNEL

Background Information:

Coronado USD employs over 400 employees, many of them members of the district's two employee unions, the Association of Coronado Teachers (ACT) and the California School Employees' Association (CSEA). Additionally, there are approximately 30 employees who are not eligible to join a union and are thus unrepresented employees. Unrepresented employees include site and district administrators, confidential and mid-management positions including Clinical Counselors. As unrepresented employees, salary increases often trail behind the negotiation cycles of ACT and CSEA.

CUSD has concluded its salary negotiations ACT and CSEA for the 2024-2025 school year.

A history of salary increases is outlined in the accompanying executive summary and recommendations for management / unrepresented employees.

Reports:

An executive summary and recommendations for management and unrepresented employees is attached to this agenda item.

Financial Impact:

The projected fiscal impact of this change, is estimated at approximately $160K.

Superintendent's Recommendation:

That the Board approve the revised salary schedules and accept the accompanying recommendations for Certificated/Classified Management & Confidential (Non-Represented) Employees.

LCAP Goals:

1. Safe and Clean Facilities for Students and Staff
2. School Site Safety Plans
3. Multi-Tiered System of Supports
4. Social Emotional Learning
5. Student Engagement & Dropout Prevention
6. Counseling Services
7. Equity, Diversity and Inclusion
8. Recruit and Retain Highly Qualified Staff

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Management & Unrepresented Employee Recommendation_BOE2.20.25.pdf

1.1.25_Administrative Salary Schedule_BOE2.20.25.pdf

7.1.2024_Administrative Salary Schedule_BOE2.20.25.pdf

2024-2025 Negotiations Cycle History and

Recommendation for Management / Unrepresented Employees

Overview

Coronado USD employs over 400 employees, many of them are members of the district's two employee unions, the Association of Coronado Teachers (ACT) and the California School Employees' Association (CSEA). Additionally, there are approximately 30 employees who are not eligible to join a union and are thus unrepresented employees. Unrepresented employees include site and district administrators, confidential and mid-management positions including Clinical Counselors. As unrepresented employees, salary increases often trail behind the negotiation cycles of ACT and CSEA. With negotiations concluded with ACT and CSEA for the 2024-2025 school year, the following recommendations are provided for the Board's consideration and approval for its unrepresented employees. A history of salary increases is outlined below.

Historical Salary Increases: 2017-2025

Association of Coronado Teachers (ACT)		
2017-2018	3.00%	
2018-2019	5.00%	
2019-2020	1.00%	
2020-2021	1.54%	
2021-2022	3.00%	
2022-2023	4.00%	
2023-2024	4.00%	
2024-2025a (7/1/24)	3.00%	4.00%
2024-2025b (1/1/25)	1.00%	
Cumulative Raises Since 2017	**25.54%**	

California School Employees' Association (CSEA)		
2017-2018	1.50%	
2018-2019	1.00%	
2019-2020	2.00%	
2020-2021	1.00%	
2021-2022	4.00%	
2022-2023	3.00%	
2023-2024	4.00%	
2024-2025a (7/1/24)	4.00%	5.00%
2024-2025b (3/1/25)	1.00%	
Cumulative Raises Since 2017	**21.50%**	

Management & Unrepresented Employees		
2017-2018	0.00%	
2018-2019	3.50%	
2019-2020	0.00%	
2020-2021	1.00%	
2021-2022	3.00%	
2022-2023	4.00%	
2023-2024	4.00%	
2024-2025a (7/1/24)	3.00%	4.00%
2024-2025b (1/1/25)	1.00%	
Cumulative Raises Since 2017	**19.50%**	

Background Information and Recommendations

Salary

Association of Coronado Teachers	California School Employees Association
Article 19: Salary For the 2024-25 school year, the salary schedule will be increased by 4% as follows: ➢ 3% increase effective July 1, 2024 ➢ 1% increase effective January 1, 2025	**Article IX: Salary** The percentage increase for all unit members will be a total of 4%, retroactive to July 1, 2024. There will be an additional 1% increase effective March 1, 2025.
Management and Unrepresented Employees	
For the 2024-25 school year, all Management and Unrepresented Employees will receive a 4% increase as follows: ➢ 3% increase effective July 1, 2024 ➢ 1% increase effective January 1, 2025 ➢ The accompanying salary schedule is updated to reflect these increases.	

Salary Schedule Steps

Association of Coronado Teachers	California School Employees Association
Three steps were added to the salary schedule in each column. Unit members who are currently at the last step in their range will be given credit for their years of service and placed at the appropriate step, effective July 1, 2024. The ACT salary schedule's maximum number of steps was increased from 30 to 33 steps, with an increment of 2.5% per step.	The CSEA salary schedule has 30 steps.
Management and Unrepresented Employees	
The Management & Unrepresented Employee salary schedule's maximum number of steps will increase from 20 to 23 steps, with an increment of 2.5% per step. Employees who are currently at the last step in their range will be given credit for their years of service and placed at the appropriate step, effective July 1, 2024.	

Initial Placement with Previous Experience

Association of Coronado Teachers	California School Employees Association
Any currently employed unit member who was hired before July 1, 2024, who was not awarded full credit for years of service shall be placed at the appropriate step on the salary schedule by awarding three years of additional service credit for verifiable service per year until they are appropriately placed. This will begin on July 1, 2025, and will not be retroactive to the first date of employment. Beginning in July 2025, CUSD will credit up to twenty (25) years of past service for placement on salary schedule for new hires.	**Article 9.1.2** If a current unit member hired prior to March 9, 2022 had directly related* experience upon initial placement by the District, and the unit member believes that experience entitles them to be granted up to ten (10) years of experience credit on the classified salary schedule, as specified in the preceding paragraph of the CBA, the unit member may request that the District review all previous experience. All such requests shall be made in writing to Human Resources no later than April 1, 2022. The district may request the unit members provide documentation supporting their request. **Directly related experience means years of experience working in a position that has related skills to help accomplish their role within CUSD, as described in their job description*.
Management and Unrepresented Employees	
Management & Unrepresented employees hired before July 1, 2024, who were not awarded credit for directly related* experience may request that the district review all previous experience and be placed at the appropriate step on the salary schedule by awarding three years of additional service credit for verifiable service per year until they are appropriately placed. This will begin on July 1, 2025, and will not be retroactive to the first date of employment. **Directly related experience means years of experience working in a position that has related skills to help accomplish their role within CUSD, as described in their job description*.	

Vacation

Management and Unrepresented employees working on a negative work calendar are currently entitled to vacation according to the following increments. Employees working on a positive work calendar are not granted vacation leave. No changes are proposed or recommended at this time.

- 1.0 FTE on a 261-day contract year: 22 vacation days
- 1.0 FTE on a 206-day contract year: 15 vacation days

Salary Classifications

The following positions will also be added or reclassified on the accompanying management and unrepresented employee salary schedule, effective July 1, 2024,

- Public Information Officer – Added to classification for Director, K-12 Pathways
- Director of Maintenance, Operations, Transportation – Reclassified from Director II to Director III

Coronado Unified School District
Administrative, Mid-Management Confidential (Unrepresented) Salary Schedule

	Number of Days	1	2	3	4	5	6	7	8	9	10
Senior Director, Department of Learning	**261**	$ 139,700	$ 143,193	$ 146,773	$ 150,442	$ 154,203	$ 158,058	$ 162,010	$ 166,060	$ 170,211	$ 174,467
Director III **Director, Human Resources** **Director, Student Services** **Director, Special Programs** **Director, Maintenance, Operations & Transportation**	**261**	$ 133,048	$ 136,374	$ 139,783	$ 143,278	$ 146,860	$ 150,532	$ 154,295	$ 158,152	$ 162,106	$ 166,159
Director II **Director, Child Nutrition Services** **Director, Fiscal Services**	**261**	$ 124,037	$ 127,138	$ 130,317	$ 133,574	$ 136,914	$ 140,337	$ 143,845	$ 147,441	$ 151,127	$ 154,905
Director I **Brian Bent Memorial Aquatics Complex (BBMAC)** **Preschool and Child Care**	**261**	$ 76,724	$ 78,643	$ 80,609	$ 82,624	$ 84,689	$ 86,807	$ 88,977	$ 91,201	$ 93,481	$ 95,818
Principal											
Coronado High	**220**	$ 135,459	$ 138,845	$ 142,316	$ 145,874	$ 149,521	$ 153,259	$ 157,090	$ 161,018	$ 165,043	$ 169,169
Coronado Middle	**215**	$ 126,425	$ 129,585	$ 132,825	$ 136,145	$ 139,549	$ 143,038	$ 146,614	$ 150,279	$ 154,036	$ 157,887
Village Elementary	**210**	$ 121,236	$ 124,267	$ 127,374	$ 130,558	$ 133,822	$ 137,167	$ 140,597	$ 144,111	$ 147,714	$ 151,407
Silver Strand Elementary	**210**	$ 118,996	$ 121,971	$ 125,020	$ 128,145	$ 131,349	$ 134,633	$ 137,999	$ 141,449	$ 144,985	$ 148,609
Assistant Principal											
Coronado High	**215**	$ 119,107	$ 122,085	$ 125,137	$ 128,265	$ 131,472	$ 134,759	$ 138,128	$ 141,581	$ 145,120	$ 148,748
Coronado Middle	**210**	$ 114,796	$ 117,666	$ 120,607	$ 123,622	$ 126,713	$ 129,881	$ 133,128	$ 136,456	$ 139,867	$ 143,364
Village Elementary	**206**	$ 112,609	$ 115,424	$ 118,310	$ 121,267	$ 124,299	$ 127,407	$ 130,592	$ 133,856	$ 137,203	$ 140,633
Director, K-12 Pathways **Public Information Officer**	**261**	$ 101,923	$ 104,471	$ 107,083	$ 109,760	$ 112,504	$ 115,317	$ 118,200	$ 121,155	$ 124,184	$ 127,288
Coordinator of Special Education **Lead Counselor**	**220**	$ 101,923	$ 104,471	$ 107,083	$ 109,760	$ 112,504	$ 115,317	$ 118,200	$ 121,155	$ 124,184	$ 127,288
Classified Supervisor **Accounting** **Information Technology** **Child Nutrition Services - Registered Dietitian**	**261**	$ 92,137	$ 94,441	$ 96,802	$ 99,222	$ 101,702	$ 104,245	$ 106,851	$ 109,522	$ 112,260	$ 115,067
Board Certified Behavior Analyst **Occupational Therapist** **Program Specialist** **Clinical Counselor**	**206**	$ 80,923	$ 82,946	$ 85,020	$ 87,146	$ 89,324	$ 91,557	$ 93,846	$ 96,192	$ 98,597	$ 101,062
Executive Assistant, Confidential	**261**	$ 88,984	$ 91,208	$ 93,489	$ 95,826	$ 98,221	$ 100,677	$ 103,194	$ 105,774	$ 108,418	$ 111,128

$2,000 Stipend for Earned Doctorate

Coronado Unified School District
Administrative, Mid-Management Confidential (Unrepresented) Salary Schedule

	Number of Days	11	12	13	14	15	16	17	18	19	20	21	22	23
Senior Director, Department of Learning	**261**	$ 178,828	$ 179,722	$ 180,621	$ 181,524	$ 182,432	$ 183,344	$ 184,261	$ 185,182	$ 186,108	$ 187,038	$ 191,714	$ 196,507	$ 201,420
Director III **Director, Human Resources** **Director, Student Services** **Director, Special Programs** **Director, Maintenance, Operations & Transportation**	**261**	$ 170,313	$ 171,164	$ 172,020	$ 172,880	$ 173,745	$ 174,613	$ 175,486	$ 176,364	$ 177,246	$ 178,132	$ 182,585	$ 187,150	$ 191,828
Director II **Director, Child Nutrition Services** **Director, Fiscal Services**	**261**	$ 158,778	$ 159,572	$ 160,370	$ 161,172	$ 161,978	$ 162,787	$ 163,601	$ 164,419	$ 165,241	$ 166,068	$ 170,219	$ 174,475	$ 178,837
Director I **Brian Bent Memorial Aquatics Complex (BBMAC)** **Preschool and Child Care**	**261**	$ 98,214	$ 98,705	$ 99,198	$ 99,694	$ 100,193	$ 100,694	$ 101,197	$ 101,703	$ 102,212	$ 102,723	$ 105,291	$ 107,923	$ 110,621
Principal														
Coronado High	**220**	$ 173,398	$ 174,265	$ 175,137	$ 176,012	$ 176,892	$ 177,777	$ 178,666	$ 179,559	$ 180,457	$ 181,359	$ 185,893	$ 190,541	$ 195,304
Coronado Middle	**215**	$ 161,834	$ 162,643	$ 163,457	$ 164,274	$ 165,095	$ 165,921	$ 166,750	$ 167,584	$ 168,422	$ 169,264	$ 173,496	$ 177,833	$ 182,279
Village Elementary	**210**	$ 155,192	$ 155,968	$ 156,748	$ 157,532	$ 158,320	$ 159,111	$ 159,907	$ 160,706	$ 161,510	$ 162,317	$ 166,375	$ 170,535	$ 174,798
Silver Strand Elementary	**210**	$ 152,325	$ 153,086	$ 153,852	$ 154,621	$ 155,394	$ 156,171	$ 156,952	$ 157,737	$ 158,525	$ 159,318	$ 163,301	$ 167,383	$ 171,568
Assistant Principal														
Coronado High	**215**	$ 152,467	$ 153,229	$ 153,996	$ 154,765	$ 155,539	$ 156,317	$ 157,099	$ 157,884	$ 158,674	$ 159,467	$ 163,454	$ 167,540	$ 171,728
Coronado Middle	**210**	$ 146,948	$ 147,683	$ 148,421	$ 149,164	$ 149,909	$ 150,659	$ 151,412	$ 152,169	$ 152,930	$ 153,695	$ 157,537	$ 161,476	$ 165,512
Village Elementary	**206**	$ 144,149	$ 144,870	$ 145,594	$ 146,322	$ 147,053	$ 147,789	$ 148,528	$ 149,270	$ 150,017	$ 150,767	$ 154,536	$ 158,399	$ 162,359
Director, K-12 Pathways **Public Information Officer**	**261**	$ 130,470	$ 131,123	$ 131,778	$ 132,437	$ 133,100	$ 133,765	$ 134,434	$ 135,106	$ 135,782	$ 136,460	$ 139,872	$ 143,369	$ 146,953
Coordinator of Special Education **Lead Counselor**	**220**	$ 130,470	$ 131,123	$ 131,778	$ 132,437	$ 133,100	$ 133,765	$ 134,434	$ 135,106	$ 135,782	$ 136,460	$ 139,872	$ 143,369	$ 146,953
Classified Supervisor **Accounting** **Information Technology** **Child Nutrition Services - Registered Dietitian**	**261**	$ 117,943	$ 118,533	$ 119,126	$ 119,721	$ 120,320	$ 120,922	$ 121,526	$ 122,134	$ 122,745	$ 123,358	$ 126,442	$ 129,603	$ 132,843
Board Certified Behavior Analyst **Occupational Therapist** **Program Specialist** **Clinical Counselor**	**206**	$ 103,589	$ 104,107	$ 104,627	$ 105,150	$ 105,676	$ 106,204	$ 106,735	$ 107,269	$ 107,805	$ 108,344	$ 111,053	$ 113,829	$ 116,675
Executive Assistant, Confidential	**261**	$ 113,907	$ 114,476	$ 115,049	$ 115,624	$ 116,202	$ 116,783	$ 117,367	$ 117,954	$ 118,544	$ 119,136	$ 122,115	$ 125,167	$ 128,297

$2,000 Stipend for Earned Doctorate

Coronado Unified School District
Administrative, Mid-Management Confidential (Non-Represented) Salary Schedule
Effective July 1, 2023

	Number of Days	1	2	3	4	5	6	7	8	9	10
Senior Director, Department of Learning	**261**	$ 138,317	$ 141,775	$ 145,319	$ 148,952	$ 152,676	$ 156,493	$ 160,406	$ 164,416	$ 168,526	$ 172,739
Director III **Director, Human Resources** **Director, Student Services** **Director, Special Programs** **Director, Maintenance, Operations & Transportation**	**261**	$ 131,731	$ 135,024	$ 138,400	$ 141,859	$ 145,406	$ 149,041	$ 152,767	$ 156,586	$ 160,501	$ 164,514
Director II **Director, Child Nutrition Services** **Director, Fiscal Services**	**261**	$ 122,809	$ 125,879	$ 129,026	$ 132,252	$ 135,558	$ 138,947	$ 142,421	$ 145,981	$ 149,631	$ 153,372
Director I **Brian Bent Memorial Aquatics Complex (BBMAC)** **Preschool and Child Care**	**261**	$ 75,965	$ 77,864	$ 79,810	$ 81,806	$ 83,851	$ 85,947	$ 88,096	$ 90,298	$ 92,556	$ 94,870
Principal											
Coronado High	**220**	$ 134,117	$ 137,470	$ 140,907	$ 144,430	$ 148,040	$ 151,742	$ 155,535	$ 159,423	$ 163,409	$ 167,494
Coronado Middle	**215**	$ 125,173	$ 128,302	$ 131,510	$ 134,797	$ 138,167	$ 141,622	$ 145,162	$ 148,791	$ 152,511	$ 156,324
Village Elementary	**210**	$ 120,036	$ 123,037	$ 126,112	$ 129,265	$ 132,497	$ 135,809	$ 139,205	$ 142,685	$ 146,252	$ 149,908
Silver Strand Elementary	**210**	$ 117,818	$ 120,763	$ 123,782	$ 126,877	$ 130,049	$ 133,300	$ 136,632	$ 140,048	$ 143,549	$ 147,138
Assistant Principal											
Coronado High	**215**	$ 117,928	$ 120,876	$ 123,898	$ 126,995	$ 130,170	$ 133,424	$ 136,760	$ 140,179	$ 143,683	$ 147,276
Coronado Middle	**210**	$ 113,659	$ 116,501	$ 119,413	$ 122,398	$ 125,458	$ 128,595	$ 131,810	$ 135,105	$ 138,483	$ 141,945
Village Elementary	**206**	$ 111,494	$ 114,281	$ 117,138	$ 120,067	$ 123,068	$ 126,145	$ 129,299	$ 132,531	$ 135,844	$ 139,241
Director, K-12 Pathways **Public Information Officer**	**261**	$ 100,914	$ 103,437	$ 106,023	$ 108,674	$ 111,390	$ 114,175	$ 117,030	$ 119,955	$ 122,954	$ 126,028
Coordinator of Special Education **Lead Counselor**	**220**	$ 100,914	$ 103,437	$ 106,023	$ 108,674	$ 111,390	$ 114,175	$ 117,030	$ 119,955	$ 122,954	$ 126,028
Classified Supervisor **Accounting** **Information Technology** **Child Nutrition Services - Registered Dietitian**	**261**	$ 91,225	$ 93,506	$ 95,843	$ 98,239	$ 100,695	$ 103,213	$ 105,793	$ 108,438	$ 111,149	$ 113,927
Board Certified Behavior Analyst **Occupational Therapist** **Program Specialist** **Clinical Counselor**	**206**	$ 80,122	$ 82,125	$ 84,178	$ 86,283	$ 88,440	$ 90,651	$ 92,917	$ 95,240	$ 97,621	$ 100,061
Executive Assistant, Confidential	**261**	$ 88,103	$ 90,305	$ 92,563	$ 94,877	$ 97,249	$ 99,680	$ 102,172	$ 104,726	$ 107,345	$ 110,028

$2,000 Stipend for Earned Doctorate

Coronado Unified School District
Administrative, Mid-Management Confidential (Non-Represented) Salary Schedule
Effective July 1, 2023

	Number of Days	11	12	13	14	15	16	17	18	19	20	21	22	23
Senior Director, Department of Learning	**261**	$ 177,058	$ 177,943	$ 178,833	$ 179,727	$ 180,625	$ 181,529	$ 182,436	$ 183,348	$ 184,265	$ 185,186	$ 189,816	$ 194,562	$ 199,426
Director III **Director, Human Resources** **Director, Student Services** **Director, Special Programs** **Director, Maintenance, Operations & Transportation**	**261**	$ 168,626	$ 169,469	$ 170,317	$ 171,168	$ 172,024	$ 172,884	$ 173,749	$ 174,618	$ 175,491	$ 176,368	$ 180,777	$ 185,297	$ 189,929
Director II **Director, Child Nutrition Services** **Director, Fiscal Services**	**261**	$ 157,206	$ 157,992	$ 158,782	$ 159,576	$ 160,374	$ 161,176	$ 161,982	$ 162,791	$ 163,605	$ 164,423	$ 168,534	$ 172,747	$ 177,066
Director I **Brian Bent Memorial Aquatics Complex (BBMAC)** **Preschool and Child Care**	**261**	$ 97,241	$ 97,728	$ 98,216	$ 98,707	$ 99,201	$ 99,697	$ 100,195	$ 100,696	$ 101,200	$ 101,706	$ 104,248	$ 106,855	$ 109,526
Principal														
Coronado High	**220**	$ 171,682	$ 172,540	$ 173,403	$ 174,270	$ 175,141	$ 176,017	$ 176,897	$ 177,781	$ 178,670	$ 179,564	$ 184,053	$ 188,654	$ 193,370
Coronado Middle	**215**	$ 160,232	$ 161,033	$ 161,838	$ 162,647	$ 163,461	$ 164,278	$ 165,099	$ 165,925	$ 166,754	$ 167,588	$ 171,778	$ 176,072	$ 180,474
Village Elementary	**210**	$ 153,656	$ 154,424	$ 155,196	$ 155,972	$ 156,752	$ 157,536	$ 158,323	$ 159,115	$ 159,911	$ 160,710	$ 164,728	$ 168,846	$ 173,067
Silver Strand Elementary	**210**	$ 150,816	$ 151,571	$ 152,328	$ 153,090	$ 153,855	$ 154,625	$ 155,398	$ 156,175	$ 156,956	$ 157,741	$ 161,684	$ 165,726	$ 169,869
Assistant Principal														
Coronado High	**215**	$ 150,957	$ 151,712	$ 152,471	$ 153,233	$ 153,999	$ 154,769	$ 155,543	$ 156,321	$ 157,102	$ 157,888	$ 161,835	$ 165,881	$ 170,028
Coronado Middle	**210**	$ 145,493	$ 146,221	$ 146,952	$ 147,687	$ 148,425	$ 149,167	$ 149,913	$ 150,663	$ 151,416	$ 152,173	$ 155,977	$ 159,877	$ 163,874
Village Elementary	**206**	$ 142,722	$ 143,435	$ 144,152	$ 144,873	$ 145,597	$ 146,325	$ 147,057	$ 147,792	$ 148,531	$ 149,274	$ 153,006	$ 156,831	$ 160,752
Director, K-12 Pathways **Public Information Officer**	**261**	$ 129,179	$ 129,825	$ 130,474	$ 131,126	$ 131,782	$ 132,441	$ 133,103	$ 133,768	$ 134,437	$ 135,109	$ 138,487	$ 141,949	$ 145,498
Coordinator of Special Education **Lead Counselor**	**220**	$ 129,179	$ 129,825	$ 130,474	$ 131,126	$ 131,782	$ 132,441	$ 133,103	$ 133,768	$ 134,437	$ 135,109	$ 138,487	$ 141,949	$ 145,498
Classified Supervisor **Accounting** **Information Technology** **Child Nutrition Services - Registered Dietitian**	**261**	$ 116,776	$ 117,360	$ 117,946	$ 118,536	$ 119,129	$ 119,724	$ 120,323	$ 120,925	$ 121,529	$ 122,137	$ 125,190	$ 128,320	$ 131,528
Board Certified Behavior Analyst **Occupational Therapist** **Program Specialist** **Clinical Counselor**	**206**	$ 102,563	$ 103,076	$ 103,591	$ 104,109	$ 104,630	$ 105,153	$ 105,679	$ 106,207	$ 106,738	$ 107,272	$ 109,954	$ 112,702	$ 115,520
Executive Assistant, Confidential	**261**	$ 112,779	$ 113,343	$ 113,910	$ 114,479	$ 115,051	$ 115,627	$ 116,205	$ 116,786	$ 117,370	$ 117,957	$ 120,906	$ 123,928	$ 127,026

$2,000 Stipend for Earned Doctorate

Board Approved:
February 20, 2025

AGENDA - February 20, 2025

REPORTS (60 min.)

6.3 Village Elementary School Annual Report: Principal, Peter Kuhns (15 min. + Board Discussion)

Department/Category: INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

Background Information:

Each school site principal in Coronado Unified School District reports annually to the Governing Board with updated information site initiatives and other components for the instructional program.

Reports:

Attached

Financial Impact:

None for this report.

Superintendent's Recommendation:

No action required for this report.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

VES Board Report 2024-25.pdf

Village Elementary School

2024-2025

Welcome To Village!

Vision: Where all students feel loved, accepted, and excited to learn. Where 100% of students perform on grade level on all subjects and individual learning goals. Where all staff feel valued, empowered, and supported at work. We compare ourselves, but we will be one of the best elementary schools in SD county that embodies excellence in everything that we do.


REPUBL










2025 LUNAR
NEW YEAR




233

What We are About…

Expectations:

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind



7 Habits

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand Then be Understood
- Synergize
- Sharpen the Saw

LeaderinMe

Connections to the Military

Village Elementary serves many military families stationed in and around Coronado. Resources our students access include Military Family Life Counselor, Anchored4Life Club, and an extensive Veteran's Day celebration





Connection to the Community

Village Elementary is the textbook definition of a community school. Our facility provides wraparound services such as:

- **Preschool**
- **Before and after school childcare services**
- **Breakfast and lunch to all students**
- **A variety of after school programs**
- **Counseling services**
- **Summer School**
- **Community Offerings**



We work closely with our community partners (CSF, PTO, CPD, CFD, Coronado Library) to incorporate curriculum, services, and experiences that our families value.



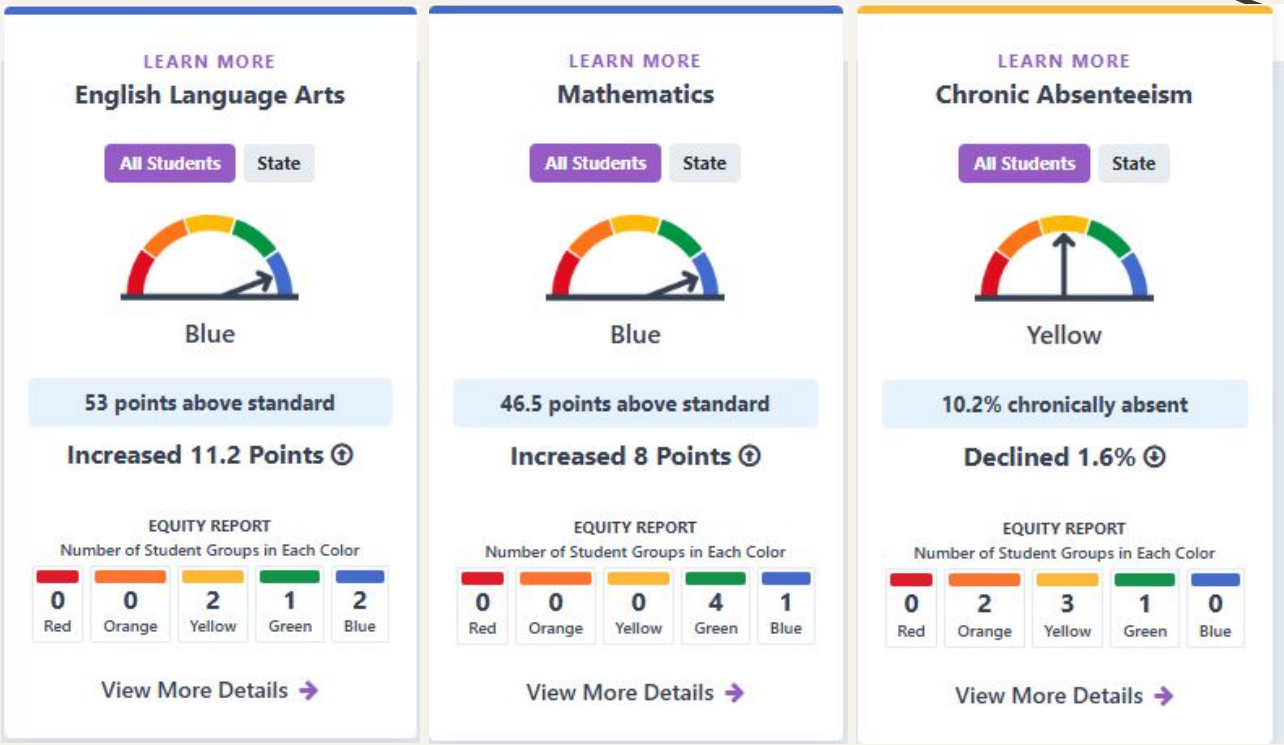
Enrollment and Demographics

Grade Level	# Classrooms	# Students 23-24	# Students 24-25
Transitional Kindergarten	2	45	50
Kindergarten	5	97	126
1st Grade	4	113	106
2nd Grade	5	125	129
3rd Grade	5	127	131
4th Grade	5	128	130
5th Grade	5	155	150
Total Enrollment		790	822
Enrollment Specifics		Military Housing: 36 IDT: 90	Military Housing: 34 IDT: 82

Student and Staff Statistics

Identifier	# Students/Percent 23-24	# Students/Percent 24/25
New Students	150/18.9%	222 / 27%
Military Dependent	231/29%	241 / 29%
Inter-district Transfers	TK: 8 ; K: 18 ; 1st: 18 ; 2nd: 13 ; 3rd: 13; 4th: 9; 5th: 11 (90/11% overall)	TK: 3; K:12 ; 1st: 17; 2nd: 21 ; 3rd: 9 ; 4th: 4 ; 5th: 11 (82/9% overall)
Intra-district Transfers	TK: 0 ; K: 1 ; 1st: 1 ; 2nd: 4 ; 3rd: 2 ; 4th: 1 ; 5th: 6 (15/ 1.9% overall)	TK: 0 ; K: 2 ; 1st: 2 ; 2nd: 1 ; 3rd: 3 ; 4th: 3 ; 5th: 3 (14/ 1.7% overall)
Free and Reduced Meal Program	78/9.8%	67 / 8%
Receiving Services through Special Education	134/16%	163 / 20%
Certificated Teachers	50 Total/ 13 Probationary	48 Total / 10 Probationary
Classified Employees	42 Total	37 Total

Student Achievement: Trending in The Right Direction



Academic Data CAASPP ELA

Village ELA Data: Percent of Students Met/Exceeded Standards			
	2021-22	**2022-23**	**2023-24**
3rd Grade	72%	77%	72%
4th Grade	69%	72%	78.%
5th Grade	83%	70%	77%
Overall	75%	73%	76%

- **Curriculum**: Benchmark ELA currently in Year 5 of implementation.
- **Screeners**:
  - Year 3 of DIBELS reading screener
  - Year 1 of Star Reading Assessment
- **Interventions**: Reading intervention using the Fundations curriculum
- **Strengths:**
  - Overall growth from 2022-23
  - Growth from all cohorts
- **Continuous Improvement**
  - Continuation of PLCs to improve teaching and learning for 2024-25 school year.
  - Continuation of high leverage instructional leadership for all teaching staff.
  - Adoption of articulated Phonics and Writing supplement

Academic Data: CAASPP MAth

Village Math Data: Percent of Students Met/Exceeded Standards			
	2021-22	**2022-23**	**2023-24**
3rd Grade	74%	81%	85%
4th Grade	76%	70%	78%
5th Grade	71%	64%	69%
Overall	74%	71%	77%

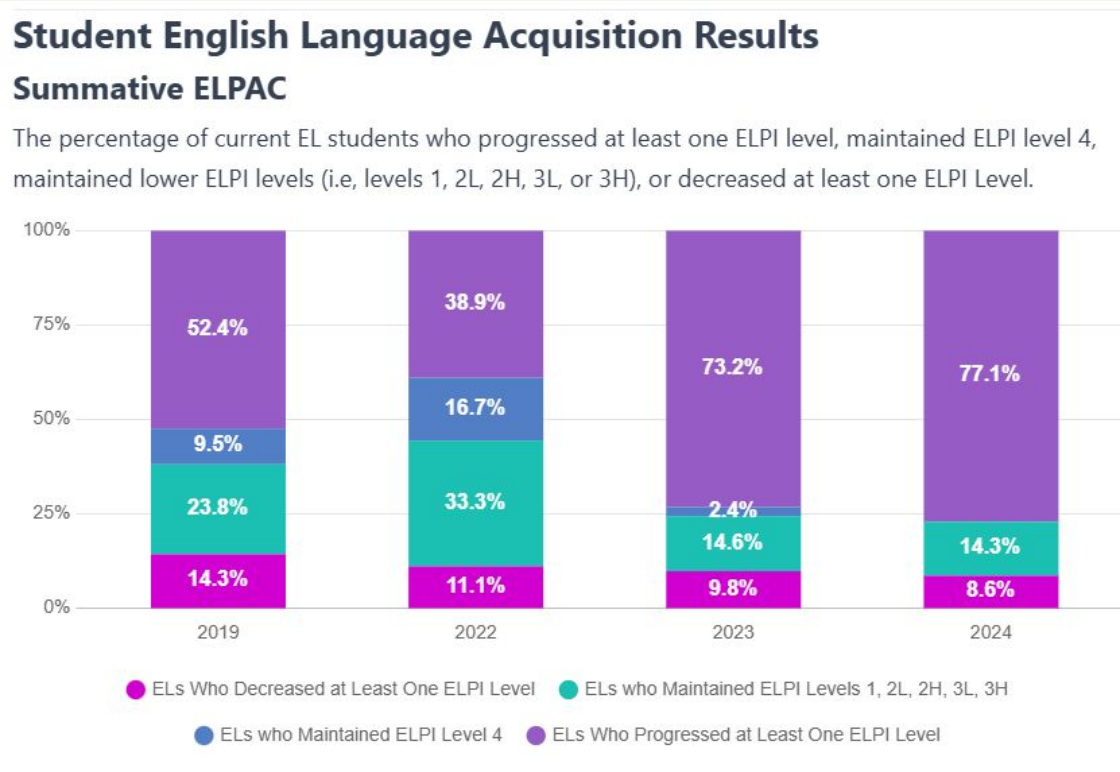
- **Curriculum**: BRIDGES math curriculum in 6th year
- **Screeners**:
  - Number Corner Checkups (K-1)
  - Star Math Screener (2-5)
- **Interventions**: Year 3 of DODEA Math Grant/Math Interventions
- **Strengths**
  - Overall growth in student achievement
- **Continuous Improvement**
  - Continuation of PLCs to improve teaching and learning for 2024-25 school year.
  - Continuation of high leverage instructional leadership for all teaching staff.
  - Retraining in Bridges best practices for new staff.

Academic Data: CAST Science

Village Math Data: Percent of Students Met/Exceeded Standards					
	2018-19 Baseline	**2020-21**	**2021-22**	**2022-23**	**2023-24**
5th Grade	64%	N/A	65%	54%	57%

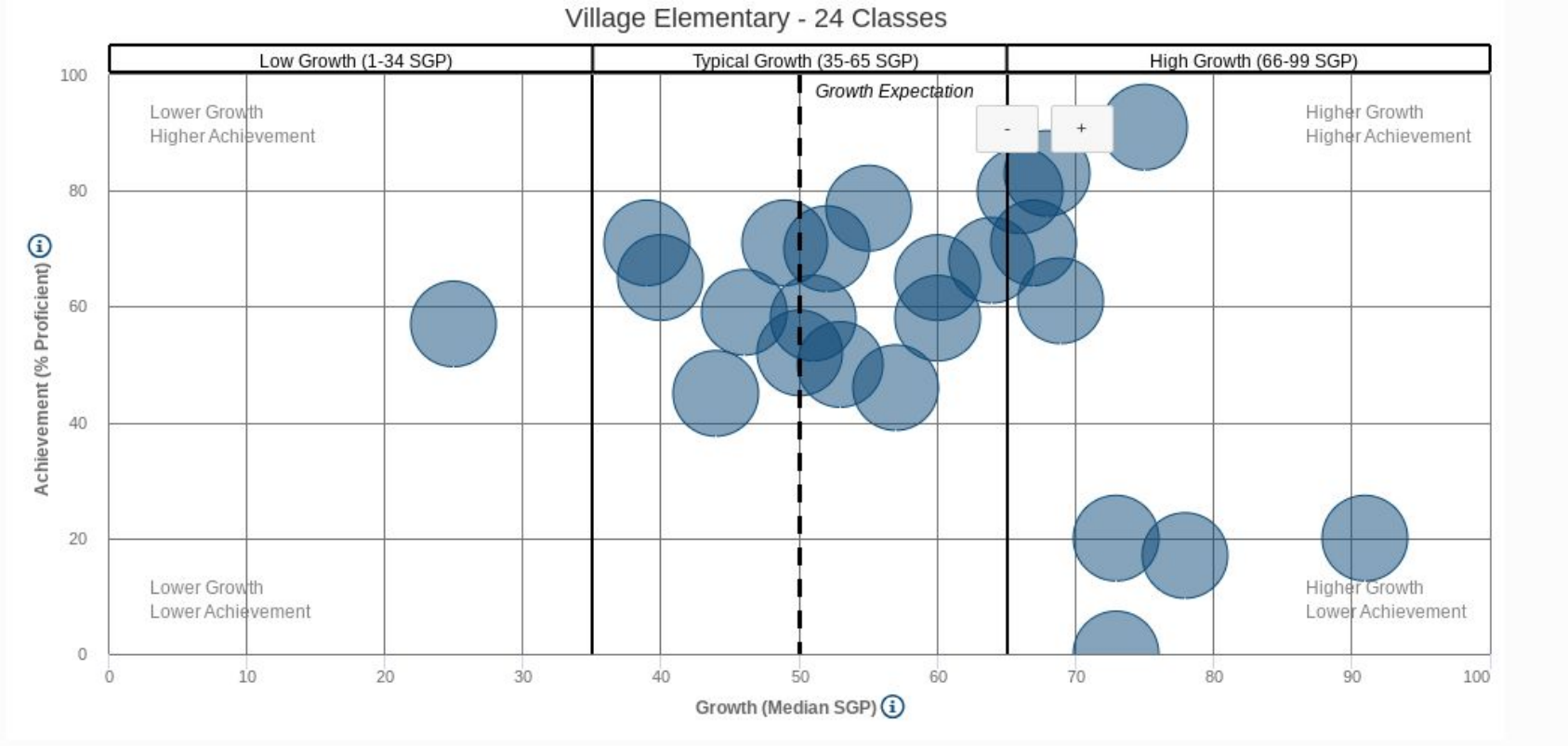
- **Curriculum**: Foss Year 1 of Revised implementation
- **Strengths:** Improvement from 2022-23 school year
- **Continuous Improvement**: Collaboration with Science TOSA to support grade level vertical alignment, essential standards, instructional best practices
  - School wide implementation of Science Notebooks.

English Learner Data

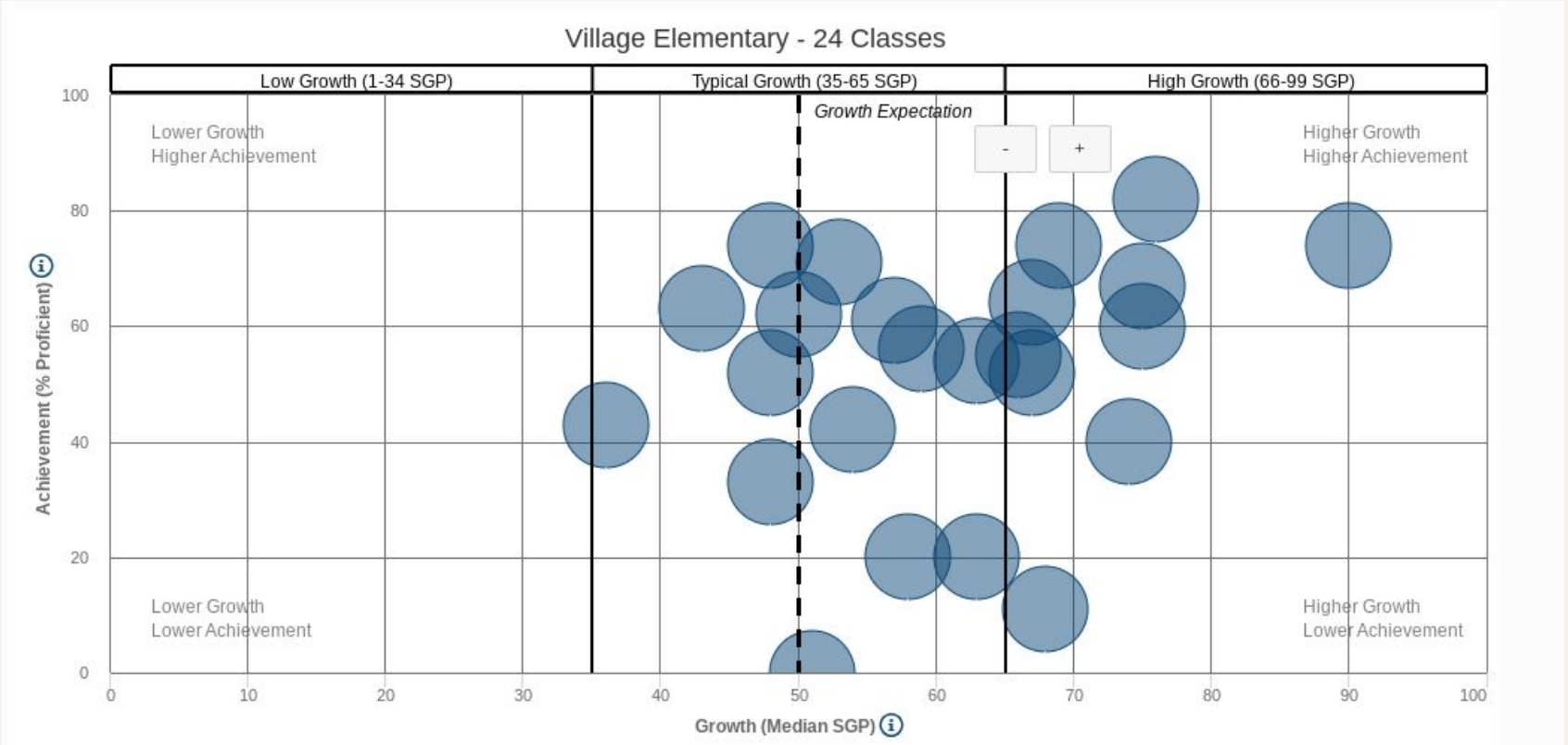


English Learner Reclassification Rate: 51% (36 students)!

MOY STAR Reading (2-5)

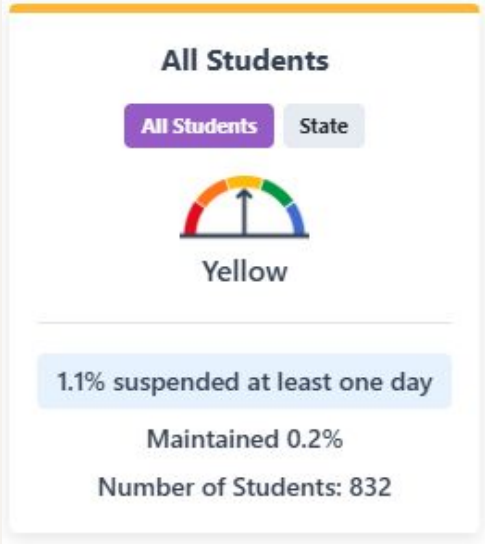


MOY STAR Math (2-5)

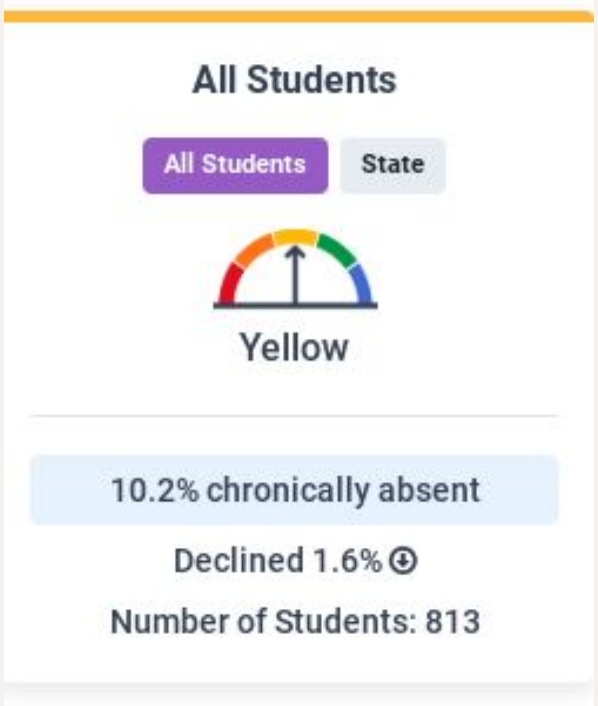


Behavior Data

- Point in Time Behavior Referrals: 27% Increase
- Suspension Rate: 1.1%
  - Area of Improvement
  - Review of school-wide PBIS and MTSS supports
  - Request for Behavior Support tied to SST
  - Suspensions only used in alignment with CUSD D.A.G.
  - Physical safety of students is the first priority



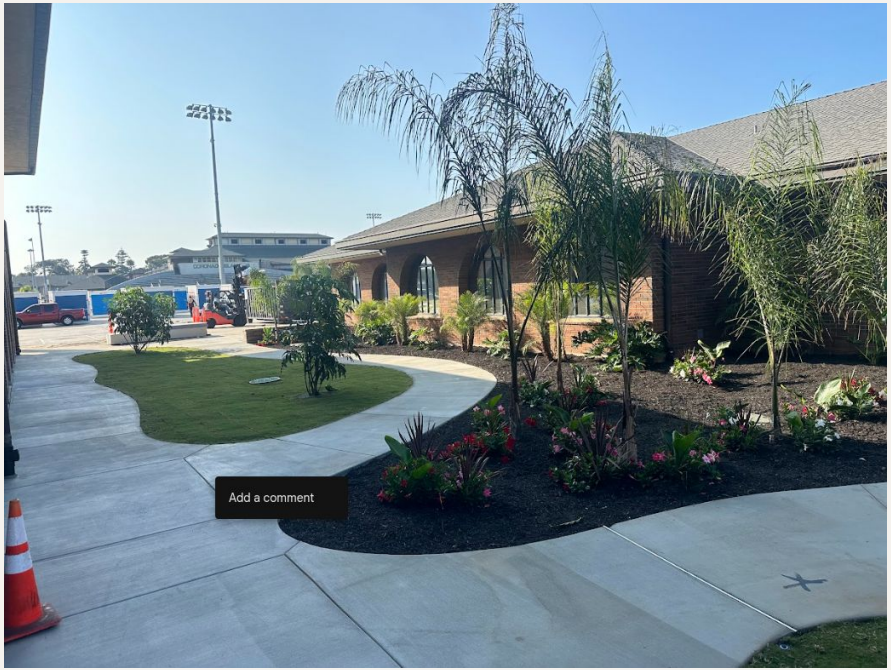
Attendance Data



What are we doing about it?

- Monthly attendance letters sent home to families who are Chronically Absent and / or Truant
  - Administrative follow up for Truant students
  - Revised internal tracking and documentation system
- School Wide Goal: 95% monthly ADA
  - Weekly tracking and communication to families
  - Goal met each month

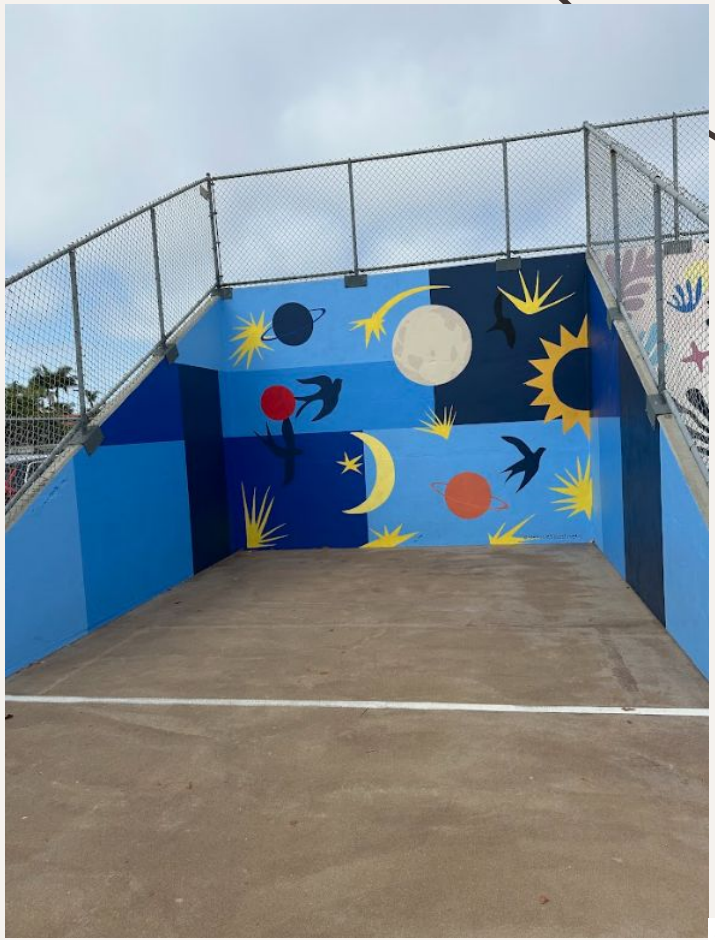
Facility Improvements



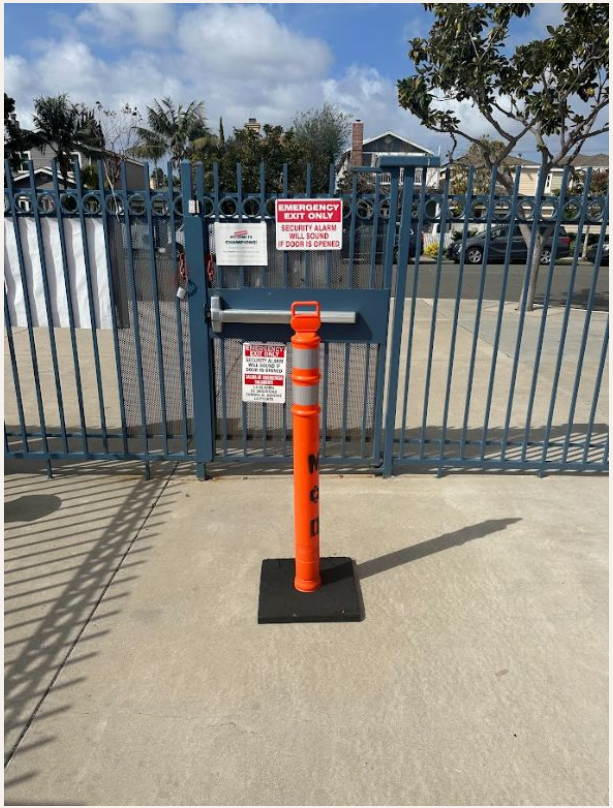


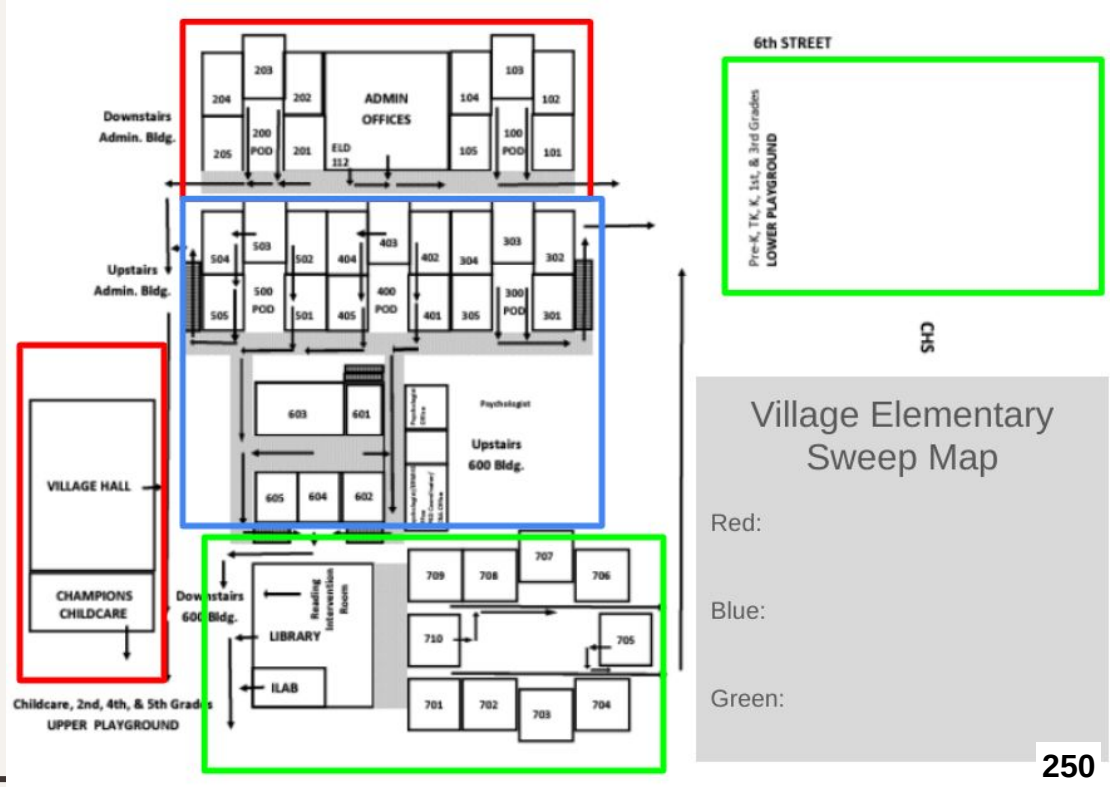
Facility Improvements





Increased Security Measures





Progress Towards SPSA Goals

Goal 1: Village Elementary will integrate personalized learning and provide instruction that is responsive to student data. Village. Elementary will ensure that, through data-driven decision making, intervention and enrichment experiences, and social/emotional services, that all students' needs are supported and met so they can reach their highest potential.

- **CAASPP ELA:**
  - 3rd Goal: 78% Meeting / Exceeding → Results: 72% Meeting / Exceeding
  - 4th Goal: 85% Meeting / Exceeding → Results: 78% Meeting / Exceeding
  - 5th Goal: 82% Meeting / Exceeding → Results: 77% Meeting / Exceeding
- **CAASPP Math**
  - 3rd Goal: 78% Meeting / Exceeding → Results: 85% Meeting / Exceeding
  - 4th Goal: 85% Meeting / Exceeding → Results: 78% Meeting / Exceeding
  - 5th Goal: 82% Meeting / Exceeding → Results: 69% Meeting / Exceeding
- **CAST (5th) Goal:** 82% Meeting / Exceeding→ Results: 57% Meeting / Exceeding
- **ELPAC Goal:** 100% advancing 1 ELPI Level → Results: 77% advancing 1 ELPI Level

Progress Toward SPSA Goals

Goal 2: Village Elementary will communicate openly, freely, and accurately to engage and involve all shareholders in order to reduce the Chronic Absenteeism Rate

- Chronic Absenteeism Rate goal: 5% → Results: 10.2%
- Weekly Newsletter views goal: 400 → Results: ~ 700 views
- School Community Events Goal: 10 → Results: 5 (on track for 10)

Goal 3: Village Elementary will maintain safe and supportive schools where students and staff thrive.

- Leader in Me Measurable Results Assessment Goal: Satisfactory range for all indicators
    - Results: Satisfactory Range for seven out of eight indicators

Action Teams: What Are We Working On?

- **Academic Team**: Reviewing Articulated Phonics and Writing Supplements to support Benchmark ELA Curriculum.
- **Culture Team(MTSS):** Improving our PBIS systems toward a Silver designation.
- **Leadership Team (LiM):** Whole School Leader in Me Implementation Core 1 → Core 2
  - Action Teams
  - School Goals, Class Goals, Student Portfolios

Thank You!





AGENDA - February 20, 2025

REPORTS (60 min.)

6.4 Learning Department Report: Senior Director of Learning, Dr. Megan Battle (10 min. + Board Discussion)

Department/Category: INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

Background Information:

Reports:

See attached

Superintendent's Recommendation:

LCAP Goals:

1. Safe and Clean Facilities for Students and Staff
2. School Site Safety Plans
3. Multi-Tiered System of Supports
5. Student Engagement & Dropout Prevention
6. Counseling Services
7. Equity, Diversity and Inclusion
8. Recruit and Retain Highly Qualified Staff

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

LCAP Mid-Year Monitoring Report for the 2024-2025 LCAP.pdf

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coronado Unified School District	Karl Mueller Superintendent	karl.mueller@coronadousd.net 619 522-8900 ext 1016

Goal 1

Goal Description
LEARNING: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Local Indicator Self-Reflection Tool rating for the following: professional learning, instructional materials, policy and program support, implementation of standards, and engagement of school leadership. Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #2 - Implementation of Academic Standards)	2023-2024 Baseline: Professional learning, and instructional materials received ratings ranging of 4 (Full Implementation). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging of 4 (Full Implementation).			2024-2025: Progress towards this metric will be determined during the spring semester and the update will be provided in the June LCAP local indicators report.	2026-2027 Outcome: Professional learning, and instructional materials received ratings ranging from 4 (Full Implementation to 5 (Full Implementation and Sustainability). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability).
1.2	All students will have standards aligned instructional materials, as measured by annual inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access.	2023-2024: Maintain baseline. Williams sufficiency was met at 100%. CUSD has devices available to all students and issues mobile hotspots to families upon request.			2024-2025: CUSD is maintaining baseline at 100% meeting WIlliams sufficiency.	2026-2027 Outcome: Maintain baseline. Williams sufficiency was met at 100%. CUSD has devices available to all students and issues mobile hotspots to families upon request.
1.3	100% of CUSD educators will be appropriately credentialed and assigned.	2023-2024: Maintain baseline. 100% of educators in 2023-2024 were appropriately credentialed and			2024-2025: CUSD is maintaining baseline with 100% of teachers being appropriately credentialed and	2026-2027 Outcome: Maintain baseline. 100% of educators in 2026-2027 were appropriately credentialed and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		assigned per internal audit.			assigned per internal audit.	assigned per internal audit.
1.4	Academic Achievement in ELA	Per Spring 2023 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC ELA 76.5% of students met or exceeded standards. Student groups, met/exceeded standards: Socio-economically disadvantaged: 60% Students with disabilities: 41% Two or More Races: 79% Hispanic or Latino: 68% English Learners: 27% RFEP: 75% Military: 82% Other subgroups of need may be identified based on previous year's performance.			Per Spring 2024 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC ELA 75.77% of students met or exceeded standards. Student groups, met/exceeded standards: Socio-economically disadvantaged: 69% Students with disabilities: 40% Two or More Races: 77% Hispanic or Latino: 66% English Learners: 27% RFEP: 69% Military: 81.6%	2026-2027 Outcome: The overall CUSD average of students in grades 3-8, 11 who met or exceeded standards in ELA will increase by 3% (~1% per year) and by 6% (~2% per year) for each student group below the spring 2023 all student ELA average.
1.5	Academic Achievement in Math	Per Spring 2023 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC Math 64.9% of students met or exceeded standards.			Per Spring 2024 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC Math 64.31% of students met or exceeded standards.	2026-2027 Outcome: The overall CUSD average of students in grades 3-8, 11 who met or exceeded standards in Math will increase by 3% (~1% per year) and by 6% (~2% per year) for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Student groups, met/exceeded standards: Socio-economically disadvantaged: 48% Students with disabilities: 38% Two or More Races: 63% Hispanic or Latino: 54% English Learners: 40% RFEP: 55% Military: 74% Other subgroups of need may be identified based on previous year's performance.			Student groups, met/exceeded standards: Socio-economically disadvantaged: 59% Students with disabilities: 35% Two or More Races: 70% Hispanic or Latino: 55% English Learners: 51% RFEP: 53% Military: 73%	each student group below the spring 2019 all student Math average.
1.6	Academic Achievement in Science	Per Spring 2023 CAST: Overall Student Achievement in grades 5, 8 and 11: CAST Science 56.51% of students met or exceeded standards. Student groups, met/exceeded standards: Socio-economically Disadvantaged: 33.7% Students with Disabilities: 30.0% Two or More Races: 61.91% Hispanic or Latino: 41.88% EL: 18.18%			Per Spring 2024 CAST: Overall Student Achievement in grades 5, 8 and 11: CAST Science 51.43% of students met or exceeded standards. Student groups, met/exceeded standards: Socio-economically Disadvantaged: 40% Students with Disabilities: 18.75% Two or More Races: 53.52% Hispanic or Latino: 34.44%	2026-2027 Outcome: The overall CUSD average of students in grades 5, 8, and 11 who met or exceeded standards in Science (per the CAST) will increase by 3% (~1% per year) and by 6% (~2% per year) for each student group below the spring 2019 all student Science average.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		RFEP: 37.21% Military: 67.31% Other subgroups of need may be identified based on previous year's performance.			EL: 6.67% RFEP: 36.51% Military: 61.05%	
1.7	Local ELA and Math Achievement Metrics	2023-2024: ELA Grades K-5 percentage of students meeting standards on the Benchmark Advance Interim 3 Assessment: All = 54% (26% increase from Interim 1) K = 63% (30% increase from Interim 1) 1 = 75% (48% increase from Interim 1) 2 = 54% (25% increase from Interim 1) 3 = 41% (18% increase from Interim 1) 4 = 59% (44% increase from Interim 1) 5 = 39% (1% decrease from Interim 1) Math Grades K-5 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3: K = 94% 1 = 94%			2024-2025: This metric is for the Interim 3 Assessment, which will be facilitated in the spring and moving forward, will only be facilitated in grades K and 1. ELA Grades K-1 percentage of students meeting EOY standards on the Benchmark Advance Interim 1 Assessment: K = 27% meeting & 46% developing 1 = 31% meeting & 40% developing Math Grades K-1 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Baseline: K-1 = 92% ELA grades 2-5 percentage of students at or above the BOY Star Reading and Math benchmark	2026-2027 Outcome: The percentage of students in grades K-5 meeting standards in ELA will increase by 3% (~1% per year). The percentage of students in grades K-5 meeting or approaching standards will increase by 3% (~1% per year). The average GPA for students in ELA and Math in grade 6-12 will increase by 0.6 (~0.2 per year).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		2 = 81% 3 = 89% 4 = 88% 5 = 81% The average English course GPA for students in grades 6-8 during fall semester 1 2023 was 3.32. The average Math course GPA for students in grades 6-8 during fall semester 1 2023 was 3.26. The average English course GPA for students in grades 9-12 during fall term 1 2023 was 3.27. The average Math course GPS for students in grades 9-12 during fall term 1 2023 was 2.59.			assessment (Screener) 2 = 67% in Reading and 59% in Math 3 = 66% in Reading and 66% in Math 4 = 71% in Reading and 72% in Math 5 = 77% in Reading and 83% in Math The GPA metric for secondary students was used during COVID to have a local measure of student progress and performance. Moving forward, the Star Reading and Math assessment will be used in grades 6-8 as a screener and a benchmark to measure student growth. Grades 6-8 percentage of students at or above the BOY Star Reading & Math benchmark assessment (Screener) 6 = 79% in Reading and 81% in Math 7 = 82% in Reading and 72% in Math 8 = 90% in Reading and 79% in Math Additionally, GPA for English and math courses for students in grades 9-12 will not be available until the end	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					of the first semester/term on January 23, 2025.	
1.8	Graduation Rate	2022-2023 4-year cohort graduation rate was 95.90%			2023-2024 4-year cohort graduation rate was 97.67%	2026-2027 Outcome: The 4-year cohort graduation rate will increase by 1.5% (~0.5% per year).
1.9	UC A-G Rate	71.59% in 2022-2023			2023-2024 UC A-G rate was 79.46%	2026-2027 Outcome: The UC A-G rate will increase by 6%. (~2% per year)
1.10	CTE Participation and Achievement	The percent of students (unduplicated n=636/1062) who participated in CTE courses in 2022-2023 was 60.0%. The percent of students who received a “C” or better in capstone CTE courses in 2022-2023 was 99.0% (n=236/238).			The percent of students (unduplicated n=592/1004) who participated in CTE courses in 2023-2024 was 59%. The percent of students who received a “C” or better in capstone CTE courses in 2023-2024 was 100.0% (n=190/190). 42.2% of 2023-2024 graduates completed at least one CTE Pathway.	2026-2027 Outcome: The percentage of unduplicated students participating in CTE courses will increase by 3%. The percentage of students who receive a "C" or better in a capstone CTE course will be maintained.
1.11	UC A-G Rate and CTE Completion (LCFF Priority 4)	The percent of students who have successfully completed courses that satisfy the			The percent of students who have successfully completed courses that satisfy the	2026-2027 Outcome: The percentage of students meeting UC/CSU requirements and completing at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		requirements for entrance to the UC or CSU and completed at least one CTE pathway in 2022-2023 was 31.3% (n=84).			requirements for entrance to the UC or CSU and completed at least one CTE pathway in 2023-2024 was 39.5% (n=102).	least one CTE pathway will increase by 6% (~2% per year).
1.12	AP Participation and AP Pass Rates	56.4% participation rate in 2022-2023 with a pass rate of 80%. Equity and Excellence: 43.5% of graduating seniors in 2023 scored 3 or higher on at least one exam at any point during high school.			64.5% participation rate in 2023-2024 with a pass rate of 86%. Equity and Excellence: 43.9% of graduating seniors in 2024 scored 3 or higher on at least one exam at any point during high school.	2026-2027 Outcome: The participation rate will increase by 5% and the pass rate will increase by 3%. (~1% per year)
1.13	Early Admission Program (EAP; based on SBAC scores for grade 11)	Per Spring 2023 SBAC: Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 51.26%; Students who are considered Conditionally Ready in ELA (Standard Met): 34.03%. Gr 11 Students who are considered Ready in Math (Standard Exceeded): 23.91%; Students who are considered Conditionally Ready in Math (Standard Met): 28.26%.			Per Spring 2024 SBAC: Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 40.42%; Students who are considered Conditionally Ready in ELA (Standard Met): 33.75%. Gr 11 Students who are considered Ready in Math (Standard Exceeded): 25.10%; Students who are considered Conditionally Ready in Math (Standard Met): 20.08%.	2026-2027 Outcome: The percentages of students who are considered Ready in ELA and Math (standard exceeded) and those who are considered Conditionally Ready in ELA and Math (standard met) will increase 1% over the previous year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.14	Digital Literacy and Digital Citizenship	Baseline will be determined during the 2024-2025 school year. AB 873 was passed in October 2023 and will guide the development of the local scope and sequence for digital literacy and digital citizenship. Additionally, CUSD is currently piloting the digital citizenship curriculum, Neptune Navigate, at all school sites.			CUSD is in year 2 of piloting the digital citizenship curriculum, Neptune Navigate. CHS is in year 1 of implementing digital literacy and citizenship lessons from commonsense.org in the Freshmen Islander Experience course. CUSD is in the beginning stages of forming a team to develop a draft scope and sequence for digital literacy and digital citizenship.	2026-2027 Outcome: The digital literacy and digital citizenship scope and sequence is developed and in full implementation.
1.15	CA Physical Fitness Test (PFT)	CUSD administered the PFT between February 2024 - May 2024. PFT participation rates for spring 2024: CUSD: 97.2% CHS: 95.2% CMS: 98.5% VES: 98.1% SSES: 100%			The PFT will be administered in spring 2025.	2026-2027 Outcome: PFT participation rates for CUSD and all school sites will be maintained for all eligible students.
1.16	College and Career Indicator (CCI)	Per 2023 CA School Dashboard: 70.5% (n=268) of graduating seniors were placed in the "Prepared" level on the College/Career Indicator. 13.8% of graduating seniors were placed in the			Per 2024 CA School Dashboard: 77.4% (n=257) of graduating seniors were placed in the "Prepared" level on the College/Career Indicator. 8.6% of graduating seniors were placed in the	2026-2027 Outcome: 76% of our graduating seniors overall will be deemed "Prepared" for college/career via CCI state measures, including student groups. (~2% per year)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		"Approaching Prepared" level and 15.7% were placed in the "Not Prepared" level. Summary of group "Prepared" averages: Hispanic or Latino: 65.2% (n=66) - high range White = 71.1% (n=149) - very high range Socioeconomically Disadvantaged = 60.9% (n=64) - high range			"Approaching Prepared" level and 14.0% were placed in the "Not Prepared" level. Summary of group "Prepared" averages: Hispanic or Latino: 76.7% (n=73) - high range White = 78.2% (n=133) - very high range Socioeconomically Disadvantaged = 66.7% (n=51) - high range	
1.17	Discrete VAPA Instruction	2022-2023 Discrete VAPA Instruction: CHS Discrete Arts Enrollment: 65.63% of students are enrolled in the arts (baseline - 697/school enrollment 1,062) CMS Discrete Arts Enrollment: 56.67% of students are enrolled in the arts (baseline - 378/667 school enrollment) (per CUSD Strategic Arts Plan)			2023-2024 Discrete VAPA Instruction: CHS Discrete Arts Enrollment: 64.2% of students are enrolled in the arts (baseline - 645/school enrollment 1,004) CMS Discrete Arts Enrollment: 55.0% of students are enrolled in the arts (baseline - 346/630 school enrollment) (per CUSD Strategic Arts Plan)	2026-2027 Outcome: The overall secondary CUSD discrete arts enrollment will increase by 3% (~1% per year).
1.18	English Learners Annual progress on becoming English Proficient	Per 2023 CA School Dashboard: 78.2% of English learners (n=78) are			Per 2024 CA School Dashboard: 70.6% of English learners (n=51) are	2026-2027 Outcome: The California Dashboard will report 80% of our EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		making progress towards English language proficiency. 69.2% of ELs progressed at least one ELPI level 6.4% of ELs maintained ELPI level 4 12.8% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H 6.4% of ELs decreased at least one ELPI level 2022-2023 ELPAC Summative Assessment: 45.22% of English Learners were well developed 33.04% of English learners were moderately developed 14.78% of English learners were somewhat developed 6.96% of English learners were in the beginning stage			making progress towards English language proficiency. 68.6% of ELs progressed at least one ELPI level 0.0% of ELs maintained ELPI level 4 19.6% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H 5.9% of ELs decreased at least one ELPI level 2023-2024 ELPAC Summative Assessment: 38.46% of English Learners were well developed 38.46% of English learners were moderately developed 11.54% of English learners were somewhat developed 11.54% of English learners were in the beginning stage	students progressing towards English language proficiency (ELPI). The number of English learners will increase by 3% who performed at the well developed or moderately developed levels.
1.19	EL Reclassification Rate	EL Reclassification rate for 2022-2023 was 17.4%, a 5.3% increase compared to the 2021-2022 reclassification rate of 12.1%.			EL Reclassification rate for 2023-2024 was 57.39%, a 39.99% increase compared to the 2022-2023 reclassification rate of 17.4%.	2026-2027 Outcome: The reclassification rate for English learner students will increase by 3% (~1% per year).
1.20	Long-term English Learner Count	In 2022-2023, there were 22 students			In 2023-2024, there were 10 students	2026-2027 Outcome:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		meeting the criteria for long-term English learner (LTEL).			meeting the criteria for long-term English Learner (LTEL).	CUSD will maintain a low number of LTEL, keeping the number under 10 students who are classified as LTELs.
1.21	Programs and services enabling English Learners to make progress towards gaining academic content knowledge and English language proficiency	In 2022-2023, an audit of school site master schedules showed that 100% of English learners were strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.			In 2023-2024, an audit of the school site master schedules and plans showed that 100% of English learners were strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.	2026-2027 Outcome: CUSD will annually audit the master schedule and EL student course placement in order to maintain the percentage of EL receiving designated and integrated ELD instruction in addition to daily access to the CCSS.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Standards-Aligned Core Curriculum, Assessment and High Quality Instruction** Academic and performance standards will continue to be aligned with California State Standards, including the ELD standards, in the following content areas: ELA, Mathematics, Career Technical Education, Computer Science, Health Education, History-	No	Fully Implemented	Metric #2: Meeting Williams Sufficiency at 100% Metric #3: 100% of CUSD teachers are appropriately credentialed and assigned	State Assessments Local assessments NCUST indicators MTSS Committee	$40,117,693.00	$18,240,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Social Science, Physical Education, Science, Arts Education, and World Languages. 1. Educators will participate in piloting curriculum and recommending the adoption of instructional materials, professional learning in instructional best practices related to content area frameworks, CCR standards, formative assessment and literacy. 2. Standards-aligned core curriculum, assessment and high quality instruction will contribute to increases in student engagement and achievement. 3. In order to provide all students equitable access to high quality, standards-aligned instruction, CUSD will ensure that all staff are trained and are highly qualified 4. In order to provide all students equitable access to high quality, standards-aligned instruction, CUSD will ensure there are Multi-Tiered System of Supports (MTSS) in place to provide intervention and enrichment services that support the needs of all learners. 5. CUSD will utilize the NCUST recommendations, aligned with the outcomes of the Portrait of a Graduate, to endure high quality instruction and programming is evident and accessible to all students. 5. CUSD and school sites will ensure that all students are receiving high quality instruction in a safe and inclusive learning environment that supports social emotional learning, PBIS and utilizes restorative practices to build				Renaissance System (Data and Assessment, EduClimber and Star) SAEBRS (SEL Screener) at CMS PBIS Recognition Purple Star Recognition Revised Discipline Action Guide (DAG) Staff professional learning opportunities		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	positive and healthy learning communities that demonstrate value for the individual. 6. All classrooms will provide focused intervention support, social emotional supports, and the continued development and refinement of inclusive learning environments.						
1.2	**College and Career Readiness** Provide learning opportunities for all students in grades K-12 content which integrates academic subjects with relevant, challenging technical and occupational knowledge through Career Technical Education (CTE) pathways, Project Lead the Way (PLTW) curricula, dual enrollment (Southwestern Community College), State Seal of Biliteracy (SSB) opportunities, State Seal of Civic Engagement (SSCE) opportunities, internships, work-based learning experiences, completion of A-G requirements and Advanced Placement (AP) courses. These pathways and opportunities will allow students to incorporate applied learning across disciplines preparing them for both college and career. CUSD will continue to engage in the development of a strategic plan to support the Portrait of a Graduate implementation that is	No	Partially Implemented	Metric #8: Graduation rate for 2023-2024 was 97.67%. Metric #9: UC A-G completion rate for 2023-2024 was 79.46% Metric #12: AP participation and AP pass rates for 2023-2024: 64.5% participation rate in 2023-2024 with a pass rate of 86% Metric #10: CTE participation and achievement for 2023-2024: The percent of students (unduplicated n=592/1004) who participated in CTE courses in 2023-2024 was 59%. The percent of students who received a "C" or better in capstone CTE courses in 2023-2024 was 100.0%	71 2023-2024 graduates earned the State Seal of Biliteracy 141 2023-2024 graduates received the Golden State Seal of Merit Diploma 108 students (duplicated) in 2023-2024 participated in dual enrollment opportunities Portrait of a Graduate Strategic Planning Committee DoDEA Project SAIL and	$3,115,699.00	$1,420,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	representative of the CUSD mission for all students to attain proficiency in the core content areas and graduate from high school prepared for postsecondary and career options.			(n=190/190). 42.2% of 2023-2024 graduates completed at least one CTE Pathway. Metric #16: College and Career Indicator: Per 2024 CA School Dashboard: 77.4% (n=257) of graduating seniors were placed in the "Prepared" level on the College/Career Indicator. 8.6% of graduating seniors were placed in the "Approaching Prepared" level and 14.0% were placed in the "Not Prepared" level. Summary of group "Prepared" averages: Hispanic or Latino: 76.7% (n=73) - high range White = 78.2% (n=133) - very high range Socioeconomically Disadvantaged = 66.7% (n=51) - high range	DoDEA Project CS+ K-12 Strong Workforce and CTEIG 15 2023-2024 students earned the State Seal of Civic Engagement 13 students are currently participating in the CHS internship class for the 2024-2025 school year		
1.3	**English Language Development** English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking and listening skills in English to be college and career ready. 1. Continue to assign one ELD/ELA Teacher on Special Assignment	Yes	Fully Implemented	Metric #18: English Learners annual progress on becoming English proficient: Per 2024 CA School Dashboard: 70.6% of English learners (n=51) are making progress towards English language proficiency.	ELD professional learning Additional ELD instructional materials purchased	$220,000.00	$100,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(TOSA) to work with all four school sites relative to providing instructional support for designated and integrated ELD instruction, ELPAC testing, D/ELAC committee supports, parent outreach and collaboration with teachers/educators and instructional assistants related to instructional resources, academic assessment and data analysis, and tiered supports for English learner students. 2. Provide professional learning for all teachers/educators on integrated and designated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies. 3. Monitor academic progress in ELA and math for all EL and RFEP students. 4. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation 5. Ensure and support reclassification celebrations, biliteracy attainment (grades 5 and 8) and Seal of Biliteracy (grade 12) at each school site. 6. Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms. Focus on providing continued professional learning for teachers/educators and instructional assistants, and the integration of common formative assessments (ELPAC Interim assessments) to inform instruction for English learner students and improve English learner language			68.6% of ELs progressed at least one ELPI level 0.0% of ELs maintained ELPI level 4 19.6% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H 5.9% of ELs decreased at least one ELPI level 2023-2024 ELPAC Summative Assessment: 38.46% of English Learners were well developed 38.46% of English learners were moderately developed 11.54% of English learners were somewhat developed 11.54% of English learners were in the beginning stage Metric #19: EL reclassification rate for 2023-2024 was 57.39% Metric #20: Long-term English learner count: In 2023-2024 there were 10 students meeting the criteria for long-term English Learner (LTEL). Metric #21: Programs and services enabling English Learners to make progress towards gaining academic content knowledge and English language proficiency: In 2023-2024, an audit of	ELAC and DELAC meetings Secondary bilingual instructional assistant hired STAMP/Avant assessment data World language biliteracy awards event		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	acquisition and academic achievement.			the school site master schedules and plans showed that 100% of English learners were strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.			
1.4	**Academic Achievement** Improve performance in English language arts (ELA) and mathematics for all identified students, including unduplicated student groups. Continue to assign one ELD/ELA TOSA and one Math/Science TOSA to work with all four school sites relative to providing instructional support to teachers, education specialists, and instructional assistants. TOSAs will also collaborate with grade level teams, departments and school administrators to provide student achievement data, participate in PLC dialogue and offer instructional supports and resources as needed.	Yes	Fully Implemented	Metric #4: Academic Achievement in ELA: Per Spring 2024 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC ELA 75.77% of students met or exceeded standards. Student groups, met/exceeded standards: Socio-economically disadvantaged: 69% Students with disabilities: 40% Two or More Races: 77% Hispanic or Latino: 66% English Learners: 27% RFEP: 69% Military: 81.6% Metric #5: Academic Achievement in Math: Per Spring 2024 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC Math 64.31% of students met or exceeded standards.	DIBELS universal screener Star assessment data in ELA and math (grades 2-8) Common Lit Literacy Inventory at CHS Elementary PLC Meeting Notes PLC and Staff Meeting Data Slides Renaissance Data Reports Tier II supports for literacy and math at all school sites SPSA goals	$290,000.00	$130,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Student groups, met/exceeded standards: Socio-economically disadvantaged: 59% Students with disabilities: 35% Two or More Races: 70% Hispanic or Latino: 55% English Learners: 51% RFEP: 53% Military: 73% Metric #7: Local ELA and Mathematics Achievement Data: 2024-2025: This metric is for the Interim 3 Assessment, which will be facilitated in the spring and moving forward, will only be facilitated in grades K and 1. ELA Grades K-1 percentage of students meeting EOY standards on the Benchmark Advance Interim 1 Assessment: K = 27% meeting & 46% developing 1 = 31% meeting & 40% developing Math Grades K-1 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Baseline: K-1 = 92% ELA grades 2-5 percentage of students at or above the BOY Star			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Reading and Math benchmark assessment (Screener) 2 = 67% in Reading and 59% in Math 3 = 66% in Reading and 66% in Math 4 = 71% in Reading and 72% in Math 5 = 77% in Reading and 83% in Math The GPA metric for secondary students was used during COVID to have a local measure of student progress and performance. Moving forward, the Star Reading and Math assessment will be used in grades 6-8 as a screener and a benchmark to measure student growth. Grades 6-8 percentage of students at or above the BOY Star Reading & Math benchmark assessment (Screener) 6 = 79% in Reading and 81% in Math 7 = 82% in Reading and 72% in Math 8 = 90% in Reading and 79% in Math Additionally, GPA for English and math courses for students in grades 9-12 will not be available until the end of the first semester/term on January 23, 2025.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	**Digital Literacy and Digital Citizenship** CUSD will prioritize the implementation of the Portrait of a Graduate, Portrait of an Adult and Portrait of a System through strategic planning. CUSD recognizes that technology plays an important role in building and implementing these portraits. CUSD will ensure all students and staff have access to and proficiency of 21st century learning tools, resources, and skills. CUSD will continue to develop and refine an articulated K-12 Digital Literacy and Digital Citizenship Plan (aligned to AB 873) to guide instruction, ensuring that all student groups receive instruction from educators with an increased capacity for 21st century best practices.	No	Planned	Metric #14: Digital Literacy and Digital Citizenship - CUSD is in year 2 of piloting the digital citizenship curriculum, Neptune Navigate. CHS is in year 1 of implementing digital literacy and citizenship lessons from commonsense.org in the Freshmen Islander Experience course. CUSD is in the beginning stages of forming a team to develop a draft scope and sequence for digital literacy and digital citizenship.	Teacher exploration with AI softwares Teacher AI professional learning opportunities Drafting foundational digital literacy scope and sequence DoDEA Project E3 funded purchase of interactive whiteboard for all elementary classrooms in addition to ongoing professional learning to effectively use the whiteboards to enhance teaching and learning Year 3 on implementing the Learning Management System, Canvas. Ongoing site supports as needed through	$1,085,000.00	$490,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					the IT Department and through the CUSD Canvas Resource Course.		
1.6	**Systematic Data Analysis** Staff will receive ongoing professional learning on the data analytics system Renaissance (Illuminate DnA, Educlimber and Star assessments). Staff will also receive ongoing support on the Student Information System (Synergy) and on the Learning Management System (Canvas).	No	Partially Implemented	Metric #1: Local Indicator Self-Reflection Tool rating for the following: professional learning, instructional materials, policy and program support, implementation of standards, and engagement of school leadership. 2024-2025: Progress towards this metric will be determined during the spring semester and the update will be provided in the June LCAP local indicators report.	Year 3 on implementing the Learning Management System, Canvas. Ongoing site supports as needed through the IT Department and through the CUSD Canvas Resource Center. The IT Department is supporting staff on an individual basis with the Student Information System, Synergy. The Learning Department is supporting staff professional learning on the Renaissance system (DnA, Educlimber and Star).	$125,000.00	$60,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					All staff has access to the CUSD Renaissance Guide for DnA, Educlimber and Star resources.		
1.7	**Professional Learning** Professional learning will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks, adopted curricula, intervention programs, and to support all students including English learners, students with disabilities, and other identified special populations. CUSD professional learning will be coordinated by school site administration and the Learning Department, in collaboration with school site leadership teams, grade level teams and department teams. A professional learning calendar and focus areas will be collaboratively developed between the Learning Department, Student Services Department, site administrators and teacher leaders. Professional learning for certificated and classified staff will also be tailored to the individual needs of each school site, department, grade level and staff member. CUSD priorities for professional learning include:	No	Fully Implemented	Metric #1: Local Indicator Self-Reflection Tool rating for the following: professional learning, instructional materials, policy and program support, implementation of standards, and engagement of school leadership. 2024-2025: Progress towards this metric will be determined during the spring semester and the update will be provided in the June LCAP local indicators report.	Professional learning opportunities and topics have included, and are not limited to, the following: Common Lit PLC data analysis Renaissance System Canvas Edmentum Courseware CPM CAST CAASPP NGSS / Savvas Neptune Navigate View Sonic Board Bridges in Mathematics MTSS VAPA World Language Curriculum Mapping Scopr and Sequence	$932,579.00	$420,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1. Professional Learning Communities (PLCs), data analysis and data discussions 2. Formative Assessment (Common Lit, Reading Inventory, DIBELS, Number Corner, Benchmark Advance, Read 180, CAASPP Interims) 3. MTSS: PBIS, restorative practices, Harmony, Beyond SST, SEL, building learning communities, Leader in Me, and academic tiered resources and strategies (EBPs and HLPs) 4. Academic-related training will include paraprofessionals when appropriate to content or service 5. Review integrated and designated ELD strategies 6. CCR Literacy Standards and Literacy Best Practices 7. Content-specific and curriculum adoptions 8. Elementary Bridges in Mathematics and Benchmark Advance 9. PLTW 10. NCUST Instructional Best-Practices 11. Co-teaching 12. Instructional learning walks 13. Advanced Placement courses 14. TCI Social Studies Alive! and FOSS Pathways (grades K-5) 15. Portraits of a Graduate, Adult and System 16. CPR, CPI, behavioral supports, and onboarding for technology systems (classified)				NCUST Indicators Co-Teaching AP Classroom DIBELS Instructional Practices Leader in Me Safety Playworks DoDEA CTE Special Education Project E3 Learning Walks FOSS PLTW Paraprofessional Trainings Behavior SEL Individual Support AI Tools for Teachers Inclusion		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	**Recruit and Retain Highly Qualified Staff** CUSD will recruit and retain highly qualified, appropriately credentialed staff. Recruitment will include participation in job fairs, partnerships with local universities, and internship and student-teacher coordination and placement. Retention of educators will be measured by coordinated professional learning and support from school site instructional leaders and administrators. Additionally, the CUSD Human Resources department will conduct thorough exit interviews with employees who decide to leave CUSD in order to learn more about why an employee is leaving and how CUSD can improve further retention efforts and employee support systems.	No	Fully Implemented	Metric #3: 100% of CUSD teachers will be appropriately credentialed and assigned - Currently, 100% of CUSD teachers are appropriately credentialed and assigned.	CUSD recruitment efforts Exit Interviews HR Newsletter Efforts to increase substitute pool HR department streamlining systems and supports	$1,705,000.00	$780,000

Goal 2

Goal Description
Communication: Communicate openly, freely, and accurately to engage and involve all educational partners.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Educational Partner Survey Data Participation Counts	2023-2024 average participation on family surveys facilitated via ThoughtExchange: Average Participants: 308 Average Number of Thoughts: 245 Average Number of Ratings: 6,053			2024-2025 data regarding the average participation on family surveys will be provided in spring 2025.	2026-2027 Outcome: Increase educational partner participation on all CUSD surveys by 100 participants. Increase number of thoughts on all CUSD educational partner surveys by 50. Increase number of ratings on all CUSD educational partner surveys by 300.
2.2	Learning Management System (Canvas) Usage Data	2023-2024 Canvas Usage Data (as of April 23, 2024): 530 Courses 157 Teacher Users 2,125 Student Users CHS: Term 1 • There are 151 courses, 63 teachers, and 958 students • There were 8,801 assignments created, 985 discussion topics, 93 media			2024-2025: CUSD is in the third year of implementation of the Learning Management System, Canvas. Canvas usage data will be provided in spring 2025.	2026-2027 Outcome: Maintain educator and student usage data in Canvas, especially at the secondary level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		recordings and 14,575 files uploaded • The top activity categories included: general, other, assignments, files and grades Coronado High School: Term 2 • There are 142 courses, 62 teachers, and 975 students • There were 7,336 assignments created, 667 discussion topics, 137 media recordings and 13,615 files uploaded • The top activity categories included: general, other, assignments, files and grades Coronado Middle School:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• There are 70 courses, 38 teachers, and 627 students • There were 4,809 assignments created, 264 discussion topics, 144 media recordings and 5,480 files uploaded • The top activity categories included: general, other, assignments, files, modules and grades Village Elementary: • There are 34 courses, 17 teachers, and 436 students • There were 941 assignments created, 251 discussion topics, 0 media recordings and 2,403				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		files uploaded • The top activity categories included: general, other, assignments, files and modules Silver Strand Elementary: • There are 12 courses, 15 teachers, and 199 students • There were 262 assignments created, 19 discussion topics, 0 media recordings and 371 files uploaded • The top activity categories included: general, other, assignments, pages, files and modules				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	Local Indicator Self-Reflection Tool rating for the following: building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #3 - Building Relationships)	2023-2024: Building relationships between school staff and families received ratings of 4 (Full Implementation). Building partnerships for student outcomes received ratings of 4 (Full Implementation). Seeking input for decision making received ratings of 4 (full implementation).			2024-2025: Progress towards this metric will be determined during the spring semester and the update will be provided in the June LCAP local indicators report.	2026-2027 Outcome: The areas of building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision making will be implemented with ratings between 4 and 5.
2.4	Required Parent/Guardian School Participation	2023-2024: • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD participates in the SELPA CAC.			2024-2025: • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD participates in the SELPA CAC.	2026-2027 Outcome: Maintain and improve current attendance at parent/guardian school participation forums.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• CUSD has a Parent/Guardian Leadership Committee which represents parents/guardians from each site.			• CUSD has a Parent/Guardian Leadership Committee which represents parents/guardians from each site.	
2.5	Parent/Guardian - Teacher Conferences	2023-2024: Participation in elementary parent teacher conferences: Silver Strand Elementary: 90% Village Elementary: 98%			2024-2025: Participation in elementary parent/guardian - teacher conferences: Silver Strand Elementary: 95% Village Elementary: 97%	2026-2027 Outcome: Maintain and improve current participation rates at parent teacher conferences at SSES and VES.
2.6	School Site Council (SSC) Participants Create, Analyze and Approve each School Plan for Student Achievement (SPSA).	2023-2024: 100% of SSC participants were involved in the process of creating, analyzing, and approving site SPSA plans.			2024-2025: 100% of SSC participants are currently participating in the process of creating, analyzing, and approving site SPSA plans.	2026-2027 Outcome: Maintain - 100% of School Site Council participants were involved in creating, analyzing, and approving site SPSA plans.
2.7	Measurement of progress in which students have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and individuals with exceptional needs. Data Source: SBE CA School Dashboard Local Indicators Self-	2023-2024: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7 LCFF Local Indicator 7 narrative will be presented to the CUSD Governing Board in June 2024.			2024-2025: Progress towards this metric will be determined during the spring semester and the update will be provided in the June LCAP local indicators report.	2026-2027 Outcome: Present an annual narrative to the CUSD Governing Board noting progress in which students have access to, and are enrolled in, a broad course of study for grades 1-12.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Reflection Tool (Local Indicator #7 - A Broad Course of Study)	The report includes specific local measures, tools, summary of results, identified barriers, and an explanation of the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs.				
2.8	English Learner Parent/Guardian Participation	2023-2024: English Learners: On average, 13 English learner families attended ELAC/DELAC meetings. All meetings were held in-person.			2024-2025: English Learners: Progress towards this metric will be determined during the spring semester.	2026-2027 Outcome: Increase the average number of EL families attending ELAC/DELAC meetings by 25% annually (~3 additional families).
2.9	Measurement of progress in which parent/guardian participation in programs is promoted for unduplicated pupils and individuals with exceptional needs. Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #3 - Parent Engagement)	2020-2021: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3 LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2021. Report included current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students			2024-2025: Progress towards this metric will be determined during the spring semester and the update will be provided in the June LCAP local indicators report.	2026-2027 Outcome: Present an annual narrative to the CUSD Governing Board noting progress in which parent/guardian participation in programs is promoted for unduplicated pupils and individuals with exceptional needs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		and individuals with exceptional needs, in the areas of building relationships, building partnerships for student outcomes, and seeking input for decision making.				

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Educational Partner Participation, Communication and Engagement** Continue to hold required (ED Code) and local parent participation committee meetings including School Site Councils (SSC), District and site English Learner Advisory Committees (D/ELAC), District Parent Leadership Committee (PLC), District Military Local Partnership (M-LPC), South Bay SELPA Community Advisory Committee (CAC), and Parent Teacher Organizations. CMS and CHS will continue to engage regularly with a Student Advisory group during the 2024-2025 school year. The CUSD Superintendent will continue to engage regularly with the Superintendent's Student Advisory Council during the 2024-2025 school year. Annual Surveys regarding LCAP Board goal areas will continue to be	No	Fully Implemented	Metric #1: Educational Partner Survey Data Participation Counts - outcomes pending for the 2024-2025 school year Metric #2: Canvas usage data - outcomes pending for the 2024-2025 school year Metric #4: Required parent/guardian school participation - 2024-2025: • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES).	Portrait of a Graduate Strategic Planning Meetings Meeting agenda and meeting notes Secondary student advisory groups at CMS and CHS Superintendent's student advisory committees (CMS and CHS) Calendar Committee Surveys	$30,000.00	$15,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	conducted to inform progress and effectiveness of District efforts. Surveys may include feedback from the following educational partners: parents/guardians, students, teachers, administrators, other school personnel, local bargaining units and community members. CUSD will continue to strive for 100% participation in TK-5 parent-teacher conferences at both Silver Strand and Village Elementary Schools.			• CUSD has a District English Learner Advisory Committee (DELAC). • CUSD participates in the SELPA CAC. • CUSD has a Parent/Guardian Leadership Committee which represents parents/guardians from each site. Metric #5: Parent/guardian - teacher conferences - 2024-2025: Participation in elementary parent/guardian - teacher conferences: Silver Strand Elementary: 95% Village Elementary: 97% Metric #6: School Site Council (SSC) Participants Create, Analyze and Approve each School Plan for Student Achievement (SPSA) -100% of SSC participants are currently participating in the process of creating,			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				analyzing, and approving site SPSA plans. Metric #8: English learner parent/guardian participation -2024-2025: English Learners: Progress towards this metric will be determined during the spring semester.			
2.2	**Two-Way Communication** Continue to utilize a variety of avenues to promote two-way communication with parents/guardians, students, staff, and the community. Enhance educational partner involvement via such methodologies as ThoughtExchange, site surveys, site and district forums, and staff meetings which encourage feedback on areas of celebration and areas of growth. Continue to create activities, spaces and opportunities to connect with parents/guardians as partners in their child's education. CUSD and each school site will provide timely and informative communication to the CUSD community via email blasts, newsletters, social media, local news outlets, etc. School sites and the District office will continue to engage in and	No	Fully Implemented	Metric #3: Building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making.	Qualitative and Quantitative Data: District and school site weekly S'more newsletters Human Resources Department newsletter Learning Department newsletter PIO Communications Catapult Communications Forums and Workshops	$40,000.00	$18,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide timely and collaborative communication. Continue to improve communication through evaluating the effectiveness of communication from sites to District office, and from District office to sites.				Portrait of a Graduate Strategic Planning Committee Student Advisory Committees Parent Advisory Committees Budget Study Committee Calendar Committee Safety Committee		
2.3	**CUSD Website** Professional learning related to the navigating and updating the website content will continue to be provided to all staff who will be making these updates on an ongoing basis. CUSD will continue to provide support to staff related to the new website, website features and ongoing professional learning. CUSD will continue to update the website and weed through content that is no longer applicable.	No	Fully Implemented	Goal 2 Communication: All metrics within the communication goal relate to the development and continued refinement of the CUSD website.	Website training for new staff and refresher training as needed Website revisions PIO	$410,000.00	$186,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description
Support: Maintain safe and supportive schools where students and staff thrive.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Williams Facilities Inspection Tool (FIT)	2023-2024: 100% of CUSD schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT).			2024-2025: 100% of schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT).	2026-2027 Outcome: Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.
3.2	Required Safety Drills SSES: monthly VES: monthly CMS: 4 times a year CHS: 2 times a year	2023-2024: To date, all schools are making progress with facilitating the required safety drills.			2024-2025: To date, all schools are making progress with facilitating the required safety drills.	2026-2027 Outcome: Maintain.
3.3	CA Healthy Kids Survey (State required, locally reported; administered every 2 years)	CA Healthy Kids Survey Spring 2023 Student Results (% Strongly Agree): Participation Rate: Gr. 5: VES 45% Gr. 5: SSES 97% Gr. 7: 92% Gr. 9: 91% Gr. 11: 84% School Connectedness: Gr. 5: VES 81% Gr. 5: SSES 88% Gr. 7: 68% Gr. 9: 68% Gr. 11: 67% Caring Adult Relationships Gr. 5: VES 75% Gr. 5: SSES 93%			2024-2025: The CA Healthy Kids Survey will be administered in spring 2025. Results will be provided in June 2025 as part of the 2025-2026 LCAP.	2026-2027 Outcome: Improve +2% over the 2023 baseline. Use results from CUSD student surveys related to safety and learning to inform action steps related to student safety and social/emotional supports. Increase student participation rate on surveys by 2% over the previous year's results.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Gr. 7: 73% Gr. 9: 63% Gr. 11: 68% Feel Safe at School Gr. 5: VES 87% Gr. 5: SSES 82% Gr. 7: 73% Gr. 9: 79% Gr. 11: 77%				
3.4	Number of Existing Academic Intervention Sections and Services: % FTE dedicated to Intervention and Tier 2 support	2023-2024 School Year: CHS (Credit Recovery, Math Support, Palm): 8 Sections CMS (Math Support, Literacy Lab): 4 sections SSES: 2.2% FTE for academic support VES: 1.5% FTE for academic support			2024-2025 School Year: CHS (Credit Recovery, Math Support, Palm): 8 Sections CMS (Math Support, Literacy Lab): 4 sections SSES: 1.6% FTE for academic support VES: 1.5% FTE for academic support	2026-2027 Outcome: Based on student need, maintain or adjust the number of sections at CHS (Credit Recovery, Math Support, Palm). Based on student need, maintain or adjust the number of sections at CMS (Math Support, Literacy Lab). Based on student need, maintain or adjust the %FTE at SSES. Based on student need, maintain or adjust the %FTE at VES. Using data from the previous year, evaluate expense and effectiveness of academic interventions. Evaluation will inform restructuring intervention sections

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						and services based on individual student need.
3.5	P2 Attendance Rate (annually in April)	The 2023-2024 P2 attendance rate is 95.26%			2024-2025: P2 attendance rate will be updated in spring 2025.	2026-2027 Outcome: Increase 0.5% over the previous year.
3.6	Chronic Absenteeism Rate	As of spring 2024 P2 (April), the chronic absenteeism rate for CUSD was 10.95%, a decrease of 13.25% over spring 2023 P2. CHS: 11.16% (-24.12%) CMS: 11.25% (-14.85%) SSES: 11.3% (-2.5%) VES: 10.41% (-1.19%)			2024-2025: P2 chronic absenteeism attendance rates will be updated in spring 2025. The 2024 CA School Dashboard Chronic Absenteeism Indicator for CUSD was in the "green" category with 9.4% of students in grades K-8 chronically absent. One student group was in the "orange" performance level: English Learners. All other significant student groups were in the "yellow" and "green" performance levels. In comparison with the 2023 Dashboard, CUSD chronic absenteeism declined by 1.2%.	2026-2027 Outcome: Decrease chronic absenteeism overall and at each site by 1% over the previous year.
3.7	Suspensions and Expulsions	2022-2023: 3.14% of students were suspended (1.14% out			2023-2024: 4.3% of students were suspended (1.28% out	2026-2027 Outcome: Decrease suspensions overall and at each

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		of school = 32 students and 2.0% in school = 56 students); there was 1 expulsion (0.2%)			of school = 35 students and 3.0% in school = 82 students); there were zero expulsions The 2024 CS School Dashboard Suspension Rate Indicator for CUSD was in the "orange" category with 3.4% of students (n=2,845) suspended at least one day. Five student groups were in the "orange" performance level: African American, Hispanic, Long-Term English Learners, Students with Disabilities and White. In comparison with the 2023 Dashboard, the CUSD suspension rate increased by 1.2%.	site by 0.5% over the previous year. Maintain an expulsion rate of 0%.
3.8	Dropout Counts	2022-2023 Dropout Counts: CHS: 2 students CMS: 4 students			2023-2024 Dropout Counts: CHS: 6 students/1004 students (0.59%) CMS: 0 students	2026-2027 Outcome: Reduce the dropout counts at each secondary school site by 10% per year.
3.9	% FTE and Type of Counseling Services	2023-2024: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 6.0			2024-2025: Guidance Counselors: 1.0 @ CMS; 2.8 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 5.75	2026-2027 Outcome: Based on student need, annually adjust the number and type of counseling services.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Educationally Related Mental Health (ERMHs) Professionals: 1.80 Military Family Life Counselors: 4.0			Educationally Related Mental Health (ERMHs) Professionals: 1.80 Military Family Life Counselors: 3.0	
3.10	Staff School Climate Survey (LCFF Priority 6c)	2023-2024: The CA Healthy Kids Survey - Staff Survey is administered every 2 years. The next administration will be spring 2025.			2024-2025: The CA Healthy Kids survey - Staff Survey will be administered in spring 2025. Results will be shared in June 2025 as part of the 2025-2026 LCAP.	2026-2027 Outcome: Improve +2% over the 2023-2024 baseline. Use results from CUSD staff surveys related to safety and learning to inform action steps related to student safety and social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results.
3.11	Parent/Guardian School Climate Survey (LCFF Priority 6c)	2023-2024: The CA Healthy Kids Survey - Parent/Guardian Survey is administered every 2 years. The next administration will be spring 2025.			2024-2025: The CA Healthy Kids survey - Parent/Guardian Survey will be administered in spring 2025. Results will be shared in June 2025 as part of the 2025-2026 LCAP.	2026-2027 Outcome: Improve +2% over the 2023-2024 baseline. Use results from CUSD staff surveys related to safety and learning to inform action steps related to student safety and social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results.

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Safe and Clean Facilities for Students and Staff** Working collaboratively with the CUSD Maintenance and Operations Department, CUSD will provide safe and clean facilities for students and staff. CUSD will continue to take recommendations from the Maintenance and Operations Department to improve top tier identified facilities through 2027.	No	Fully Implemented	Metric #1: Williams Facilities Inspection Tool (FIT) - 2024-2025: 100% of schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT). Metric #2: 2024-2025: To date, all schools are making progress with facilitating the required safety drills. Metric #3: The CA Healthy Kids Survey provides feedback from students, parents and staff related to school safety and connectedness.	CUSD continues to work collaboratively to ensure that there are safe and clean facilities for all staff and students. CUSD continues to make improvements to school facilities based on feedback and inspections.	$2,150,000.00	$970,000
3.2	**School Site Safety Plans** All school sites will annually update safety plans using the adopted CA template and follow the requirements therein. Based on learnings from the previous school year, site safety plans will be revised/updated and staff will participate in safety training and update site-specific protocols as necessary.	No		Metric #2: 2024-2025: To date, all schools are making progress with facilitating the required safety drills.	Safety Audit Recommendations Each school site is currently making updates to their safety plan and the district is prioritizing recommendations from the safety audit.	$62,000.00	$30,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**Multi-Tiered System of Supports** Through data-driven decision making, CUSD will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. Use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions: 1. Continue to work with the MTSS Committee at each school site and the Student Services Department to further develop and refine a system for MTSS, with special focus on the behavioral and academic tiers of support. 2. Support appropriate inclusion at all school sites for identified students. 3. Implement and refine a balanced assessment system at all school levels, continue to use interim/benchmark assessments, and continue to use assessment data formatively to provide targeted interventions and resources to individual students. 4. Provide training and access for teachers and related staff on academic data systems (CA School Dashboard, Renaissance (DnA and Educlimber and FastBridge), CAASPP, SEIS, Canvas, Synergy,	Yes	Fully Implemented	Metric #3: The CA Healthy Kids Survey provides feedback from students, parents and staff related to school safety and connectedness. Metric #4: CUSD allocates FTE to support tier II interventions at school sites. Metric #9: CUSD allocates FTE to support counseling services. Metric #10: CUSD facilitated the staff school climate survey (spring 2024). It is facilitated every two years.	CUSD continues to work collaboratively through the MTSS Committee to further develop and refine tiered supports for all students. CUSD continues to provide professional learning to special educators and co-teachers, including time for teaching partners to plan and collaborate. CUSD continues to provide training for educators on local assessment measures, including refining the assessment calendars to reflect a balanced	$475,535.00	$220,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	iiTAAP) and supplemental instructional technology resources, including artificial intelligence platforms. 5. Professional learning opportunities for teachers/educators and classified staff on creating inclusive experiences such as Universal Design for Learning, effective co-teaching, and MTSS supports. 6. Continue to provide mental health and wellness supports to staff and students through CUSD programs and community partnerships (i.e.: Care Solace, VEBA resources, Employee Assistance Program, Coronado SAFE Harbor, MFLCs, etc.) and continue to develop a system/structure for gathering feedback from students, staff and families relative to monitoring mental health and wellness, and ability to access CUSD provided resources (i.e.: CHKS, ThoughtExchange, Staff Meetings, individual school site Student Wellness checks, HR Newsletter, etc.).				assessment system. CUSD continues to provide training and access to educators on the Renaissance data and assessment system and other assessment applications that are in use. The Human Resources Department facilitated a staff wellness and benefits survey to inform the creation of a monthly HR newsletter.		
3.4	**Behavioral and Social Emotional Learning (Suspension Rate)** CUSD will continue to build capacity at each school site to improve SEL interventions,	Yes	Fully Implemented	Metric #3: The CA Healthy Kids Survey provides feedback from students, parents and staff related to school safety and connectedness.	CUSD continues to work collaboratively through the MTSS Committee to	$170,000.00	$80,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	decrease number of suspension/expulsions (especially for students with disabilities, socio-economically disadvantaged students, English learners, Hispanic or Latino students and students of two or more races), and support a deeper understanding and implementation of the following: 1. Positive Behavior Interventions and Supports (PBIS) 2. Restorative Justice Practices 3. Clubs and organizations promoting positive school climate 4. Training for all counselors and support staff related to suicide prevention 5. Support unduplicated students through coordinated services meetings to determine needs, supports, and transition; in addition to individual check-ins for each family 6. Deeper analysis of suspension rates (per 2023 Dashboard) at the LEA and site levels for CUSD students with disabilities ("red" status) and for CMS students with disabilities ("red" status) and socioeconomically disadvantaged students ("red" status) to determine specific needs, individual student support, family check-ins and outreach, and directing intentional resources for students and families. All sites will have increased monitoring and support for students with disabilities and socioeconomically disadvantaged students. Disaggregated data will be regularly reviewed to determine success strategies as well as opportunities for improvement.			Metric #9: 2024-2025: Guidance Counselors: 1.0 @ CMS; 2.8 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 5.75 Educationally Related Mental Health (ERMHs) Professionals: 1.80 Military Family Life Counselors: 3.0	further develop and refine tiered supports for all students, including PBIS. CMS is in year 2 of piloting a Social-Emotional-Behavioral wellness screener. The Student Services Department continues to work with counselors at every school site to coordinate services and ensure the needs of individual students are being met. CMS and CHS are utilizing time during the advisory and homeroom periods to provide students with information and resources related to mental health and wellness.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Action 3.4 will be monitored with Metric 3.7 (Suspension and Expulsion Rates) and actions documented in the school's SPSA and MTSS meeting agenda/notes.						
3.5	**Student Engagement & Dropout Prevention (Chronic Absenteeism Rate)** Improve CUSD attendance and chronic absenteeism rates for all students. 1. Ensure all site attendance is accurately reported daily into Synergy. 2. Ensure all site attendance clerks and identified site administrators notify parents/guardians on a weekly basis of absences, including providing official CUSD absence threshold letters to parents/guardians on a timely basis. 3. Ensure all sites promote and/or incentivize positive attendance. 4. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds. 5. Enhance the process of identifying and supporting chronically absent students. 6. Continue to utilize counseling support in early identification of middle and high school student	No	Fully Implemented	Metric #6: Chronic Absenteeism Rate - 2024-2025: P2 chronic absenteeism attendance rates will be updated in spring 2025. The 2024 CA School Dashboard Chronic Absenteeism Indicator for CUSD was in the "green" category with 9.4% of students in grades K-8 chronically absent. One student group was in the "orange" performance level: English Learners. All other significant student groups were in the "yellow" and "green" performance levels. In comparison with the 2023 Dashboard, CUSD chronic absenteeism declined by 1.2%. Metric #8: Dropout Counts - 2023-2024 Dropout Counts: CHS: 6 students/1004 students (0.59%)	While CUSD experienced a slight decline in overall chronic absenteeism, CUSD is still prioritizing efforts to streamline attendance protocols, reporting, communications and student interventions and supports.	$430,000.00	$190,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	potential dropouts and identify students who may benefit from targeted intervention support to meet graduation requirements. 7. Deeper analysis of chronic absenteeism rates at the site level (per 2023 Dashboard) for SSES students with disabilities ("red" status) to determine specific needs, individual student support, family check-ins and outreach, and directing intentional resources for students and families. CSES will have increased monitoring and support for students with disabilities and socioeconomically disadvantaged students. Disaggregated data will be regularly reviewed to determine success strategies as well as opportunities for improvement. Action 3.5 will be monitored with Metric 3.6 (Chronic Absenteeism Rates) and actions documented in the school's SPSA and MTSS meeting agenda/notes.			CMS: 0 students			
3.6	**Counseling Services** CUSD will provide clear communication related to the structure of the continuum of services, ranging from community partnerships, guidance counseling, clinical counseling and ERMHS.	No	Fully Implemented	Metric #9: 2024-2025: Guidance Counselors: 1.0 @ CMS; 2.8 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 5.75 Educationally Related Mental Health (ERMHs) Professionals: 1.80	CUSD has continued to refine the structure of counseling services and streamline communication to staff, students and	$820,000.00	$370,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will provide classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent/guardian consultation, and group counseling. They will review ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. As a result of this analysis, data driven decisions will be made ensuring the appropriateness of support. A Risk Management Team (RMT) for each site will be identified at the beginning of each school year, and a continuum of counseling services and supports will be followed for each site. The RMT will follow the continuum of counseling services to provide student support. 2. Social emotional needs of students will be addressed through targeted collaboration between district departments, counselors, the CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), Coronado SAFE, and the CUSD Resource Officer from the Coronado Police Department. 3. Information on available local services for supporting staff will be offered by the Human Resources Department. 4. Continued training and support related to character development and social emotional learning programs for all students will be provided to staff, including the			Military Family Life Counselors: 3.0	families regarding counseling supports and resources.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Triton 3, Harmony and other campus clubs and organizations promoting positive school culture.						
3.7	**Equity, Diversity and Inclusion** Review recommendations made from the 2022-2023 MTSS Committee and develop an action plan. Provide annual professional learning for all staff for the CUSD Discipline Action Guide. Build capacity of staff to address issues of equity, diversity and inclusion and implement strategies at each site. Build capacity by ensuring that site MTSS committee members regularly inform and provide professional learning for the rest of their site staff.	No	Partially Implemented	Metric #3: The CA Healthy Kids Survey provides feedback from students, parents and staff related to school safety and connectedness.	Using recommendations from the 2023-2024 MTSS Committee and site administrators, CUSD is focusing MTSS committee work this school year on refining site PBIS work, SEL, Renaissance data analysis (EduClimber), and academic tiers of support.	$25,000.00	$11,000

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$31,962,441	$31,962,441
LCFF Supplemental/Concentration Grants	$1,155,535	$1,155,535

AGENDA - February 20, 2025

REPORTS (60 min.)

6.5 Learning Department Report: Senior Director of Learning, Dr. Megan Battle (10 min. + Board Discussion)

Department/Category: INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

Background Information:

Reports:

See attached report

Superintendent's Recommendation:

LCAP Goals:

7. Equity, Diversity and Inclusion

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Intro to Ethnic Studies.pdf

UPDATE:
CHS Freshmen Course Offerings

2025-2026 School Year

Coronado Unified School District

Freshmen Course Offerings

2025-2026 School Year

Freshmen Islander Experience (F.I.E.)
UC/CSU “G” Elective

\+

ONE
of the following

Intro to Ethnic Studies
UC/CSU “G” Elective

Personal Finance
UC/CSU “G” Elective

CA Ethnic Studies Historical Timeline

Sep 2016

Bill 2016 - AB 2016 enacted: State must create Ethnic Studies Model Curriculum (ASMC)

June 2019

CA Department of Education (CDE) releases first ESMC draft for public comment

Aug 2019

CDE discards ESMC draft due to controversy, including rejection by Governor Newsom

March 2021

After several revisions, CA State Board of Education adopts ESMC

Oct 2021

AB 101 enacted - state signals support for ES high school graduation requirement but does not fund it

Aug 2023

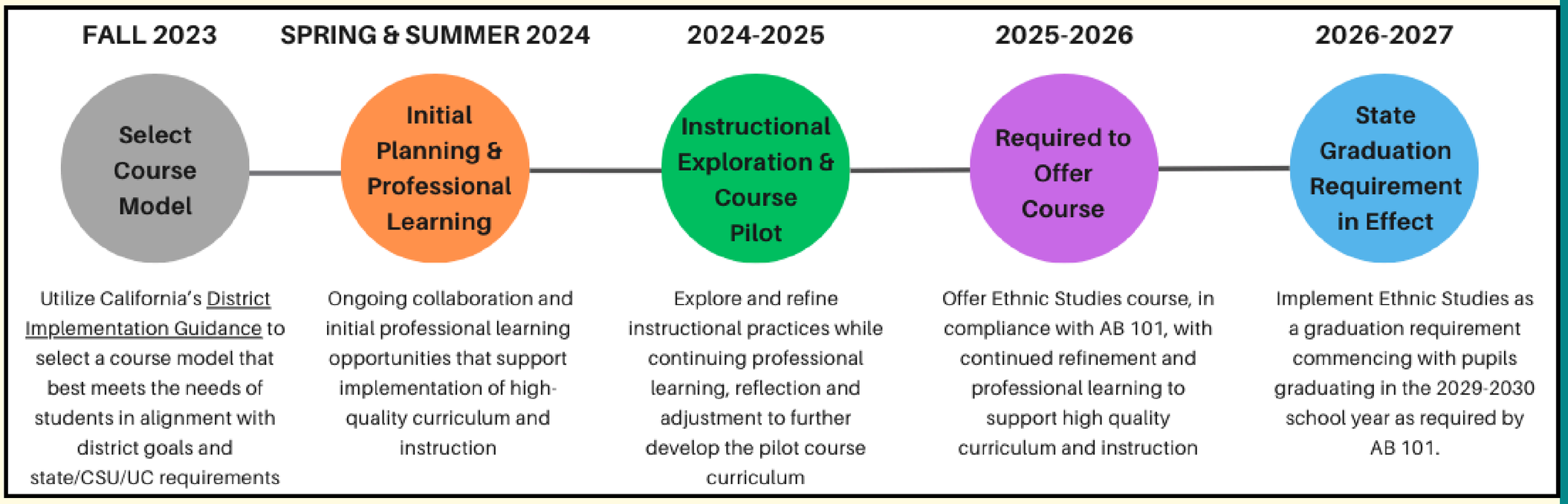
Newsom Administration issues notice about discriminatory content from ES vendors

Jan 2024

CA Department of Justice issues Legal Alert warning about discriminatory and ideological ES content

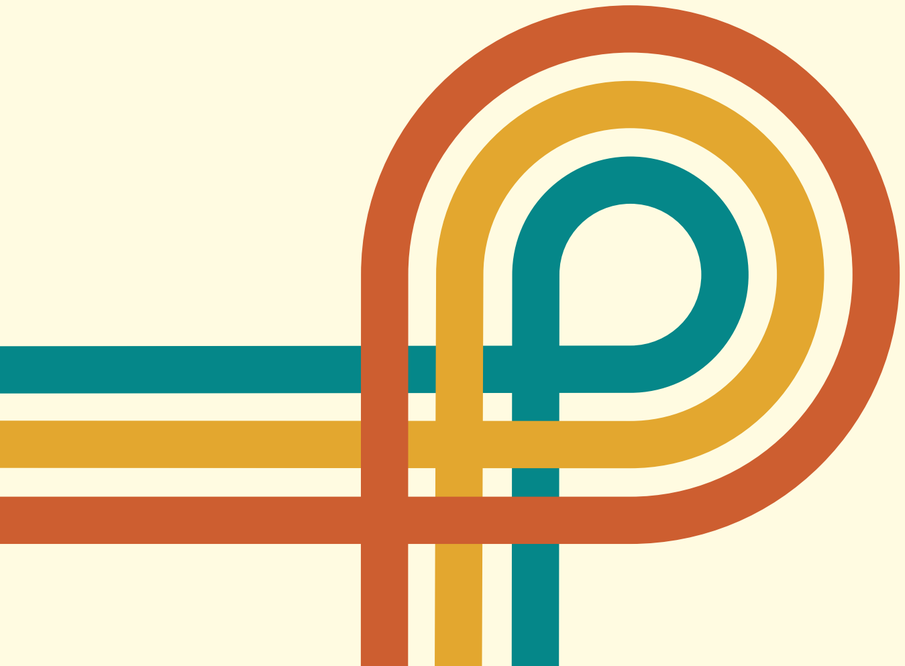
Ethnic Studies Implementation Timeline

AB 101 was signed into law October 8, 2021. Based on this legislative action and the CDE recommendations **at the time**, CUSD developed an Intro to Ethnic Studies course to be piloted during the 2024-2025 school year using the implementation timeline below:



Funding Updates/Information: 2024-2025

<u>AB 101 states</u>: *"These provisions would become operative only upon an appropriation of funds by the Legislature for these purposes in the annual Budget Act or other statute."*



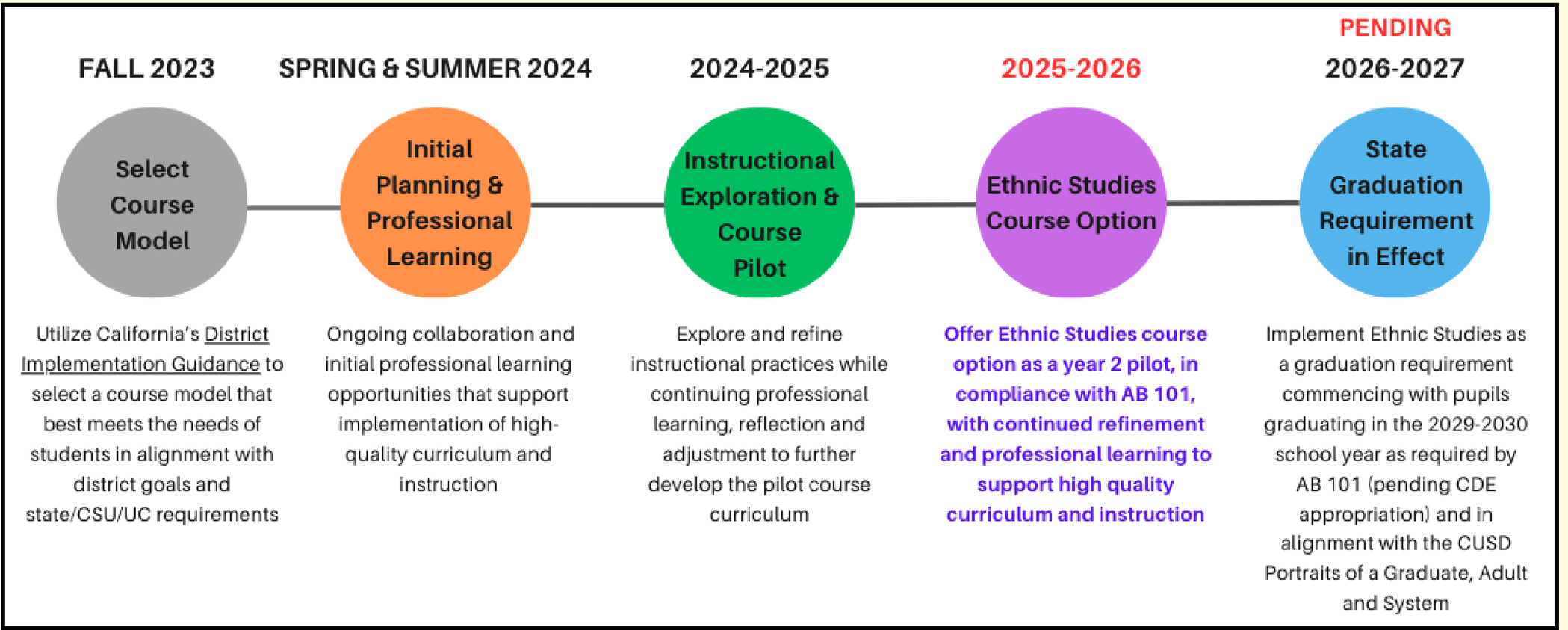
- Governor's JANUARY 2025 Budget Proposal does not include funding for AB 101
- LEAs are still awaiting a final State Budget
- CUSD received $27,024.00 from CDE (2021-2022) to support the purchase of curriculum, instructional resources, professional development and other activities to support the creation of the course

REVISED

Ethnic Studies Implementation Timeline

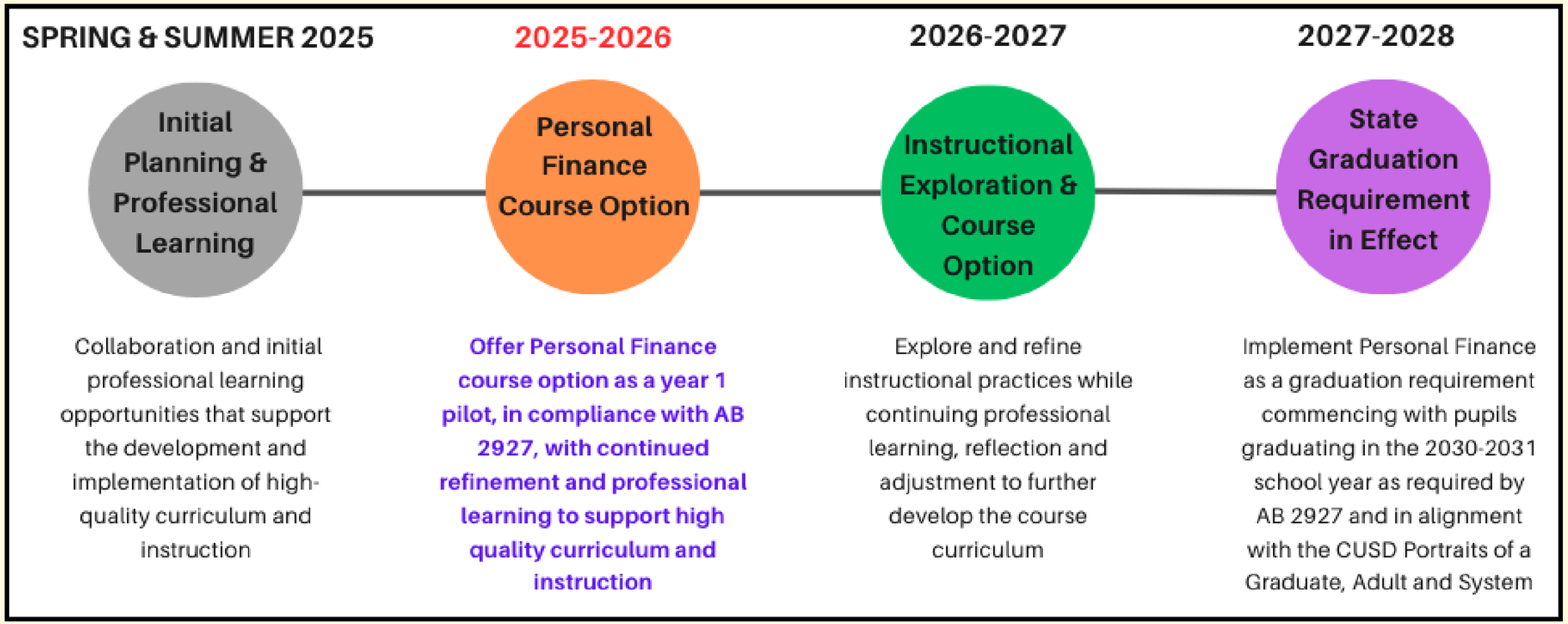
REVISED

Based on the Governor's latest budget that does **not** include funding to make AB 101 operative, CUSD will offer Ethnic Studies as an optional year 2 pilot course during the 2025-2026 school year using the **REVISED** implementation timeline below:



AB 2927
NEW Graduation Requirement
Personal Finance

- Completion of a separate, stand-alone one-semester course in personal finance
- Prohibited from being combined with any other course
- Commencing with 2030-2031 graduating class (current 6th graders)
- Unfunded mandate



Personal Finance

- 9-Week Course (one semester)
- “G” Approved Elective Credit
- Course Description:
  - Personal Finance presents essential knowledge and skills to make informed decisions about real world financial issues.
    - Fundamentals of personal finance.
    - Money management: saving, borrowing, investing, and budgeting.
    - Planning for a strong financial future.
  - The course content is designed to help students make wise spending, saving and credit decisions and to make effective use of income to achieve financial success.

Why is CUSD offering F.I.E., Ethnic Studies and Personal Finance courses now?

Long Range Plan

Spring 2018 - Spring 2023

- Guiding document - bridging to the CUSD Portrait of a Graduate, Adult and System strategic visioning
- Relevant LRP Guiding Objectives:
  - Our graduates will have the necessary preparation to choose their post-graduation paths.
  - Our community will be aware of our mission and will be involved with the education and well-being of our students.

Summer 2023 - Ongoing

Portrait of a Graduate Strategic Visioning & Planning



Portraits of a Graduate, Adult & System

Portrait Connections

ETHNIC STUDIES



"Students understand and appreciate different perspectives and cooperatively work with diverse people"



"Students are able to connect to and communicate with people of different backgrounds"



"inclusive and empathetic"

"prepared to engage socially with people of diverse backgrounds"

"Students embrace and seek to understand others, their cultures, and their languages."



"Students can effectively communicate with people from diverse backgrounds"

"Cultural aawareness and sensitivities"



"We celebrate diversity and actively promote multicultural awareness"

"CUSD provides students opportunities to explore other cultures and for students and staff to develop and deepen their cultural awareness"

Portrait Connections

Personal Finance



Life Ready and Prepared to Thrive

“They are financially literate. Students understand personal finances, debt management, and investment. They understand income and its role in creating opportunity.”



A Culture of Educational Innovation

“CUSD is a system that equips students with the academic, career, and social skills to succeed in their future. We develop the life skills needed to thrive in adulthood, incuding financial literacy.”

Portrait Connections

Freshmen Islander Experience

A Student-Centered Culture of Belonging

"CUSD is a system that supports success for all students."

"CUSD provides strength-based pathways."

Champions Multiple Pathways to Success

"CUSD is a system that ensures students have multiple options for success after graduation. We promote, recognize, and value a variety of post-secodnary options"

Technologically Competent and Adaptive

"CUSD graduates are technologically competent."

"CUSD graduates are aware of and manage their digital profile."

"CUSD graduates are informed and responsible consumers of information."

A Culture that Prioritizes Well-Being

"CUSD is a system that provides support to develop students' mental health awareness."

"CUSD provides education that supports the development of studnets' emotional intelligence and regulation, including lessons and curriculum that develop self awareness, self-regulation, and stress management."

Freshmen Course Offerings

2025-2026 School Year

Freshmen Islander Experience (F.I.E.)
UC/CSU “G” Elective

\+ ONE of the following

Intro to Ethnic Studies
UC/CSU “G” Elective

Personal Finance
UC/CSU “G” Elective

<u>The optional course opportunities support</u>:

- further development of course units for all three courses
- continued feedback from students and teachers
- ongoing professional development to ensure fidelity
- strengthening the schedule structure and access opportunities for all students
- course offerings consistent with PoG, AB 101 and AB 2927

9th Grade Course Request Process

2025-2026

What does this look like for students and families?

<u>Freshmen Electives</u>: All 9th grade students will be enrolled in the Freshmen Islander Experience Course for one semester (9-weeks). Please indicate your preference for the additional semester (9-week) elective course by choosing ***<u>one</u>*** of the following options:

- *Intro to Ethnic Studies*
- *Personal Finance*
- *No Preference*



Thank you!

AGENDA - February 20, 2025

REPORTS (60 min.)
6.6 Calendar Committee Update

Department/Category: INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

Background Information:
The Calendar Committee was established via an MOU between the Association of Coronado Teachers (ACT) and CUSD with the purpose of studying our current calendar and making a recommendation for negotiations. The Committee was comprised of four ACT members, two students, four CUSD administrators, and four parents.

Reports:
Staff will present a summary of the Committee's work and the recommendation reached, in consensus, by members of the team.

Financial Impact:
None for this report.

Superintendent's Recommendation:

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____
MOU Joint Calendar Committee.pdf
2025_2026 Staff Calendar_DRAFT.pdf
2026_2027 Staff Calendar_DRAFT.pdf

Article 23 MOU - Tentative Agreement
October 31, 2024

Memorandum of Understanding
By and Between the
Coronado Unified School District
and
Association of Coronado Teachers

The Coronado Unified School District ("District") and the Association of Coronado Teachers ("Association") enter this Memorandum of Understanding ("MOU") to establish a Joint Calendar Committee for the 2024-2025 school year to make a recommendation for the 2025-2026 school year calendar and one school year following.

The District and the Association will form a Joint Calendar Committee composed of fourteen (14) members, one (1) ACT appointed unit member from each school site, four (4) District members, four (4) site principal chosen community members, and two (2) students. The committee will meet regularly to commence no later than November 30th, to discuss the placement and impact of the following for the 2025 – 2026 school year and one subsequent school year:

- Start and end dates of school
- Dates of the teacher professional learning day
- Dates of the teacher workdays
- Dates of winter break, spring break
- Dates of the flexible district holidays, e.g., February days

Members of the committee will determine what data is needed to make an informed recommendation. This may include surveys, data on weather conditions, etc. The Committee will share recommendations with both bargaining teams by January 31, 2025. The parties agree to promptly meet to negotiate the calendar, striving to reach tentative agreement by March 1st. It is the intent of the parties to publish final calendars by March 13, 2025.

This MOU sunsets on June 30, 2025.

Donna A. Tripi
Donna Tripi
CUSD Director of Human ~~Services~~ Resources

10/31/2024
Date

Ellen Cody
Ellen Cody
ACT Bargaining Chair

J Landry
Jennifer Landry
ACT President

10/31/24
Date

2025 – 2026 Staff Calendar - DRAFT - January 28, 2025

Month	M	T	W	T	F	Student Days		Cumulative Student Days		
Jul		1	2	3	4	0		0	4-Jul	Independence Day
Jul	7	8	9	10	11	0		0		
Jul	14	15	16	17	18	0		0		
Jul	21	22	23	24	25	0	0	0		
Jul/Aug	28	29	30	31	1	0		0		
Aug	4	5	6	7	8	0		0		
Aug	**11**	12	**13**	**14**	**15**	0		0	8/13 - 8/15	Teacher Workdays
Aug	18	19	20	21	22	5		5	8/18	First Day of School
Aug	25	26	27	28	29	5	10	10		
Sep	1	2	3	4	5	4		14	9/1	Labor Day Holiday
Sep	8	9	10	11	12	5		19		
Sep	15	16	17	18	19	5		24		
Sep	22	23	24	25	26	5	19	29		
Sep/Oct	29	30	1	2	3	5		34		
Oct	6	7	8	9	10	5		39		
Oct	13	14	15	16	17	4		43	10/13	Fall Holiday (or PD Day)
Oct	20	21	22	23	24	5		48		
Oct	27	28	29	30	31	5	24	53		
Nov	3	4	5	6	7	5		58	11/10	Fall Holiday (or PD Day)
Nov	**10**	11	12	13	14	3		61	11/11	Veterans Day Holiday
Nov	17	18	19	20	21	5		66		
Nov	24	25	26	27	28	0	13	66	11/25-29	Thanksgiving Recess
Dec	1	2	3	4	5	5		71		
Dec	8	9	10	11	12	5		76		
Dec	15	16	17	18	19	5		81		
Dec	22	23	24	25	26	0	15	81	12/22 - 1/2	Winter Recess
Dec/Jan	29	30	31	1	2	0		81	1/6	School resumes
Jan	5	6	7	8	9	5		86	1/15, 1/16	CHS Finals
Jan	12	13	14	15	16	5		91	1/16	Term 1 ends - 91 Instructional Days
Jan	19	20	21	22	23	3		94	1/19	Martin Luther King's Birthday Observance
Jan	26	27	28	29	30	5	18	99	1/20	Teacher Workday
Feb	2	3	4	5	6	5		104		
Feb	9	10	11	12	13	4		108	2/13	Lincoln's Birthday Observance
Feb	16	17	18	19	20	4		112	2/16	Washington's Birthday Observance
Feb	23	24	25	26	28	5	18	117		
Mar	2	3	4	5	6	5		122		
Mar	9	10	11	12	13	5		127		
Mar	16	17	18	19	20	5		132		
Mar	23	24	25	26	27	5	20	137		
Apr	30	31	1	2	3	0		137	3/30-4/3	Spring Recess
Apr	6	7	8	9	10	5		142		
Apr	13	14	15	16	17	5		147		
Apr	20	21	22	23	24	5	15	152		
Apr/May	27	28	29	30	1	5		157		
May	4	5	6	7	8	5		162		
May	11	12	13	14	15	5		167		
May	18	19	20	21	22	5		172		
May	25	26	27	28	29	4	24	176	5/25	Memorial Day
Jun	1	2	3	4	**5**	4		180	6/3, 6/4	CHS Finals
Jun	8	9	10	11	12	0		180	6/4	Term 2 Ends - 89 Instructional Days Students Last Day of School
Jun	15	16	17	18	**19**	0		180	6/5	Teacher Workday
Jun	22	23	24	25	26	0			6/19	Juneteenth

Schools closed on bordered days

First/Last Day of School

DRAFT

2026 – 2027 Staff Calendar - DRAFT - January 28, 2025

Month	M	T	W	T	F	Student Days		Cumulative Student Days		
Jul			1	2	**3**	0		0	7/3	Independence Day
Jul	6	7	8	9	10	0		0		
Jul	13	14	15	16	17	0		0		
Jul	20	21	22	23	24	0		0		
Jul	27	28	29	30	31	0	0	0		
Aug	**3**	4	**5**	**6**	**7**	0		0	8/5/ - 8/7	Teacher Workdays
Aug	**10**	11	12	13	14	5		5	**8/10**	**First Day of School**
Aug	17	18	19	20	21	5		10		
Aug	24	25	26	27	28	5	15	15		
Sep/Aug	31	1	2	3	4	5		20		
Sep	**7**	8	9	10	11	4		24	9/7	Labor Day Holiday
Sep	14	15	16	17	18	5		29		
Sep	21	22	23	24	25	5	19	34		
Oct	28	29	30	1	2	5		39		
Oct	5	6	7	8	9	5		44		
Oct	**12**	13	14	15	16	4		48	10/12	Fall Holiday (flexible date)
Oct	19	20	21	22	23	5		53		
Oct	26	27	28	29	30	5	24	58		
Nov	2	3	4	5	6	5		63		
Nov	9	10	**11**	12	13	4		67	11/11	Veterans Day
Nov	16	17	18	19	20	5		72		
Nov	**23**	**24**	**25**	**26**	**27**	0	14	72	11/23-27	Thanksgiving Recess
Dec	30	1	2	3	4	5		77	12/17,12/18	CHS Finals
Dec	7	8	9	10	11	5		82	**12/18**	**Term 1 Ends - 87 Instructional Days**
Dec	14	15	16	17	18	5		87		
Dec	**21**	**22**	**23**	**24**	**25**	0	15	87	12/21 - 1/4	Winter Recess
Dec/Jan	**28**	**29**	**30**	**31**	**1**	0		87	1/5	Teacher Workday
Jan	**4**	5	6	7	8	3		90	1/6	School Resumes
Jan	11	12	13	14	15	5		95		
Jan	**18**	19	20	21	22	4		99	1/18	Martin Luther King's Birthday Observance
Jan	25	26	27	28	29	5	17	104		
Feb	1	2	3	4	5	5		109		
Feb	**8**	9	10	11	12	4		113	2/8	Lincoln's Birthday Observance
Feb	**15**	16	17	18	19	4		117	2/15	Washington's Birthday Observance
Feb	22	23	24	25	26	5	18	122		
Mar	1	2	3	4	5	5		127		
Mar	8	9	10	11	12	5		132		
Mar	15	16	17	18	19	5		137		
Mar	22	23	24	25	**26**	4	19	141	3/26 - 4/2	Spring Recess
Apr	**29**	**30**	**31**	**1**	**2**	0		141		
Apr	**5**	6	7	8	9	4		145	4/5	Staff Professional Learning Day
Apr	12	13	14	15	16	5		150		
Apr	19	20	21	22	23	5		155		
Apr	26	27	28	29	30	5	19	160		
May	3	4	5	6	7	5		165		
May	10	11	12	13	14	5		170	5/27, 5/28	CHS Finals
May	17	18	19	20	**21**	5		175	**5/28**	**Last Day of School/Term 2 Ends - 93 Instructional Days**
May	24	25	26	27	**28**	5	20	180	5/31	Memorial Day
Jun	**31**	**1**	2	3	4	0		180	**6/1**	**Teacher Workday**
Jun	7	8	9	10	11	0		180		
Jun	14	15	16	17	**18**	0	0	180	6/18	Juneteenth
Jun	21	22	23	24	25	0				

Schools closed on bordered days

First/Last Day of School

DRAFT

AGENDA - February 20, 2025

REPORTS (60 min.)

6.7 Deputy Superintendent Updates (5 min. + Board Discussion)

Department/Category: BUSINESS & FISCAL MANAGEMENT

Background Information:

CUSD Departments have continued to provide supports and services to students and staff at all sites.

Reports:

Business Services

- Attendance Dashboard

Financial Impact:

There is no financial impact at this time.

Superintendent's Recommendation:

No action needed on this report.

LCAP Goals:

1. Safe and Clean Facilities for Students and Staff
5. Student Engagement & Dropout Prevention

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

2024-25 Month 6 Attendance.pdf

Attention to Attendance

Month 6 Attendance Dashboard
Through January 31, 2025

Coronado High School

Attendance Dashboard

CURRENT YEAR					
2023-2024	9	10	11	12	Total
Enrollment	244	227	253	247	971
Attendance Rate	96.7%	96.0%	95.6%	94.8%	95.8%
Number of Student Absences	769	892	1,081	1,262	4,004
Lost Instructional Time (HOURS)	4,845	5,620	6,810	7,951	25,225
Lost Revenue	$ 50,754	$ 58,872	$ 71,346	$ 83,292	$ 264,264

HISTORICAL INFORMATION							
School Year	ENROLLMENT					# of Student Absences	Attendance Rate %
	9	10	11	12	Total		
2023-2024	226	254	251	246	977	5,759	95.60%
2022-2023	258	252	251	262	1,023	7,383	94.60%
2019-2020	289	281	271	275	1,116	5,658	95.90%
2018-2019	290	273	281	280	1,124	7,681	95.70%
2017-2018	267	287	280	304	1,138	6,270	96.00%
2016-2017	292	313	317	289	1,211	7,124	95.7%
2015-2016	304	322	307	298	1,231	6,501	96.3%
2014-2015	315	291	285	302	1,193	5,300	96.7%
2013-2014	287	295	296	280	1,158	4,741	97.1%

Coronado Middle School

Attendance Dashboard

CURRENT YEAR				
2023-2024	6	7	8	Total
Enrollment	219	205	232	656
Attendance Rate	95.8%	95.2%	94.1%	95.0%
Number of Student Absences	895	964	1,314	3,173
Lost Instructional Time (HOURS)	5,281	5,688	7,753	18,721
Lost Revenue	$ 59,070	$ 63,624	$ 86,724	$209,418

HISTORICAL INFORMATION						
School Year	ENROLLMENT				# of Student Absences	Attendance Rate %
	6	7	8	Total		
2023-2024	178	235	213	626	3,916	95.3%
2022-2023	233	205	204	642	3,885	95.5%
2019-2020	254	257	241	752	3,096	96.7%
2018-2019	242	242	246	730	3,744	96.7%
2017-2018	220	240	251	711	3,059	96.8%
2016-2017	227	246	236	709	2,917	97.0%
2015-2016	228	239	262	729	3,101	97.0%
2014-2015	232	259	259	750	3,306	96.8%
2013-2014	223	250	262	735	3,199	96.9%

Silver Strand Elementary School

Attendance Dashboard

CURRENT YEAR								
2023 - 2024	TK	K	1	2	3	4	5	Total
Enrollment	29	63	51	51	46	48	47	335
Attendance Rate	95.7%	95.1%	96.1%	95.8%	95.6%	95.5%	96.4%	95.7%
Number of Student Absences	108	296	187	203	189	211	162	1,356
Lost Instructional Time (HOURS)	621	1,702	1,075	1,167	1,087	1,213	932	7,797
Lost Revenue	$ 7,128	$ 19,536	$ 12,342	$ 13,398	$ 12,474	$ 13,926	$ 10,692	$ 89,496

HISTORICAL INFORMATION									
School Year	ENROLLMENT							# of Student Absences	Attendance Rate %
	TK-K	1	2	3	4	5	Total		
2023-2024	70	46	45	50	50	56	317	2,037	95.2%
2022-2023	63	43	47	48	60	44	305	2,530	94.0%
2019-2020	71	57	60	52	48	63	351	1,750	96.0%
2018-2019	76	53	54	46	56	52	337	1,837	96.4%
2017-2018	57	37	38	45	39	56	272	1,225	96.8%
2016-2017	62	44	53	47	69	60	335	1,642	96.4%
2015-2016	55	49	48	54	59	55	320	1,487	96.7%
2014-2015	51	48	51	53	57	61	321	1,420	96.8%
2013-2014	47	47	45	50	60	60	309	1,247	97.2%

Village Elementary School

Attendance Dashboard

CURRENT YEAR								
2023-2024	TK	K	1	2	3	4	5	Total
Enrollment	48	121	101	117	123	126	139	775
Attendance Rate	95.8%	94.9%	94.8%	94.8%	94.6%	95.4%	95.3%	95.0%
Number of Student Absences	192	588	491	582	652	543	641	3,689
Lost Instructional Time (HOURS)	1,104	3,381	2,823	3,347	3,749	3,122	3,686	21,212
Lost Revenue	$ 12,672	$ 38,808	$ 32,406	$ 38,412	$ 43,032	$ 35,838	$ 42,306	$ 243,474

HISTORICAL INFORMATION									
School Year	ENROLLMENT							# of Student Absences	Attendance Rate %
	TK-K	1	2	3	4	5	Total		
2023-2024	141	110	124	127	127	154	783	5,296	94.9%
2022-2023	130	124	126	125	156	119	780	5,746	94.5%
2019-2020	150	123	115	136	151	126	801	3,475	96.5%
2018-2019	152	118	130	144	116	170	830	4,437	96.6%
2017-2018	122	124	134	109	149	163	801	3,700	96.5%
2016-2017	132	135	113	138	147	138	803	4,031	96.4%
2015-2016	173	98	144	146	131	155	847	4,718	96.1%
2014-2015	119	144	134	134	147	163	841	4,372	96.2%
2013-2014	149	124	127	147	170	154	871	4,014	96.7%



Saturday School



You are cordially invited to attend a Saturday School near you!

Who?

Anyone who has missed a day of school - requested. However, all students are welcome!

Why?

- *To recover lost instructional time*
- *To receive extra support and study time before Advanced Placement (AP) & other Exams*
- *To enjoy fun education and enrichment activities*
- *To help the district recover lost revenues from the State*

Where & When?

Ask your front office and attendance staff at your school!



We look forward to spending Saturday with you!

AGENDA - February 20, 2025

REPORTS (60 min.)
6.8 Superintendent Updates (5 min. + Board Discussion)

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:

In Spring 2018, the CUSD Governing Board directed staff to create a strategic plan to determine local priorities, beyond the scope of the LCAP, to purposefully guide the trajectory of the district for the next five years. Initiatives of focus for this study included academic achievement, resource allocation/budget, support, and communication. Through this process, the Board defined guiding principles, goals, and strategies to guide CUSD efforts.

The Superintendent will provide ongoing updates and progress to the Governing Board regarding objectives identified in the Long Range Plan.

Reports:
Attached.

Financial Impact:
None for this report

Superintendent's Recommendation:
No Action required for this report.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____
LRP Update 2025.02.20.pdf

Superintendent's Report: Long Range Plan Update

Background

In Spring 2018, the CUSD Governing Board directed staff to create a strategic plan to determine local priorities, beyond the scope of the LCAP, to purposefully guide the trajectory of the district for the next five years. Initiatives of focus for this study included academic achievement, resource allocation/budget, support, and communication. Through this process, the Board defined guiding principles, goals, and strategies to guide CUSD efforts. The Superintendent will provide ongoing updates and progress to the Governing Board regarding objectives identified in the Long Range Plan.

The Superintendent will provide ongoing updates and progress to the Governing Board regarding objectives identified in the Long Range Plan.

3.0 Support:
Maintain safe and supportive schools, with appropriate resources, practices, and procedures, where students and staff thrive.

Safety

The Governing Board directed staff to secure a bid for an outside safety consultant to review and evaluate existing School Site Safety plans and strategies.

The project's purpose was to review existing emergency operation plans and conduct a comprehensive safety assessment across all sites within CUSD. The key objective was to assess existing infrastructure security measures and to make recommendations to the Governing Board. Included in these assessments were review of School Site Safety Plans, security practices, and policies related to school safety and/or safe school culture and climate. The existing baseline of staff emergency response training will also be established and training recommendations were made. The outcome was geared toward maximizing school safety within our district sites and facilities in order to ensure a safe and effective learning and working environment.

GIS Mapping:

In October 2024, CUSD established a District Safety Committee to follow and monitor our Emergency Operations Plan (EOP) to ensure compliance with all State and Federal statutes and codes.The Safety Committee had an opportunity to review the proposed expenditures of our recently awarded CoPS SVPP grant. The list of expenditures reflects priorities identified by School Safety Operations.CUSD staff will begin securing bids in accordance with this document immediately.

One item from the list was the completion of Geographic Information System (GIS) Mapping of district facilities. GIS mapping helps public safety agencies and organizations improve safety by providing real-time data to help prevent, respond to, and recover from threats. CUSD is entering into a partnership with Guardian Vision Solutions (GVS) to begin mapping of our facilities. GVS

is designed to help eliminate unknowns and enhance vital details for emergency personnel during a crisis. GVS creates critical incident maps using aerial images, grid coordinates, site-specific labels, and the maps will be accessible online to targeted staff and emergency responders. GVS will map our campus layouts, ingress and egress routes to safety, and identify potential reunification safe-zones across CUSD. In addition, GVS mapping will capture the location of lifesaving medical devices such as AED's, first aid kits, fire extinguishers, and fire alarms for efficient and purposeful detection for first responders.

GIS mapping across all district sites will be completed by the end of March 2025. Once mapping is completed, we will coordinate access and training with the Coronado Police Department and other first responders.

E-Bike Safety:

Coronado Unified School District, in partnership with the Coronado Police Department, San Diego Bike Coalition, and SANDAG are excited to once again offer Bike Rodeos later this Spring. The purpose of these events is to promote healthy physical activity and safe transportation in our community. The events will be available to elementary, middle and high school age students and will be held on campus and surrounding streets as needed. The events will focus on the importance of being seen and always in control while riding a bike and this year will add a special focus on covering the road rules and new regulations for E-bikes including where to ride safely and legally. Watch for a Bike Rodeo at your school this Spring.

2025 Safety Trainings

Professional development, training, and drills were outlined as priorities within our Emergency Operations Plan. Staff across CUSD have or will participate in two trainings over the next thirty days. Both experiences are aligned with our EOP and facilitated by School Safety Operations and/or the Coronado Fire Department.

Safety Training with School Safety Operations (1 hour)
Emergency Response Actions specific to each school regarding lockdown, lock out, and evacuations. Review of staff actions during reunifications and emergency communications within the school included in the training.

- CHS: 2/19 at 2:50 PM
- SSES: 2/26 at 1:45 PM
- CMS: 3/5 at 2:00 PM
- VES: 3/19 at 1:45 PM

Stop-The-Bleed Training with Coronado Fire Department (30 min)
With quick actions, you will be trained to recognize life-threatening bleeding and intervene effectively to stop the bleed.

- SSES: 2/5/ at 1:45 PM
- CHS: 2/5 at 2:50 PM
- VES: 2/26 at 1:45 PM
- CMS: 2/26 at 2:45 PM

Safety Discussions/Reports

January 16, 2025, Regular Board Meeting: LRP Update
December 13, 2024, Regular Board Meeting: LRP Update
October 17, 2024, Regular Board Meeting: LRP Update
September 12, 2024, Regular Board Meeting: LRP Update
August 29, 2024, Regular Board Meeting: LRP Update
June 6, 2024, Regular Board Meeting: LRP Update
May 16, 2024 Regular Board Meeting: LRP Update
April 18, 2024, Regular Board Meeting: LRP Report
March 14, 2024, Regular Board Meeting: LRP Report
February 15, 2024, Regular Board Meeting: LRP Report
January 18, 2024, Regular Board Meeting: LRP Report
November 16, 2023, Regular Board Meeting: LRP Report
August 24, 2023, Regular Board Meeting: LRP Report
June 8, 2023, Regular Board Meeting: LRP Report
May 31, 2023, Special Board Meeting: Safety Audit Presentation (video)
May 18, 2023, Regular Board Meeting: LRP Report
April 20, 2023, Regular Board Meeting: LRP Report
March 9, 2023, Regular Board Meeting: LRP Report
February 16, 2023, Regular Board Meeting: LRP Report
January 19, 2023, Regular Board Meeting: LRP Report
December 15, 2022, Regular Board Meeting: LRP Report
November 17, 2022, Regular Board Meeting: LRP Report
October 20, 2022, Regular Board Meeting: LRP Report
September 15, 2022, Regular Board Meeting: LRP Report

AGENDA - February 20, 2025

FIRST READING

7.1 Adoption of Ethnic Literature Instructional Materials

Department/Category: INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

Background Information:

Beginning in the 2024-2025 school year, 11th grade students will have the option of taking one of the following courses to fulfill the 11th grade English graduation requirement: 11th Grade English, Ethnic Literature, or AP Language and Composition. Instructional materials are currently being piloted in the 11th Grade Ethnic Literature course. The attached document will outline what materials are being put forth to the Governing Board for adoption for the 2025-2026 school year.

Reports:

See attached report

Superintendent's Recommendation:

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

Ethnic Literature - First Read for Adoption Feb 2025.pdf



Ethnic Literature

Instructor: Tam Hoang

Course Overview

Literature is the story of humanity finding meaning and purpose in existence. The art form of literature requires a complex coordination of literacy, cultural and thematic engagement, and empathy. Ethnic Literature is a course that will explore the universal experience of finding meaning and purpose for people who find themselves outside of the mainstream in their societies. The texts will capture the joy, beauty, and struggle of self-discovery for all of its characters.

The course aligns with Common Core State Standards for English Language Arts through the analysis of fiction and nonfiction texts. Students will engage in Socratic discussions, conduct college level research, synthesize different mediums from poetry to film, examine rhetorical devices, write first person narratives, and craft analytical essays in order to understand the historical and personal forces that have shaped ethnic identities in America and abroad. Students will deepen their understanding of self and others through exploring their own histories, identities, and those of marginalized groups from the last four centuries to present day. The ultimate goal of the course is to create knowledgeable, thoughtful, and creative thinkers who can see the universal threads that bind every human being regardless of background.

From the CA State Board of Education

“The Ethnic Studies Model Curriculum will focus on the traditional ethnic studies first established in California higher education, which has been characterized by four foundational disciplines: African American, Chicana/o/x and Latina/o/x, Native American, and Asian American and Pacific Islander studies. The focus on the experiences of these four disciplines provides an opportunity for students to learn of the histories, cultures, struggles, and contributions to American society of these historically marginalized peoples, which have often been untold in US history courses.....

When schools help students acquire a social consciousness, a conscious awareness of being part of an interrelated community of others, they are better equipped to contribute to the public good and help strengthen democratic institutions.

The role of our public schools to promote understanding and appreciation of its diverse population must be an essential part of the curriculum offered to every student.

Ethnic studies instruction should be a fundamental component of California public education in the twenty-first century. The Ethnic Studies Model Curriculum helps build the capacity for every young Californian to develop a social consciousness and knowledge that will contribute to the public good and, as a result, strengthen democracy."

Central Motifs

- **Authenticity**– Characters contend with internal and external forces that challenge their own sense of legitimacy and belonging.

- **Assimilation**– Characters experience the push and pull of integration. They face the difficulties of deciding which parts of their cultural identity to keep in order to fit in with the dominant society.

- **Affirmation**– Characters seek out people and experiences that humanize them and help them feel seen, with varying success.

- **Agency**– Characters seek to be in control of their own destiny, against internal and external challenges not of their choosing.

Our Learning Community

We are seeking to create a community of learners who are curious about the human experience outside their own frames of reference. We will read closely and with volume. You will be expected to read outside of class and present your learning the next day. We will have an equal mix of discussion-based classes as well as written assessments connecting our texts back to our central motifs. The discussion element is crucial to our success, so be sure to keep up with the readings and be prepared to bring your insights and contributions every day of class.

Key Texts

1. *American Born Chinese,* by Gene Yuen Lang
2. *There There*, by Tommy Orange
3. *The Blue Book of Nebo*, by Manon Steffan Ros
4. *The Brief Wondrous Life of Oscar Wao*, by Junot Diaz

5. *Tomorrow, and Tomorrow, and Tomorrow*, by Gabrielle Zevin
6. *James*, by Percival Everett

For more details, please view the additional Document Tabs for each text

American Born Chinese by Eugene Yuen Lang

Unit Summary

Establishing Central Motifs in Ethnic Literature

This unit will primarily examine the main motifs central to all the texts in this course: Authenticity, Affirmation, Assimilation, and Agency. Students will conduct research on immigration policies and historical contexts for Chinese-Americans that led to the widespread belief in certain racial stereotypes. Additionally, students will conduct a more rigorous look at how Chinese culture is not a monolith, but one based on various factors such as region, dialect, ethnicity, and religion. Assignments that extend students' understandings of our key motifs will involve reading primary and secondary sources on Asian-American and Pacific-Islander identity in America. Some authors will include Amy Chua, Jay Caspian Kang, and Viet Thanh Nguyen.

Key Concepts

Literary Elements
Engage with a theme from William Faulkner: "The heart in conflict with itself is the only thing worth writing about"
Explore and learn about archetypes, tropes, and minstrelsy
Explore challenges with self-concept in assimilating to new communities–relevant to all students, especially military families

Nonfiction Elements
Research and present on: Chinese Exclusion Act, Hart-Celler Act
Persuasion Presentation: Is Hollywood representation of Asian-Americans helpful or hurtful?

Rhetorical Analysis: Amy Chua and *Battle Hymn of the Tiger Mom*

The Blue Book of Nebo, by Manon Steffan Ros
There There, by Tommy Orange

Unit Summary

This unit will allow students to explore the relationship between native cultures and languages and the dominant ones that sought to displace and replace them. We will research Welsh history and culture's relationship to England, English people, and the English language. We will read about the Indigenous tribes represented in There There, as well as the history of the local Kumeyaay indigenous peoples. Thematically, we will seek to draw similarities between the ways both American and English policies sought to displace and replace indigenous cultures. Most importantly, though, both novels will show how people engage with the course's key motifs as they face cultural and personal challenges in their lives.

Key Concepts

Literary Elements
Fractured narratives, and their literary impact on the reader
Epistolary/confessional modes in literature, and their impact on the range of human expression throughout history
Explore and understand how authors craft a literary world through relationships

Nonfiction Elements
Research Presentations: History of the different tribes described in *There There*

Nonfiction Elements
Cross-curricular collaboration with History Department: Native American reservations and the policies that led to their creation + the current state of reservations
Research Presentations: Welsh culture, language, and oppression under English rule

The Brief Wondrous Life of Oscar Wao, by Junot Diaz
Tomorrow, and Tomorrow, and Tomorrow, by Gabrielle Zevin

Unit Summary

This unit will examine the ways nerd culture (defined as videogames, comic books, and fantasy board games) has been pivotal in helping people who are ethnic minorities establish and experiment with their identities. We will research the history of videogames and the identity-based conversations and controversies around this industry. Topics such as Gamergate, representation of women, and backlash against racially diverse casting in sci-fi and fantasy productions will be researched and discussed in larger themes related to American politics. Students will also research American policy in the respective countries represented in each novel to get a broader understanding of the historical conditions that led to the immigration patterns from those countries.

Key Concepts

Literary Elements
Jacques Lacan's theories on self-concept and psychoanalysis
Literary allusions and their use
Research Presentation: How authors' life experiences impact their specific writing voices

Nonfiction Elements

Research topics for *Tomorrow*:
Macbeth, which was alluded to in the title
Video game classics such as O*regon Trail, Metal Gear Solid*
Identity politics in gamer and comic book culture (GamerGate; responses to diversity casting in comic book franchises)
Los Angeles history, specifically Koreatown and LA Jewish community

Research topics for *Oscar Wao*:
Lord of the Rings, Dune, Watchmen, Marvel and DC, Dungeons and Dragons
Comic Books in America and the ways they impact and reflect culture
Immigration patterns from Dominican Republic as a result of the nation's political turmoil

James, by Percival Everett

Unit Summary

We will explore and research the ways humor has been a vehicle for coping with oppression. Students will research and present on the prohibitions on literacy of Black Americans in the antebellum period and make thematic connections to the novel. Students will read excerpts of the original *The Adventures of Huckleberry Finn* to track Twain's plot as we read James. Students will also research the Enlightenment thinkers and themes mentioned in James and present the tensions they represent in the novel.

Key Concepts

Literary Elements
Satire as a vehicle for important messages
Exploration of satirical literary works and their societal and political impact
Research: Mark Twain's oeuvre and its impact on American society, specifically *The Adventures of Huckleberry Finn*

Nonfiction Elements
Research: Voltaire, and other Enlightenment thinkers represented in the text
Author profile of Percival Everett and his works leading up to *James* as an exploration of what it means to be a "minority author" in the last fifty years
Research how standup comedy has allowed people from different backgrounds to use humor to tell their struggles in a humanizing light



Financial Impact

Book Title	Copies needed
American Born Chinese	40
The Blue Book of Nebo	0 (Title is already in inventory)
There There	40
The Brief Wondrous Life of Oscar Wao	40
Tomorrow, and Tomorrow, and Tomorrow	40
James	40

Total Cost	Budget
$3,484.08	Ethnic Studies Block Grant

AGENDA - February 20, 2025

FIRST READING

7.2 First Read: Board Policy 3050

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:

Superintendent's Recommendation:

First Read Only, No Action Required.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

BP 3050-First Read

BP 3050
Business and Non Instructional Operations

Guiding Principles for Financial **Decision-Making** ~~Guidelines~~

The Governing Board recognizes its responsibility as trustee of public funds. This policy establishes guidelines and parameters for financial decision-making that prioritize student learning, ensure the Coronado schools continue to deliver a superior education competitive with top public and private schools across the ~~country~~ **county**, and do so in a manner which is financially responsible and consistent with our revenues.

The Board recognizes that the most prudent and viable financial philosophy for this District is one that requires supplementing the General Fund with all available local, State and Federal funds. ~~To that end, the Board will enhance General Fund revenue by authorizing the allocation of the net 2% Pass Through (PT) funds, after the Certificates of Participation (COPs) payment, to offset General Fund liabilities, with Board guidance.~~

The Board instructs the Superintendent to annually present a balanced budget to the Governing Board **(Board Policy 3100)**.

Based on the above statements **the District wil**l:

- ~~The Board instructs the Superintendent to annually present a balanced budget to the Governing Board (Board Policy 3100).~~

- ~~The District will~~ operate at a positive certification by keeping at least 5% of the operating budget in a Reserve for Economic Uncertainty (Fund 17) ~~and increase that reserve by .5% of the General Fund expenditure budget each year thereafter until two months of General Fund expenditures is reached~~. **Within the first year of the district reaching Community Funded Basic Aid, the District will increase the reserve in Fund 17 to an amount not less than two months of General Fund expenditures or 17%, whichever is greater.**

- ~~The District will~~ strive to attain and maintain a total compensation package for *all CUSD staff* **(salary, benefits, health/welfare, fringe, etc.)** that is at or above the average for unified school districts in ~~the region~~ **San Diego County.**

- ~~The District will~~ endeavor to limit class sizes~~, increase instructional days~~ prioritize student programs in alignment with Portrait of a Graduate, and provide professional development opportunities to maximize student achievement.

- **Ensure all facilities are clean, safe, and appropriate for learning.**

- ~~The Board will~~ commit ~~annually~~ to seek efficiencies **and revenues** in all areas of the budget including but not limited to staffing, programs, facilities and ~~resources~~ **assets**.

The Board recognizes BP 3050 as a comprehensive, integrated list of financial guidelines. Statements made in this policy deliberately prioritize student achievement, academic excellence, fiscal responsibility and workplace quality.

AGENDA - February 20, 2025

FIRST READING

7.3 Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:

Periodically the Board is presented with recommended revisions to Board Policies (BP), Board Bylaws (BB), Administrative Regulations (AR), and/or Exhibits (E). The recommendations are based on changes in law, the Education Code, Government Code, and/or rewording for better understanding.

Reports:

Recent changes in the law require adoptions, and revisions of policies and regulations.

Financial Impact:

None

Superintendent's Recommendation:

First Read Only, No Action Required.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____

BP/AR First Read - Feb 2025.pdf

CSBA POLICY GUIDE SHEET
February 2025: First Read

Board Policy 0460 – Local Control and Accountability Plan

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

- Impact on existing practices in CUSD: Minimal impact to existing practices
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Administrative Regulation 0460 – Local Control and Accountability Plan

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

- Impact on existing practices in CUSD: Minimal impact to existing practices
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Board Policy 1250 – Visitors/Outsiders

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

- Impact on existing practices in CUSD: No impact on CUSD. We require all visitors and outsiders to register upon entering our campuses.
- Cost to CUSD: No cost to the District.
- Staff Recommendation: It is recommended that this policy be approved.

Administrative Regulation 1250 – Visitors/Outsiders

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

visitor is willfully disrupting the orderly operation of a school.

- Impact on existing practices in CUSD: No impact on CUSD. Our site administrators work with District administrators to issue stay away letters if someone is disrupting the learning environment.
- Cost to CUSD: No cost to the District.
- Staff Recommendation: It is recommended that this policy be approved.

Board Policy 3100 - Budget

Policy updated to clarify that regardless of the option chosen for budget advisory committees, representation of Governing Board members on the committee may not comprise a majority of the Board, since having a quorum participate in any committee would in essence create a Board meeting when the committee meets. Additionally, policy updated to reference **NEW LAW (AB 176, 2024)** which provides that (1) attendance generated through an attendance recovery program will be excluded from the average daily attendance of the district, and (2) when a school is between base year eligibility determinations, any current or newly enrolled students who are eligible for free or reduced-priced meals may be included for purposes of the local control funding formula (LCFF). In addition, policy updated to reflect **NEW LAW (SB 114, 2023)** which requires districts that receive LCFF equity multiplier funding to include specific goals in the local control and accountability plan, and reference **NEW LAW (SB 153, 2024)** which provides that if a school which is otherwise eligible to receive LCFF equity multiplier funds is closed in the year in which the funds are to be allocated, that school is instead deemed to be ineligible, and any unspent funds provided are required to be returned to the California Department of Education. Policy also updated to clarify that the Board may approve a plan for meeting the district's long-term obligations to fund contributions to other defined pension plans such as the California State Teachers Retirement System in addition to the California Public Employees' Retirement System.

- Impact on existing practices in CUSD: Minimal impact to existing practices.
- Cost to CUSD: Minimal impact to CUSD.
- Staff Recommendation: It is recommended that this policy be approved.

Administrative Regulation 3100 - Budget

Regulation updated to reflect **NEW LAW (AB 721, 2023)** which, beginning January 1, 2027, repeals the requirement to publish notification of the hearing date and location for inspection for the district's proposed budget in a newspaper of general circulation, and instead requires the information to be posted prominently on the district's website homepage at least three days before the availability of the proposed budget for public inspection.

- Impact on existing practices in CUSD: Minimal impact to existing practices.
- Cost to CUSD: This results in marginal cost savings.
- Staff Recommendation: It is recommended that this policy be approved.

Board Policy 3280 – Sale of Lease of District-Owned Real Property

Policy updated to delete provision that until July 1, 2024, the Governing Board may elect not to appoint a district advisory committee for the sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction, as this exception has expired. Additionally, policy updated to add that before taking any action to dispose of surplus real property, the Board is required to declare, at a regular meeting supported by written findings that, under the Surplus Land Act, the land is either surplus land or exempt surplus land. In addition, policy updated to reflect **NEW LAW (AB 480, 2023)** which provides that the Board may decide not to make such a declaration if the district provides notice and opportunity for public comment, as specified. In addition, policy updated to reflect **NEW GUIDELINES** which require the Board to provide the Department of Housing and Community Development (HCD) a copy of the Board's declarations and findings supporting the Board's determination that the property is exempt surplus land at least 30 days prior to disposing of the exempt surplus land, and **NEW LAW (SB 229, 2023)** which provides that if the district has received notification from HCD, the Board may not pursue a final action to ratify or approve the proposed disposal of surplus land unless the Board holds an open and public meeting

to review and consider the substance of the notice. Policy also updated to delete the provision which authorized the proceeds from the sale or lease of property purchased entirely with local funds to be used for any general fund purpose, as that authorization has expired.

- Impact on existing practices in CUSD: Minimal impact to existing practices.
- Cost to CUSD: No cost to CUSD. Additional staff time may be required.
- Staff Recommendation: It is recommended that CUSD adopts this policy.

Administrative Regulation 3280 – Sale of Lease of District-Owned Real Property

Regulation updated to reflect **NEW LAW (AB 480, 2023)** which adds new definitions related to surplus property.

- Impact on existing practices in CUSD: Minimal impact to existing practices.
- Cost to CUSD: No cost to CUSD. Additional staff time may be required.
- Staff Recommendation: It is recommended that CUSD adopts this policy.

Board Policy 3320 – Claims and Actions Against the District

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

- Impact on existing practices in CUSD: Minimal impact to existing practices.
- Cost to CUSD: AB218, which extended the statute of limitations is resulting in significant and increased costs to districts across the state. This has materialized in the present through increased assessments from the Schools Excess Liability Fund (SELF).
- Staff Recommendation: This is a new law which requires adoption of these language changes to CUSD's Board policy. As such, it is recommended that CUSD adopts this policy.

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

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

- Impact on existing practices in CUSD: See above.
- Cost to CUSD: See above.
- Staff Recommendation: It is recommended that this adminsitrative regulation be deleted.

Board Policy 3515.5 – Sex Offender Notification

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

- Impact on existing practices in CUSD: There is minimal impact to existing practices.
- Cost to CUSD: There is no cost to CUSD.
- Staff Recommendation: It is recommended that this policy be adopted.

Board Policy 3540 - Transportation

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

- Impact on existing practices in CUSD: There is minimal impact to existing practices.
- Cost to CUSD: There is no cost to CUSD.
- Staff Recommendation: It is recommended that this policy be adopted.

Board Policy 5113.1 – Chronic Absence and Truancy

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

- Impact on existing practices in CUSD: There is minimal impact to existing practices.
- Cost to CUSD: There is no cost to CUSD.
- Staff Recommendation: It is recommended that this policy be adopted.

Administrative Regulation 5113.1 – Chronic Absence and Truancy

Regulation updated to reflect **NEW LAW (SB 691, 2024)** which revises truancy parent/guardian notification requirements. Additionally, regulation updated to delete repealed language related to the delay of driving privileges, and reflect **NEW LAW (SB 153, 2024)** and **NEW LAW (AB 176, 2024)** which, beginning July 1, 2025, authorize districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

- Impact on existing practices in CUSD: There is minimal impact to existing practices.
- Cost to CUSD: There is no cost to CUSD.
- Staff Recommendation: It is recommended that this policy be adopted.

Board Policy 5148.2 – Before/After School Programs

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

- Impact on existing practices in CUSD: No impact to current practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language, option #2

Administrative Regulation 5148.2 – Before/After School Programs

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

- Impact on existing practices in CUSD: No impact to current practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language, option #2

Board Policy 5148.3 – Preschool/Early Childhood Education

Policy updated to reflect **NEW LAW (SB 163, 2024)** which authorizes, until July 1, 2027, a district operating a California State Preschool Program (CSPP) to enroll interested two-year-old children. Additionally, policy updated to clarify that evidence of California residency may be established by providing evidence of a California street or post office address. In addition, policy updated to add that a district is prohibited from expelling or unenrolling 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, and to require, when necessary due to a reduction in state reimbursements, families be disenrolled as specified in the accompanying administrative regulation. In addition, policy updated to reorganize for clarity and to keep related content together.

- Impact on existing practices in CUSD: No impact to current practices in CUSD
- Cost to CUSD: No additional costs to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Administrative Regulation 5148.3 – Preschool/Early Childhood Education

Regulation updated to reflect **NEW LAW (SB 163, 2024)** which (1) adds the definition of "two-year-old children," (2) revises eligibility criteria and enrollment priorities for part- and full-day preschool services to permit, but not require, districts to offer, until July 1, 2027, California State Preschool Program (CSPP) to eligible two-year-old children, and (3) indefinitely extends the requirement for five percent of CSPP enrollment be reserved for children with exceptional needs. Additionally, regulation updated to reflect **NEW LAW (SB 176, 2024)** which further expands eligibility and enrollment priorities for two-year-old children, and **NEW LAW (SB 153, 2024)** which requires districts to complete an observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS environment tool when CSPP and transitional kindergarten students are commingled. In addition, regulation updated to reflect the California Department of Education's federal program monitoring instrument which requires the district's policies and procedures related to CSPPs to include procedures for excused absences including best interest days and abandonment of care. Regulation also updated to delete out of date information, reorganize for clarity, and keep related content together.

- Impact on existing practices in CUSD: No impact to current practices in CUSD
- Cost to CUSD: No additional costs to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Board Policy 6146.1 – High School Graduation Requirements

Policy updated to reflect the completion of IM1, IM2, and IM3. The mathematics requirement still remains 30 credits for graduation but include the course sequence to align with UC A-G requirements.

- Impact on existing practices in CUSD: Minimal impact to current practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language to the mathematics graduation requirement.

Board Policy 6158 – Independent Study

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

- Impact on existing practices in CUSD: No impact on existing practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Administrative Regulation 6158 – Independent Study

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

- Impact on existing practices in CUSD: No impact on existing practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Board Policy 6170.1 – Transitional Kindergarten

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

- Impact on existing practices in CUSD: No impact on existing practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Board Policy 6174 – Education for English Learners

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

- Impact on existing practices in CUSD: No impact on existing practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Administrative Regulation 6174 – Education for English Learners

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

- Impact on existing practices in CUSD: No impact on existing practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Board Bylaw 9240 – Board Training

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

- Impact on existing practices in CUSD: No impact on existing practices in CUSD
- Cost to CUSD: Variable cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Board Bylaw 9270 – Conflict of Interest

Bylaw updated to add that Governing Boards are mandated to adopt a conflict of interest code and to adopt policies regarding incompatible offices and activities. Additionally, bylaw updated to denote "District Official" as the general term for a position to which the district's conflict of interest code applies and to reflect **NEW LAW (SB 1181, 2024) and NEW LAW (SB 1243, 2024)** which increased the threshold to $500 for certain disclosure requirements and restrictions on accepting, soliciting, or directing campaign contributions. In addition, bylaw updated to permit any District Official, who, in good faith, believes that they may be subject to the requirements of the bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of the bylaw, to seek advice from the district's legal counsel with the permission of the Superintendent, Board president, or majority of the Board. Bylaw also updated to include ethics training required by Board members who are in office as of January 1, 2025, with completion by January 1, 2026, and every two years thereafter. Bylaw also reorganized for coherence, clarity, and consistent style. Exhibit(1) 9270 – Conflict of Interest

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

- Impact on existing practices in CUSD: No impact on existing practices in CUSD
- Cost to CUSD: No additional cost to CUSD
- Staff Recommendation: Update policy to reflect the revised language

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | **Last Revised Date:** 12/01/~~2023~~2024 | **Last Reviewed Date:** 12/01/~~2023~~2024

CSBA NOTE: Education Code 52060-52077 require the Governing Board to adopt, on or before July 1, a local control and accountability plan (LCAP), an annual update to the LCAP, and a local control funding formula (LCFF) budget overview for parents/guardians. Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair, (2) implementation of and student access to state academic content and performance standards, (3) parent/guardian involvement and family engagement, (4) student achievement, (5) student engagement, (6) school climate, (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the LCFF), and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities and goals. See the accompanying administrative regulation for further information about the required content of the LCAP.

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

CSBA NOTE: Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP and the annual update, which, as amended by SB 114 (Ch. 48, Statutes of 2023), provides for numerous changes which are required to be adopted by SBE for use in the 2024-25 school year. Additionally, Education Code 52064.4, as added by SB 153 (Ch. 38, Statutes of 2024), requires, for the period July 1, 2025 to June 30, 2028, all Learning Recovery Emergency Funds received to be included, as specified, in the LCAP or annual update. This requirement will be reflected in the template and instructions that accompany the template adopted by SBE at its November 2024 meeting. Districts should ensure that they are using the most up-to-date template, an electronic version of which is available on the California Department of Education's (CDE) website.

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

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

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

CSBA NOTE: Education Code 52052, as amended by SB 114, has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

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

CSBA NOTE: The following paragraph is for use by districts that receive LCFF equity multiplier funding. Pursuant to Education Code 42238.024 and 52064, as added and amended by SB 114, districts that receive LCFF equity multiplier funding are required to include specific goals in the LCAP for each school generating such funding. Pursuant to Education Code 42238.024, as amended by SB 153, if a school which is otherwise eligible to receive LCFF equity multiplier funds is closed in the year in which the funds are to be allocated, that school is instead deemed to be ineligible, and any unspent funds provided are required to be returned to CDE.

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

CSBA NOTE: Pursuant to Education Code 52064.3, ~~by January 31, 2025,~~as amended by SB 153, the date upon which an Individuals with Disabilities Education Act (IDEA) Addendum ~~adopted by SBE relating to improvements in services for students with disabilities~~ is required to be completed by districts that are identified by CDE as needing an improvement plan pursuant to 34 CFR 300.600-300.647~~.~~ has been extended to July 1, 2027. Such identified districts must comply with the requirements specified in the following paragraph.

Beginning July 1, ~~2025~~2027, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, ~~2025~~2027, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, ~~2028~~2030, whichever occurs first. The IDEA ~~addendum~~Addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

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

CSBA NOTE: Except for the IDEA Addendum, the LCFF budget overview for parents/guardians, and the school plan for student achievement, districts are not required to align the LCAP with any other district strategic documents ~~(e.g.,~~ such as the District Strategic Plan, English Learner Master Plan, or Facilities Master Plan~~)~~. However, districts are encouraged to align their LCAPs with other district strategic documents to ensure consistent implementation.

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

CSBA NOTE: Pursuant to Education Code 52064.1, districts are required to develop an LCFF budget overview for parents/guardians in conjunction with, and attached as a cover to, the LCAP and the annual update. The budget overview is subject to the requirements of Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP and the annual update.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt a ~~local control funding formula~~LCFF budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Advisory Committees

CSBA NOTE: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee and, if district enrollment includes at least 15 percent English learners, an English learner parent advisory committee to review and comment on the LCAP and the annual update. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15945. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of ~~stakeholder~~ involvement in the planning process as intended by law.

Education Code 52063 requires the LCAP parent advisory committee to include parents/guardians of currently enrolled students with disabilities.

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English ~~learner parent advisory~~

~~committee~~Learner Parent Advisory Committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

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

CSBA NOTE: The following paragraph is for districts serving middle and/or high school students. Education Code ~~52063, as amended by SB 997 (Ch. 922, Statutes of 2022), requires, beginning July 1, 2024,~~52063 requires districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee. Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, as described below. Districts that do not serve middle or high school students may delete the following paragraphs relating to student advisory members.

~~Beginning July 1, 2024, unless~~ Unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

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

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

LCAP Development and Consultation

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

CSBA NOTE: Education Code 52060 requires consultation on LCAP development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. State regulations do not provide examples of consultation with groups other

than students, but consultations might include surveys, the use of existing advisory committees, solicitation of feedback from the groups after drafts of the LCAP and annual update are available, discussion of the LCAP and the annual update at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations. The district may expand the list with whom the district seeks consultation.

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

CSBA NOTE: Pursuant to Education Code 305, the LCAP parent/guardian and community engagement process must include solicitation of input on language acquisition programs. See BP/AR 6174 - Education for English Learners for further information regarding the types of language acquisition programs that may be offered.

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

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

CSBA NOTE: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP and the annual update, including notification in the primary language of parents/guardians when required by Education Code 48985. 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 be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

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

CSBA NOTE: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the

expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

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

Adoption and Submission

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

CSBA NOTE: Education Code 52070 requires the district to submit the LCAP and the annual update to the County Superintendent, who may seek written clarification of the contents and may submit recommendations for amendments as provided below. The County Superintendent is required to approve the LCAP and the annual update on or before October 8 if it is determined that (1) the LCAP and the annual update adhere to the template adopted by SBE and follows any SBE instructions or directions for completing the template, (2) the district budget includes expenditures sufficient to implement the specific actions and strategies in the LCAP, and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

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

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

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

CSBA NOTE: Pursuant to Education Code 52064.5, as amended by SB 153, if the Board is unable to review local indicator data (data adopted by SBE to measure district and school site performance in regard to specified state priorities), due to any emergency specified in Education Code 46392, the

Board is required to review such data at its next Board meeting, adopt a resolution describing the emergency event and the date on which the local indicator data was reviewed, and submit the resolution to CDE.

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

Revisions

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

Monitoring Progress and Complaints

CSBA NOTE: The following optional paragraph may be revised to reflect the district's timeline for reviewing the progress and effectiveness of strategies included in the LCAP. Reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The California School Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

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

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Technical Assistance

CSBA NOTE: Pursuant to Education Code 52071, if the County Superintendent does not approve a district's LCAP and annual update, including the annual update and the budget overview for parents/guardians, then technical assistance is required to be provided. For more information regarding intervention and technical assistance, see BP 0500 - Accountability and BP 0520 - Intervention in Underperforming Schools.

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

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 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 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46392	Emergency average daily attendance
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code ~~52059.5~~52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution

Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900~~-60901~~	California Longitudinal Pupil Achievement Data System
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Federal	**Description**
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement

Management Resources	**Description**
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013 https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp
California Department of Education Publication	LCFF Frequently Asked Questions https://www.cde.ca.gov/Fg/aa/lc/lcfffaq.asp
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template https://www.cde.ca.gov/re/lc/
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013 https://www.cde.ca.gov/re/cc/
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013 https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf
California Department of Education Publication	California English Language Development Standards, 2012 https://www.cde.ca.gov/sp/el/er/eldstandards.asp
California Department of Education Publication	California School Dashboard https://www.caschooldashboard.org/
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014

	https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf
California Department of Education Publication	California School Accounting Manual
CSBA Publication	The California School Dashboard and Small Districts, October 2018 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201810GovBriefCASchoolDashboard.ashx?la=en&rev=ef641be9b91742d8a1568091b15b44a1
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016 https://www.csba.org/GovernanceAndPolicyResources/LCFF-LCAP/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201611GBLCAPPromisingPractices.ashx
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201608_GB_LCFFRubricsIssue1.ashx?la=en&rev=44794ecc188741d3b1fdaacee8de2123
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight

0420.41-E(1)	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget

3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
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)
5145.6	Parent/Guardian Notifications

5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
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
6162.5	Student Assessment
6162.51	State Academic Achievement Tests

6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
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
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
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
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education

6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 **| Last Revised Date:** 12/01/~~2023~~2024 **| Last Reviewed Date:** 12/01/~~2023~~2024

CSBA NOTE: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about LCAP development and monitoring.

Goals and Actions Addressing State and Local Priorities

CSBA NOTE: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, students experiencing homelessness, and, as amended by SB 114 (Ch. 48, Statutes of 2023), long-term English learners when there are at least 30 students in the subgroup (or at least 15 foster youth, students experiencing homelessness, or long-term English learners) in the school or district. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

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

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

   a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

   b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

CSBA NOTE: Education Code 52060 provides that family engagement may include, but not be limited to, efforts by the district and schools to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting student success, and empowering families to advocate for equity and access. It may also include partnering with families to inform, influence, and create practices and programs that support student success and collaboration with families and the broader community, expand student learning opportunities, and promote civic participation.

c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 ~~and Board policy~~, and students with disabilities

d. Student achievement, as measured by all of the following, as applicable:

   i. Statewide assessments of student achievement

   ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved ~~career technical education~~CTE standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs

   iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

   iv. The English learner reclassification rate

   v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

   vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to

unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

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

CSBA NOTE: In addition to goals aligned with the state priorities described in Item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. Optional Item #2 below may be revised to reflect local priorities.

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

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

~~3.~~ Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

CSBA NOTE: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the Superintendent of Public Instruction, with approval of the State Board of Education (SBE) and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

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

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

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

Increase or Improvement in Services for Unduplicated Students

CSBA NOTE: The following section is for use by districts that receive local control funding formula (LCFF) supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students; see BP 3100 - Budget. 5 CCR

15494-15496 specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

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

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

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis

2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas~~.~~

   ~~3.~~ The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Timeline

CSBA NOTE: Education Code 52061-52065 only establish a limited number of date-specific requirements. For instance, Education Code 52062, as amended by SB 114, requires the Superintendent to annually report to the Board, at a regular meeting, on the annual update to the LCAP and the local control funding formula budget overview for parents/guardians on or before February 28. However, while Education Code 52062 requires that the LCAP and the annual update be presented to specified committees, it does not specify by when this must occur. Similarly, while Education Code 52062 provides these committees with the right to submit comments and requires the Superintendent to respond in writing to such comments, it does not provide any deadlines by which these actions must occur. Education Code 52062 also requires, without a specific deadline, notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985.

Pursuant to Education Code 52062, as amended by SB 153 (Ch. 38, Statutes of 2024), the Superintendent is required to present the annual report on the update to the LCAP and budget overview for parents/guardians as a nonconsent item at a regularly scheduled meeting of the Board.

The following paragraphs include both required dates and recommended dates based on best practice. Districts should review the dates below carefully and modify them, as appropriate and permitted by law, to reflect district practice.

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

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

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

Availability

CSBA NOTE: Education Code 52065 requires the Superintendent to prominently post ~~its~~the LCAP, including any annual update or revisions to the LCAP and the ~~LCFF~~ budget overview for parents/guardians, on the homepage of its website and, as amended by SB 609 (Ch. 494, Statutes 2023), on the performance overview portion of the California School Dashboard.

~~Beginning~~Pursuant to Education Code 52064.3, as amended by SB 153, beginning July 1, ~~2025~~2027, if the district is identified by SBE as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, ~~2025~~2027, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, ~~2028~~2030.

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

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 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 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46392	Emergency average daily attendance
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code ~~52059.5~~52060-52077	Local control and accountability plan

Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900~~-60901~~	California Longitudinal Pupil Achievement Data System
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Federal	**Description**
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement

Management Resources	**Description**
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013 https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp
California Department of Education Publication	LCFF Frequently Asked Questions https://www.cde.ca.gov/Fg/aa/lc/lcfffaq.asp
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template https://www.cde.ca.gov/re/lc/
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013 https://www.cde.ca.gov/re/cc/
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013 https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

California Department of Education Publication	California English Language Development Standards, 2012 https://www.cde.ca.gov/sp/el/er/eldstandards.asp
California Department of Education Publication	California School Dashboard https://www.caschooldashboard.org/
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014 https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf
California Department of Education Publication	California School Accounting Manual
CSBA Publication	The California School Dashboard and Small Districts, October 2018 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201810GovBriefCASchoolDashboard.ashx?la=en&rev=ef641be9b91742d8a1568091b15b44a1
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016 https://www.csba.org/GovernanceAndPolicyResources/LCFF-LCAP/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201611GBLCAPPromisingPractices.ashx
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201608_GB_LCFFRubricsIssue1.ashx?la=en&rev=44794ecc188741d3b1fdaacee8de2123
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils

0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
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6184	Continuation Education
6190	Evaluation Of The Instructional Program
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9230	Orientation
9310	Board Policies
9320	Meetings And Notices

Policy 1250: Visitors/Outsiders

Status: ADOPTED

Original Adopted Date: 07/01/2010 **| Last Revised Date:** 12/01/~~2014~~2024 **| Last Reviewed Date:** 12/01/~~2014~~2024

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

CSBA NOTE: In *Reeves v. Rocklin Unified School District*, a California Court of Appeal affirmed ~~districts'~~the district's authority to establish reasonable regulations for student safety and protection against disruptions on school campuses.

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

CSBA NOTE: Penal Code 627.2 requires "outsiders" to register upon entering school grounds during school hours~~, and Penal Code 627.1 lists individuals who are not "outsiders" for this purpose; see the accompanying administrative regulation.~~. Additionally, Education Code 32212 authorizes the Governing Board to adopt policy to control classroom interruptions consistent with local circumstances ~~(~~; see AR 6116 - Classroom Interruptions~~)~~ ~~and~~. In addition, Education Code 35160 authorizes the Board to act in any manner not inconsistent with law. Therefore, ~~it appears that~~ in order to ensure the safety of students and staff, a district ~~has the authority to~~may, in accordance with Education Code 32212, 35160 and Penal Code 627.2, require all visitors, including parents/guardians ~~as well as those not defined as "outsiders" in Penal Code 627.1,~~ to register upon entering school campus and to comply with other reasonable requirements. ~~Pursuant to Penal Code 627.1, media representatives are not "outsiders." However,~~ ~~the~~It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when requiring such registration.

The Attorney General has opined ~~(~~, in 95 Ops.Cal.Atty.Gen. 509 (1996~~)~~), that the Board may restrict media representatives' access in the same manner as access by the general public ~~may be limited (e.g.,~~ , such as by requiring registration or accompaniment by a staff member when on school grounds~~)~~. Therefore, if a district has developed a policy requiring all visitors ~~or outsiders~~ to register upon entering school grounds, then media may be subject to the same requirements; see BP 1112 - Media Relations.

~~The following options may be revised to reflect district practice. Option 1 requires anyone who is not a student or staff member to register. Option 2 requires registration only for individuals who are not listed in Penal Code 627.1 (i.e., individuals who are "outsiders").~~

~~OPTION 1:~~ Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.
~~END OF OPTION 1~~

~~OPTION 2: All outsiders, as defined in law and administrative regulation, shall register immediately upon entering any school building or grounds when school is in session. (Penal Code 627.2)~~
~~END OF OPTION 2~~

~~CSBA NOTE: The remainder of this policy may be used by all districts.~~

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

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

CSBA NOTE: Pursuant to Education Code 35160, the Board is responsible for maintaining order in schools under its jurisdiction. Therefore, in accordance with law, the district may authorize school administrators to direct disruptive individuals to leave school grounds; see AR 3515.2 - Disruptions. Penal Code 626.7 provides that a person who is directed to leave the campus and fails to leave, or later reenters without following the school's posted registration requirements, may be guilty of a misdemeanor.

The following optional paragraph should be modified to reflect district practice.

~~The Board encourages all individuals to assist~~Any visitor who is in ~~maintaining~~ a ~~safe and secure~~ school ~~environment by behaving~~building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint ~~processes~~process if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2 - Disruptions, the principal or designee ~~may~~shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

CSBA NOTE: Pursuant to Penal Code 626.81, registered sex offenders are prohibited from school buildings and grounds except for lawful business and with written permission. ~~As amended by SB 326 (Ch. 279, Statutes of 2013),~~ Penal Code 626.81 requires that the written permission indicate the date(s) for which permission is granted. It also authorizes the principal to grant permission to a registered sex offender who is not the parent/guardian of a student at the school to volunteer ~~a~~at the school, provided that the principal notify the parent/guardian of each student at the school at least 14 days prior to the first date for which written permission is granted ; see AR 1240-Volunteer Assistance and BP/AR 3515.5 – Sex Offender Notification.

In addition, pursuant to Education Code 49091.10 and 51101, parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Thus, the district must adopt measures that are effective in maintaining a safe school environment while avoiding a violation of the statutory rights of such parents/guardians.

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

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

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State	Description
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32212	Classroom interruptions
Ed. Code 35160	Authority of governing boards
Ed. Code 35292	Visits to schools ~~(~~; Board members~~)~~
Ed. Code 49091.10	Parental right to inspect instructional materials and observe school activities
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 51512	Prohibited use of electronic listening or recording device
Evid. Code 1070	Refusal to disclose news source

Lab. Code 230.8	Discharge or discrimination for taking time off to participate in child's educational activities
Pen. Code 290	Sex offenders
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 626.81	Misdemeanor for registered sex offender to come onto school grounds
Pen. Code 627-627.10	Access to school premises
~~Pen. Code 627.1~~	~~Definitions~~
~~Pen. Code 627.2~~	~~Necessity of registration by outsider~~
~~Pen. Code 627.7~~	~~Misdemeanors; punishment~~

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

Cross References

Code	**Description**
1100	Communication With The Public
1112	Media Relations
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
1313	Civility
1700	Relations Between Private Industry And The Schools
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5142	Safety
5142	Safety
6020	Parent Involvement
6020	Parent Involvement
6116	Classroom Interruptions

Regulation 1250: Visitors/Outsiders

Status: ADOPTED

Original Adopted Date: 06/01/1996 **| Last Revised Date:** ~~07~~12/01/~~2010~~2024 **| Last Reviewed Date:** ~~07~~12/01/~~2010~~2024

CSBA NOTE: Penal Code 627.6 requires that the following notice be posted at the entrance to each school and school grounds. In addition, Education Code 32211 requires that the notice include the "school hours," defined as the period from one hour before classes begin to one hour after classes end, unless it is otherwise defined by the Governing Board.

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

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

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

~~**Outsider Registration**~~

~~CSBA NOTE: The following section should be used only by districts that select Option 2 of the accompanying Board policy, which requires registration only for "outsiders" as defined in Penal Code 627.2.~~

~~Outsiders~~ Any person who is not a student or staff member shall register immediately upon entering any school ~~premises during~~building or grounds when school ~~hours. Any person other than the following is considered an outsider:~~ ~~(Evidence Code 1070; Penal Code 627.1, 627.2~~is in session. (Education Code 35160)

~~1. A student of the school, unless currently under suspension~~

~~2. A parent/guardian of a student of the school~~

~~3. A Governing Board member or district employee~~

~~4. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request~~

~~5. A representative of a school employee organization who is engaged in activities related to the representation of school employees~~

~~6. An elected public official~~

7. A publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station

Registration Procedure

CSBA NOTE: Registration items listed below are those required by Penal Code 627.3 when "outsiders" register at a school. Pursuant to Education Code 32212 which authorizes districts to adopt a policy to control classroom interruptions, any district choosing Option 1 in the accompanying Board policy may also use the following list. When a district choosing Option 1 wishes to require the same information of all visitors, "outsider" should be changed to "visitor" in the following section.

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

1. His/her nameName, address, and occupation
2. His/her ageAge, if less than 21
3. His/her purposePurpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

CSBA NOTE: Pursuant to Penal Code 627.4, the following section applies to districts that choose Option 2 in the accompanying Board policy. However, pursuant to Education Code 32212, districts that choose Option 1 also may use the section, if consistent with their local circumstances. When a district choosing Option 1 wishes to use this section, "outsider" should be changed to "visitor" throughout the following section.

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

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

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

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal ~~to the Superintendent or principal~~either of these determinations by submitting, within five days after the person's departure from school, a written request for a hearing~~.~~ to either the Superintendent or the principal of the school at which the registration was denied or revoked. This request must state why ~~he/she~~the person believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

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5142	Safety
6020	Parent Involvement
6020	Parent Involvement
6116	Classroom Interruptions

Policy 3100: Budget

Status: ADOPTED

Original Adopted Date: 10/01/2015 **| Last Revised Date:** ~~03~~12/01/~~2019~~2024 **| Last Reviewed Date:** ~~03~~12/01/~~2019~~2024

The Governing Board recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

CSBA NOTE: Education Code 42103 and 42127 require the district to hold a public hearing prior to adoption of the budget. A public hearing on the district's local control and accountability plan (LCAP) must occur at the same meeting as the public hearing on the proposed budget. See the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan for requirements pertaining to the public hearing.

Pursuant to Education Code 52064.1, ~~as added by AB 1808 (Ch. 32, Statutes of 2018),~~ districts are required~~, by July 1, 2019,~~ to develop a local control funding formula (LCFF) budget overview for parents/guardians with specified information, based on a template created by the Superintendent of Public Instruction (SPI). The budget overview must be developed in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP. The adoption, review, approval, and posting of the budget overview are subject to the same requirements as for the LCAP, including the requirement for a public hearing.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

The Board shall adopt the district budget at a public meeting held after the date of the public hearing, but on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

CSBA NOTE: Pursuant to Education Code 42126, the district budget must be in a format prescribed by the SPI. The SPI has established a requirement that districts use the Standardized Account Code Structure (SACS). SACS ensures that districts meet state and federal reporting guidelines and comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB). The California Department of Education's (CDE)), "California School Accounting Manual" provides guidance regarding coding of revenues and expenditures.

The budget that is presented at the public hearing as well as the budget formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

CSBA NOTE: Education Code 42127 requires the district to file the adopted budget with the County Superintendent of Schools as described below. If the district fails to submit a budget by July 1, the County Superintendent will, at district expense, develop a budget by September 15 and transmit that budget to the Governing Board.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file the adopted district budget with the County Superintendent of Schools. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

CSBA NOTE: Pursuant to Education Code 42127, on or before September 15, the County Superintendent must approve, conditionally approve, or disapprove the district's adopted budget. Education Code 42127 requires that this determination be based on a consideration of whether the district's adopted budget complies with state standards and criteria, will allow the district to meet its current and multiyear financial obligations, includes the expenditures necessary to implement the LCAP or annual update to the LCAP, satisfies all conditions established by the County Superintendent in the case of a conditionally approved budget, and complies with the requirements pertaining to ending fund balances that exceed the state minimum recommended reserve.

Education Code 42127 also requires the County Superintendent to consider other studies, reports, evaluations, or audits that may indicate that the district is in fiscal distress; see the Fiscal Crisis and Management Assistance Team's , "Fiscal Oversight Guide" and BP 3460 - Financial Reports and Accountability.

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to the County Superintendent's recommendations at a regular public

meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

CSBA NOTE: The following optional section is for use by districts that choose to establish a budget advisory committee to provide input during the budget development process. The committee may be appointed by the Superintendent or designee (Option 1), by the Board (Option 2), or may be a Board subcommittee composed exclusively of Board members (Option 3). Regardless of whether the district chooses Option 1, 2, or 3, representation of Board members on the committee should be less than a majority of the Board, since having a quorum participate in any committee would in essence create a Board meeting when the committee meets. Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees. Districts should delete or modify the following options as appropriate. See the accompanying administrative regulation for optional language regarding the committee's composition and duties.

This committee is different from the budget review committee that is required pursuant to Education Code 42127 and 42127.1 if the County Superintendent disapproves the district's budget; see the accompanying administrative regulation.

OPTION 1: (Budget advisory committee appointed by the Superintendent)

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

OPTION 1 ENDS HERE

OPTION 2: (Budget advisory committee appointed by the Board)

The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

~~OPTION 2 ENDS HERE~~

~~OPTION 3: OPTION 3 ENDS HERE~~

OPTION 2 ENDS HERE

OPTION 3: (Budget advisory committee is a Board subcommittee)

The Board may establish a budget subcommittee composed exclusively of Board members.

OPTION 3 ENDS HERE

~~CSBA NOTE: The following paragraph is for use by districts that selected either Option 1, 2, or 3 above.~~

Board representation on any budget advisory committee shall not comprise a majority of the Board.

The committee shall submit recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board.

Budget Criteria and Standards

CSBA NOTE: Pursuant to Education Code 46211, as amended by AB 176 (Ch. 998, Statutes of 2024), attendance generated through an attendance recovery program will be excluded from the average daily attendance (ADA) of the school district.

The district budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. In addition, the Superintendent or designee shall provide the supplemental information specified in 5 CCR 15451, which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

CSBA NOTE: The following paragraph is for use by districts that receive supplemental and concentration funding within the LCFF based on the number and concentration of "unduplicated students" ~~(i.e.,~~", students who are eligible for free or reduced-price meals, English learners, and foster youth~~)~~, pursuant to Education Code 42238.02 and 42238.03. 5. CCR 15496 addresses the method of determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year. Pursuant to 5 CCR 15496, the district's LCAP must include evidence demonstrating how LCFF funding apportioned on the basis of unduplicated students is used to support such students; see AR 0460 - Local Control and Accountability Plan.

Pursuant to Education Code 42238.01, as amended by AB 176, when a school is between base year eligibility determinations, any current or newly enrolled students who are eligible for free or reduced-priced meals may be included for purposes of the LCFF.

The district budget shall provide for increased or improved services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students in accordance with 5 CCR 15496. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

CSBA NOTE: The following paragraph is for use by districts that receive LCFF equity multiplier funding. Pursuant to Education Code 42238.024 and 52064, as added and amended by SB 114 (Ch. 48, Statutes of 2023), districts that receive LCFF equity multiplier funding are required to include specific goals in the LCAP for each school generating such funding. Pursuant to Education Code 42238.024, as amended by SB 153 (Ch. 38, Statutes of 2024), if a school which is otherwise eligible to receive LCFF equity multiplier funds is closed in the year in which the funds are to be allocated, that school is instead deemed to be ineligible, and any unspent funds provided are required to be returned to CDE.

Additionally, the district budget shall provide for increased or improved services for each school which generates LCFF equity multiplier funding. (Education Code 42238.024, 52064)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

Fund Balance

CSBA NOTE: The following section should be revised to reflect district practice. GASB Statement 54 addresses the way fund balances (i.e., the gross differences between assets and liabilities reflected on the balance sheet) in governmental funds are reported in external financial reports. Fund balances must be classified as nonspendable, restricted, committed, assigned, and unassigned in accordance with GASB 54 definitions~~; also~~. For more information regarding reporting and accounting of district funds, see AR 3460 - Financial Reports and Accountability. Pursuant to GASB 54, the Board has sole authority to specify purposes of funds classified as "committed" and also must express, or delegate the authority to express, intended purposes of resources that result in the "assigned" fund balance. The Board may modify the following section to reflect its fund balance policy or may adopt a formal resolution containing the required components.

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact~~.~~

2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law~~.~~

CSBA NOTE: For purposes of the committed fund balance, GASB 54 requires that the Board commit funds no later than the end of the reporting period. ~~In~~ CDE's, "New Requirements for Reporting Fund Balance in Governmental Funds~~, the CDE~~," clarifies that for districts the end of the reporting period is June 30.

3. Committed fund balance includes amounts constrained to specific purposes by the Board.

   For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

   The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent shall have discretion to further delegate the authority to assign funds.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

CSBA NOTE: Although not required by GASB 54, the Government Finance Officers Association (GFOA) recommends that public agencies adopt a minimum fund balance policy that establishes an appropriate level of unrestricted fund balance that will be maintained in the general fund. The GFOA's "Best Practice: Fund Balance Guidelines for the General Fund," describes a variety of factors that should be considered when developing a minimum fund balance policy, such as the predictability of its revenue and volatility of its expenditures, perceived exposure to significant one-time outlays, potential drain upon the general fund from other funds as well as the availability of resources in other funds, potential impact on bond ratings and the corresponding increased cost of borrowed funds, and portion of unrestricted fund balance already committed or assigned for a specific purpose.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

CSBA NOTE: The GFOA recommends that the minimum fund policy address both the circumstances under which the unrestricted fund balance can be spent down and the procedure for replenishing deficiencies. The district may revise the following optional paragraph to specify the rate at which the district will attempt to recover the fund balance (e.g., the Board shall develop a plan to recover the fund balance at a rate of at least one percent each year).

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

CSBA NOTE: 5 CCR 15450 establishes a minimum local reserve balance for economic uncertainties based on the district's ~~average daily attendance~~ (ADA)~~).~~. The minimum reserve balance is the greater of five percent or $~~55~~80,000 for districts with 0-300 ADA; the greater of four percent or $~~55~~80,000 for districts with 301-1,000 ADA; three percent for districts with 1,001-30,000 ADA; two percent for districts with 30,001-~~400~~250,000 ADA; and one percent for districts with over ~~400~~250,000 ADA. The following paragraph may be revised to reflect the minimum reserve applicable to the district's ADA.

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

CSBA NOTE: Education Code 42127.01 establishes, under certain conditions, a maximum amount of local reserve balance for economic uncertainties. Pursuant to Education Code 42127.01, if the amount of monies in the state Public School System Stabilization Account is three percent or more of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district's combined assigned or unassigned ending general fund balance must not exceed 10 percent of those funds in the immediately following fiscal year.

Basic aid districts, as described in Education Code 42238.02, and districts with 2,500 or less ADA are exempted from this requirement and may delete the following paragraph. Other districts may also be exempted from this requirement by the County Superintendent for up to two consecutive fiscal years within a three-year period upon providing documentation of extraordinary fiscal circumstances ~~(e.g.,~~ such as multiyear infrastructure or technology projects~~)~~, that substantiate the need for a reserve in excess of the limit specified in Education Code 42127.01.

In any year following the fiscal year in which the district is notified by the SPI that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds, unless the requirement is waived in accordance with Education Code 42127.01. (Education Code 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

CSBA NOTE: The following paragraph is optional. Government Code 21710-21716~~, as added by SB 1413 (Ch. 665, Statutes of 2018),~~ establish the California Employers' Pension Prefunding Trust Program and related Trust Fund, allowing districts that provide a defined benefit pension plan to their employees to prefund required pension contributions to the California Public Employees' Retirement System (CalPERS). Districts may elect to participate in the Prefunding Trust Program for the purpose of investing payments toward their required CalPERS pension contributions.

The Board may approve a plan for meeting the district's long-term obligations to fund contributions

to the California Public Employees' Retirement System (CalPERS) or other defined pension plans such as the California State Teachers Retirement System which, to the extent possible, minimizes significant increases in annual general fund expenditures towards pension obligations. The plan may include prefunding required pension contributions through the California Employers' Pension Prefunding Trust Program pursuant to Government Code 21710-21716.

CSBA NOTE: The following two optional paragraphs are for use by districts that provide "other postemployment benefits" (OPEBs~~)~~ ~~(i.e.,~~), such as medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits to retired employees or Board members~~)~~, and should be revised to reflect district practice; see BP/AR 4154/4254/4354 - Health and Welfare Benefits and BB 9250 - Remuneration, Reimbursement and Other Benefits. CSBA recommends that districts adopt a specific funding strategy for addressing their OPEB obligations. The district may pay the premiums as they fall due ("pay-as-you-go"), but in such a case the district would then accrue a deficit with respect to future retirees which can be expected to grow as a result of an increasing retiree population and increases in benefit costs. Therefore, it is recommended that the district prefund the debt, to the extent possible, using a method and level to be determined by the Board. For example, the district may contribute a set amount or percentage of the actuarially determined "annual required contributions" to an irrevocable trust or designated fund each year.

GASB Statement 75 requires districts that do not provide OPEB through a trust to report the total unfunded liability (i.e., OPEBs that are not prefunded) in the district's financial statements; see AR 3460 - Financial Reports and Accountability.

CSBA's OPEB Solutions Program provides access to a trusted source of analysis and a GASB 75-compliant trust to prefund future obligations. See CSBA's ~~web site~~website for further information.

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of OPEBs. As a separate agenda item at the same meeting, the Board shall disclose whether ~~or not~~ it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

CSBA NOTE: The following optional paragraph is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See AR 3460 - Financial Reports and Accountability for provisions related to reporting the estimated accrued but unfunded cost of workers' compensation claims based on an actuarial report.

Budget Amendments

CSBA NOTE: The following section is optional and should be revised to reflect district practice.

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

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5 CCR 15060	Standardized account code structure
5 CCR 15440-15451	Criteria and standards for school district budgets
5 CCR 15494-15497	Local control and accountability plan and spending requirements

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Ed. Code 46211	Attendance Recovery Program
Ed. Code ~~52059.5~~52060-52077	Local control and accountability plan
Gov. Code 21710-21716	California Employer's Pension Prefunding Trust Program
Gov. Code 7900-7914	Appropriations limit

Management Resources	**Description**
California Department of Education Publication	New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011 https://www.cde.ca.gov/fg//ac/co/documents/gasb54.doc
California Department of Education Publication	California School Accounting Manual
Fiscal Crisis & Management Assistance Team Pub.	Fiscal Oversight Guide for AB 1200, AB 2756, AB 1840 and ~~Subsequent~~ Related Legislation, ~~December~~ ~~2015~~June 2019 https://www.fcmat.org/PublicationsReports/Fiscal_Oversight_Guide_final_11-8-2019.pdf
Government Finance Officers Association	Best Practice: Fund Balance Guidelines for the General Fund, September 2015 https://www.gfoa.org/materials/fund-balance-guidelines-for-the-general-fund
Governmental Accounting Standards Board Statement	Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, February 2009 https://gasb.org/page/document?pdf=GASBS+54.pdf&title=GASB%20STATEMENT%20NO.%2054,%20FUND%20BALAN

	CE%20REPORTING%20AND%20GOVERNMENTAL%20FUND%20TYPE%20DEFINITIONS
Governmental Accounting Standards Board Statement	Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015 ccc
Governmental Accounting Standards Board Statement	Pronouncements https://gasb.org/standards-and-guidance/pronouncements
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Website	California Department of Finance
Website	California Department of Education, Finance and Grants
Website	Government Finance Officers Association
Website	Association of California School Administrators
Website	CSBA
Website	Fiscal Crisis and Management Assistance Team
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0400	Comprehensive Plans
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1113	District And School Websites
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1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees

1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
2230	Representative And Deliberative Groups
3000	Concepts And Roles
3110	Transfer Of Funds
3220.1	Lottery Funds
3230	Federal Grant Funds
3230	Federal Grant Funds
3231	Impact Aid
3260	Fees And Charges
3260	Fees And Charges
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3300	Expenditures And Purchases
3312	Contracts
3350	Travel Expenses
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3470	Debt Issuance And Management
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management

3540	Transportation
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4131	Staff Development
4131.1	Teacher Support And Guidance
4131.1	Teacher Support And Guidance
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4151	Employee Compensation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4156.2	Awards And Recognition
4231	Staff Development
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4251	Employee Compensation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4256.2	Awards And Recognition
4331	Staff Development
4351	Employee Compensation
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4356.2	Awards And Recognition
5142.2	Safe Routes To School Program

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6000	Concepts And Roles
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6151	Class Size
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
7160	Charter School Facilities
7160	Charter School Facilities
7210	Facilities Financing
9000	Role Of The Board
9130	Board Committees
9140	Board Representatives
9240	Board Training
9250	Remuneration, Reimbursement And Other Benefits
9250-E(1)	Remuneration, Reimbursement And Other Benefits
9320	Meetings And Notices
9322	Agenda/Meeting Materials
9323	Meeting Conduct

Regulation 3100: Budget

Status: ADOPTED

Original Adopted Date: 03/01/2019 **| Last Revised Date:** 12/01/2024 **| Last Reviewed Date:** ~~03~~12/01/~~2019~~2024

Budget Advisory Committee

CSBA NOTE: The following optional section is for use by districts that have established a budget advisory committee and have selected either Option 1 or 2 in the "Budget Advisory Committee" section of the accompanying Board policy.

Membership of the district's budget advisory committee may include representatives of each of the following groups:

1. Governing Board members, provided that less than a majority of the Board serves on the committee
2. District and school site administrators
3. Representatives of bargaining units
4. Certificated and/or classified staff
5. Parents/guardians
6. Representatives of the business community and/or other community members
7. Students

CSBA NOTE: The remainder of this section details the duties of the budget advisory committee and is for use by districts that selected either Option 1, 2, or 3 in the "Budget Advisory Committee" section of the accompanying Board policy.

The committee's duties may include, but are not necessarily limited to:

1. Making recommendations regarding budget priorities which align with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans
2. Recommending cost reduction strategies, such as identifying services that may be reduced, made more efficient, or discontinued
3. Reviewing the clarity and effectiveness of budget documents and communications
4. Presenting progress reports on the committee's work and a final report of recommendations to the Superintendent or designee and to the Board

The specific duties of the committee shall be clearly defined and presented to each member in writing, along with any background information necessary for the successful completion of the committee's charges, the timelines for reporting the committee's progress, and timelines for completion of each task.

Public Hearing

CSBA NOTE: Pursuant to Education Code 52062, the public hearing on the budget must be at the same meeting as the public hearing on the local control and accountability plan (LCAP). In addition, pursuant to Education Code 52064.1, ~~as added by AB 1808 (Ch. 32, Statutes of 2018),~~ districts are required to develop a local control funding formula budget overview for parents/guardians through a process that meets the requirements of Education Code 52062, including the requirement for a public hearing. See the accompanying Board policy and BP 0460 - Local Control and Accountability Plan.

The agenda for the public hearing on the district budget shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127, 52062)

CSBA NOTE: Pursuant to Education Code 42103, as amended by AB 721 (Ch. 811, Statutes of 2023), beginning January 1, 2027, the requirement to publish notification of the hearing date and location for inspection for the district's proposed budget in a newspaper of general circulation is repealed and instead requires the information to be posted prominently on the district's website homepage at least three days before the availability of the proposed budget for public inspection.

The Superintendent or designee shall notify the County Superintendent of Schools of the location and dates at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing, as ~~required by Education Code 42103.~~specified in Education Code 42103. Beginning January 1, 2027, this notification, rather than being published in a newspaper of general circulation as described above, shall be prominently posted on the homepage of the district's website at least three days before the availability of the proposed budget for public inspection.

Whenever the proposed district budget includes a combined assigned and unassigned ending fund balance that exceeds the minimum recommended reserve for economic uncertainties adopted by the State Board of Education, the district shall provide, for each fiscal year included in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

1. The minimum recommended reserve for economic uncertainties

2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve

3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

During the hearing, any district resident may appear and object to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

Budget Review Committee for Disapproved Budgets

CSBA NOTE: Pursuant to Education Code 42127, if the County Superintendent conditionally approves or disapproves the district's initial budget, the district must respond to the County Superintendent's recommendations by October 8; see the accompanying Board policy. If the County Superintendent then disapproves that revised budget, Education Code 42127 and 42127.1 require the County Superintendent to call for the formation of a budget review committee unless the Governing Board and the County Superintendent agree to waive the committee requirement and the California Department of Education agrees to the waiver. See BP 1431 - Waivers. The formation, convening procedures, and timelines of the budget review committee are set forth in Education Code 42127.1-42127.3.

Education Code 42127 provides that the County Superintendent cannot call for the formation of a budget review committee if the sole reason for disapproving the district's budget is disapproval of the district's LCAP or the annual update to the LCAP.

If the district's budget is disapproved by the County Superintendent for any reason other than disapproval of the district's LCAP or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

CSBA NOTE: Pursuant to Education Code 42127.2, if the Board fails to select the budget review committee from a list of candidates provided by the Superintendent of Public Instruction (SPI) within five working days of receiving the list, as provided in ~~item~~Item #1 below, the SPI will select and convene the committee no later than 10 working days after the district's receipt of the candidate list.

This committee shall consist of either: (Education Code 42127.1, 42127.2)

1. Three persons selected by the Board from a list of candidates provided by the Superintendent of Public Instruction (SPI), who shall be selected within five working days after receiving the list of candidates

2. A regional review committee selected and convened by the County Superintendent with the approval of the Board and SPI

CSBA NOTE: Pursuant to Education Code 42127.2, the budget review committee is required to submit, by November 30, its recommendation as to whether the district's budget should be approved or disapproved and, if the recommendation is for disapproval, its recommended revisions to the budget. The SPI may extend this deadline for up to 15 working days.

If the budget review committee recommends disapproval of the district budget, the Board may submit a response to the SPI no later than five working days after receipt of the committee's report.

The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves the district budget after reviewing the committee's report and the district's response, the Board shall consult with the County Superintendent to develop and adopt, by December 31, a fiscal plan and budget that will allow the district to meet its current fiscal year and multiyear financial obligations. For the current fiscal year, the district shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until the district receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board, whichever budget contains a lower total spending authority. (Education Code 42127.4)

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1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
2230	Representative And Deliberative Groups
3000	Concepts And Roles

3110	Transfer Of Funds
3220.1	Lottery Funds
3230	Federal Grant Funds
3230	Federal Grant Funds
3231	Impact Aid
3260	Fees And Charges
3260	Fees And Charges
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3300	Expenditures And Purchases
3312	Contracts
3350	Travel Expenses
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3470	Debt Issuance And Management
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3540	Transportation
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
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3580	District Records
3580	District Records

4131	Staff Development
4131.1	Teacher Support And Guidance
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4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4151	Employee Compensation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4156.2	Awards And Recognition
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4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4251	Employee Compensation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4256.2	Awards And Recognition
4331	Staff Development
4351	Employee Compensation
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4356.2	Awards And Recognition
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
6000	Concepts And Roles
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
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6151	Class Size
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
7160	Charter School Facilities
7160	Charter School Facilities
7210	Facilities Financing
9000	Role Of The Board
9130	Board Committees
9140	Board Representatives
9240	Board Training
9250	Remuneration, Reimbursement And Other Benefits
9250-E(1)	Remuneration, Reimbursement And Other Benefits
9320	Meetings And Notices
9322	Agenda/Meeting Materials
9323	Meeting Conduct

Policy 3280: Sale Or Lease Of District-Owned Real Property

Status: ADOPTED

Original Adopted Date: 07/01/2011 **| Last Revised Date:** ~~10~~12/01/~~2020~~2024 **| Last Reviewed Date:** ~~10~~12/01/~~2020~~2024

CSBA NOTE: The following optional policy and accompanying administrative regulation detail the procedures that govern the district's sale or lease of surplus real property, and may be revised to reflect district practice.

Education Code 17455 authorizes the sale, or lease for up to 99 years, of any district real property together with any personal property located thereon without approval of the voters within the district. To do so, the property must not or will not be needed by the district and the district must follow the procedures ~~stated~~specified in Education Code 17387-17391.

Pursuant to Education Code 33050, a district may request the State Board of Education to waive the statutory bid procedures specified in Education Code 17387-17391, in order to sell surplus real property through a request for proposal process.

Pursuant to Education Code 17219, when the district has not used a previously used site for school purposes within the preceding five years, or has not used a newly acquired site within five years of acquisition for any of grades K-8 or seven years of acquisition for any of grades 7-12, the State Allocation Board (SAB) is authorized to charge an "unused site fee" ~~pursuant to~~ in accordance with Education Code 17219-17224. For further information regarding non-use payments, see the Office of Public School Construction's , "Unused Site Program Handbook~~.~~."

Additionally, the Surplus Land Act (Government Code 54220-54234) requires local agencies, including school districts, prior to disposing of certain land, to offer to sell or lease such land to certain entities for affordable housing, parks and recreation, and other specified uses.

Due to the complexities surrounding the disposal of surplus real property, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel before initiating the process to sell or lease surplus real property.

The Governing Board believes that district facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

CSBA NOTE: Pursuant to Education Code 17387-17391, before surplus real property is sold or leased, the Governing Board must appoint an advisory committee to advise the Board on the disposition of such property. Education Code 17388 and 17391 establish exceptions from this requirement~~. As amended by SB 820 (Ch. 110, Statutes of 2020), Education Code 17391 adds an exception, until July~~ , which are listed in Items #1~~, 2024, for the sale or lease of property that has~~

~~not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction.~~-3 below.

Education Code 17389 requires that the advisory committee be representative of specific groups within the community and be composed of not less than seven ~~nor~~or more than 11 members ~~(~~, commonly referred to as a "7-11 ~~committee").~~Committee". See the accompanying administrative regulation for further information on the composition and duties of this committee.

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. The Board may elect not to appoint a district advisory committee for any of the following: (Education Code 17388, 17391)

1. A rental of property for a period of time not exceeding 30 days

2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school

3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing

4. ~~Until July 1, 2024, a sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction~~

CSBA NOTE: Pursuant to Government Code 65402, if the county or city has adopted a general plan which is applicable in the area where the district property is located, the district must notify the county or city planning agency of the location, purpose, and extent of the proposed disposition of district property ~~so that the~~. The planning agency ~~can determine and~~is required to report ~~on~~back to the district within 40 days, indicating whether the ~~extent to which the~~proposed disposition conforms with the ~~local planning agency's~~ general plan. ~~The planning agency has 40 days during which it may raise objections.~~ If objections are not raised within 40 days, the lack of response is deemed to be a finding that the district's proposed disposition of the property is in conformity with the local planning agency's adopted general plan. Even if the planning agency disapproves of the location, purpose, or extent of the proposed disposition, the district may overrule the disapproval.

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by the local planning agency that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

CSBA NOTE: When proposing the sale or lease of surplus property, the district must also comply with ~~Public Resources Code 21000-21177 (~~the California Environmental Quality Act~~)~~ (CEQA) (Public Resources Code 21000-21177), when applicable. Pursuant to 14 CCR 15061, the sale or lease of property is exempt from detailed CEQA review if there is no possibility that the sale or

lease will have a significant environmental effect. In such cases, the district must adopt a notice of exemption in accordance with 14 CCR 15062.

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

CSBA NOTE: Pursuant to Government Code 54956.8, the Board may hold a closed session for real property negotiations, including the sale or lease of property by the district. ~~An~~The Attorney General ~~opinion~~ (opined in 94 Ops.Cal.Atty.Gen. 82 (2011)) ~~has concluded~~) that only three subjects related to real property negotiations may be considered in closed session~~:~~ , which are (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights to be acquired or transferred~~;~~, (2) the form, manner, and timing of how that consideration will be paid~~;~~, and (3) items that are essential to arriving at the authorized price and payment terms. See BB 9321 - Closed Session.

The Board may meet in closed session with its real property negotiator prior to the sale or lease of real property by the district in order to grant its negotiator authority regarding the minimum price or rent and terms of the sale or lease. (Government Code 54956.8)

CSBA NOTE: Pursuant to Government Code 54221, the Board must first declare land to be either (1) surplus land or (2) exempt surplus land under the Surplus Land Act before taking any action to dispose of the land. If land is determined to be "exempt surplus land", certain requirements set forth in the Surplus Land Act (Government Code 54220-54234) do not apply, except for providing notice of the property's availability for sale or lease to specified public entities.

The declaration of whether land is surplus land or exempt surplus land may be done by way of a resolution, which is separate from the resolution adopted to order the sale or lease of surplus property, described below in "Resolution of Intention to Sell or Lease."

Before taking action to dispose of any land, the Board shall declare, at a regular meeting, supported by written findings that, under the Surplus Land Act, the land is either (1) surplus land or (2) exempt surplus land. (Government Code 54221)

CSBA NOTE: Pursuant to Government Code 54221, as amended by AB 480 (Ch. 788, Statutes of 2023), the Board is not required to make a resolution of intent to sell or lease described below at a public meeting for certain exempt surplus land if the district provides notice and opportunity for public comment as described below. Additionally, the Board is required to provide the Department of Housing and Community Development (HCD) notice as specified in its August 2024, "Updated Surplus Land Act Guidelines." For more information regarding land that is defined as "exempt surplus land", see the accompanying administrative regulation.

However, if the land involved is exempt surplus land as specified in Government Code 54221(f)(1), the Board, at its discretion, may decide not to make such a declaration. Instead of the declaration, the Board may identify the land as exempt surplus land in a notice that is published and available for public comment and to the entities identified in Government Code 54222 at least 30 days before the exemption takes effect. (Government Code 54221)

Additionally, at least 30 days prior to disposing of exempt surplus land, the district shall provide the Department of Housing and Community Development (HCD) a copy of the Board's declarations and findings supporting the Board's determination that the land is exempt surplus land using the form prescribed by HCD. (Government Code 54221)

CSBA NOTE: If the Board determines that under the Surplus Land Act the land involved is not exempt surplus land, then certain requirements must be followed in order to dispose of the property. Pursuant to Government Code 54230.5, before agreeing to terms for the disposition of surplus land, districts are required to provide HCD with a description of the notices of availability sent to public entities, summary of negotiations conducted with any responding public entities, and a copy of any restrictions to be recorded against the property as required by the Surplus Land Act. Pursuant to Government Code 54230.7, as added by SB 229 (Ch. 774, Statutes of 2023), districts disposing of surplus land that received a notification of violation from HCD are required to hold an open and public meeting to review and consider the substance of the notice of violation and may not take final action to ratify or approve the proposed disposal until a public meeting is held; see BB 9323.2-E(1) – Actions by the Board.

If the district has received notification from HCD that the district has violated the Surplus Land Act pursuant to Government Code 54230.5, the Board shall not pursue a final action to ratify or approve the proposed disposal of surplus land unless the Board holds an open and public meeting in compliance with Government Code 54230.7 to review and consider the substance of the notice.

CSBA NOTE: When a district is selling any surplus property or leasing it with an option to purchase, Education Code 17464 ~~lists~~and Government Code 54222 of the Surplus Land Act list the public entities that must be given priority to lease or purchase the property and the types of notice that the district must provide such entities before disposing of the property.

Pursuant to Education Code 17464, the notice is required to be mailed to specified public entities and a general notice published once each week for three successive weeks in a regularly published newspaper, with at least five days intervening between the publication dates. If a public entity(ies) desiring to purchase or lease the property responds to the notice within 60 days after the third publication, the district is required to negotiate with the public entity in an effort to arrive at a mutually satisfactory price or lease payment during that 60-day period.

Additionally, pursuant to Government Code 54222 and 54223 of the Surplus Land Act, a public entity interested in leasing or purchasing the land is required to respond within sixty days after the notice is sent and is entitled to a negotiation period of ninety days.

Under certain circumstances, districts may also need to comply with the Naylor Act (Education Code 17485-17500), which requires that priority be given to public agencies when disposing of any district property that includes a playground, playing field, or land ~~with an~~particularly suited for outdoor recreational ~~purpose.~~ or open-space purposes.

Under certain conditions, the district may grant priority to licensed child care providers pursuant to Education Code 17458 or may sell surplus property for less than fair market value to public entities for recreational purposes pursuant to Education Code 17230.

When selling or leasing district real property, the Board shall comply with applicable procedures and give priority to specified public agencies as required by law. (Education Code 17230, 17464, 17485-~~17499~~17500; Government Code ~~54222)~~ 54221-54234)

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

CSBA NOTE: Education Code 17470 requires districts to take reasonable steps to notify the former owner of the property of the public meeting at which bids will be considered. However, the Board is not required to accord the former owner the right to purchase the property at the tentatively accepted highest bid price nor to offer to sell the property to the former owner at the tentatively accepted highest bid price.

At least 60 days prior to the public meeting, the Superintendent or designee shall take reasonable steps to provide written notification of the public meeting, by certified mail, to the former owner from whom the district acquired the property. (Education Code 17470)

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

Use of Proceeds

CSBA NOTE: Pursuant to Education Code 17462, the proceeds derived from the sale of surplus property or lease with an option to purchase must generally be used for one-time expenditures for capital outlay or maintenance, with specified exceptions. The law does not place limitations on the use of proceeds for a lease of surplus property that does not include an option to purchase.

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462; 2 CCR 1700)

Proceeds from a sale of surplus district property shall generally be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the State Allocation Board (SAB~~,~~), for up to a five-year period. (Education Code 17462)

CSBA NOTE: Pursuant to Education Code 17462, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements. Thus, districts may not apply to the state for new construction or modernization funding during that time period unless certain conditions specified in Education Code 17462 are satisfied.

However, if the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. (Education Code 17462)

CSBA NOTE: ~~Until July 1, 2024,~~ Pursuant to Education Code ~~17463.7, as added by SB 98 (Ch. 24, Statutes of 2020), authorizes~~17462.3, if the ~~proceeds from the sale or lease of~~district is selling real property purchased ~~entirely~~, improved, or modernized with ~~local~~ funds ~~to be used for any general fund purpose~~received from a state school facilities funding program within the previous 10 years,

the district is required to return those funds to SAB under specified conditions. The district must notify OPSC of the sale by submitting Form SAB 308, available on OPSC's website.

~~In addition, until July 1, 2024, if district surplus property was purchased entirely with local funds, the proceeds from the sale or lease of the property, together with any personal property located on the property, may be deposited into the general fund of the district and may be used for any one-time general fund purpose. Before exercising this authority, the Board shall: (Education Code 17463.7)~~

~~1. Submit to SAB documents certifying that the sale of real property does not violate the provisions of a local bond act and the real property is not suitable to meet projected school construction needs for the next 10 years~~

~~2. At a public meeting, adopt a plan for expending one-time resources from the sale or lease of the property which identifies the source and intended use of the surplus property proceeds and describes the reasons that the expenditure will not result in ongoing fiscal obligations for the district~~

~~CSBA NOTE: Pursuant to Education Code 17462.3, if the district is selling real property purchased, improved, or modernized with funds received from a state school facilities funding program within the previous 10 years, the district is required to return those funds to SAB under specified conditions. The district must notify OPSC of the sale by submitting Form SAB 308, available on OPSC's web site.~~

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. If SAB subsequently makes a finding that the sale is subject to Education Code 17462.3, the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR 1702)

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
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State	Description
14 CCR 15061-15062	Preliminary ~~Review~~review of ~~Projects~~projects and ~~Conduct~~conduct of ~~Initial~~ ~~Study~~initial study
2 CCR 1700-1702	Surplus property; use of proceeds
Ed. Code 17219-17224	Acquisition of property not utilized as school site; nonuse payments; exemptions

Ed. Code 17230-17234	Surplus property
Ed. Code 17387-17391	Advisory committees for use of excess school facilities
Ed. Code 17400-17429	Leasing of school buildings
Ed. Code 17430-17447	Leasing facilities
Ed. Code 17453	Lease of surplus district property
Ed. Code 17455-17484	Sale or lease of real property
Ed. Code 17462.3	State Allocation Board program to reclaim funds
Ed. Code 17485-17500	Surplus school playground ~~(~~; Naylor Act~~)~~
Ed. Code 17515-17526	Joint occupancy
Ed. Code 17527-17535	Joint use of district facilities
Ed. Code 17536	Exchange of district property
Ed. Code 33050	Nonwaivable provisions
Ed. Code 38130-38139	Civic Center Act
Gov. Code 50001-50002	Definitions
Gov. Code 54220-~~54232~~54234	Surplus land
~~Gov. Code 54222~~	~~Offer to sell or lease property~~
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952	Legislative body; definition
Pub. Res. Code 21000-21177	California Environmental Quality Act of 1970

Management Resources	**Description**
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
Attorney General Publication	Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California, April 2023 (https://oag.ca.gov/system/files/media/letter-school-districts-school-closures-04112023.pdf)
California Department of Education Publication	~~Closing a School~~ Best Practices Guide for Potential School Closure, 2024 (https://www.cde.ca.gov/ls/fa/sf/schoolclose.asp)
California Department of Housing and Community Development Publication	Updated Surplus Land Act Guidelines, August 2024 (https://www.hcd.ca.gov/sites/default/files/docs/planning-and-community/final-updated-surplus-land-act-guidelines-2024.pdf)

Court Decision	San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District (2006) 139 Cal.App.4th 1356
Office of Public School Construction Publication	Unused Site Program Handbook, December 2015 (https://www.dgs.ca.gov/-/media/Divisions/OPSC/Services/Guides-and-Resources/Unused-Site-Handbook_ADA.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	Department of General Services, Office of Public School Construction
Website	Coalition for Adequate School Housing
Website	CSBA
Website	California Department of Education, School Facilities

Cross References

Code	Description
1100	Communication With The Public
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1330	Use Of School Facilities
1330	Use Of School Facilities
1431	Waivers
3100	Budget
3100	Budget
3311.2	Lease-Leaseback Contracts
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3580	District Records
3580	District Records
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
7110	Facilities Master Plan
7111	Evaluating Existing Buildings
7160	Charter School Facilities
7160	Charter School Facilities
7210	Facilities Financing
9130	Board Committees
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

Regulation 3280: Sale Or Lease Of District-Owned Real Property

Status: ADOPTED

Original Adopted Date: 09/01/1990 | **Last Revised Date:** ~~11~~12/01/~~2006~~2024 | **Last Reviewed Date:** ~~11~~12/01/~~2006~~2024

Definitions

CSBA NOTE: Government Code 54221, as amended by AB 480 (Ch. 788, Statutes of 2023), defines the term "dispose", as reflected below.

Dispose means either (1) the sale of surplus land or (2) the lease of surplus land for a term longer than 15 years, inclusive of any extension or renewal options included in the terms of the initial lease. Dispose does not include the entering of a lease for surplus land on which no development or demolition will occur, regardless of the term of the lease. (Government Code 54221)

CSBA NOTE: Government Code 54221, as amended by AB 480, lists what constitutes "exempt surplus land." As many of the exemptions do not apply to school districts, only some are included in the definition of exempt surplus land below. Additional information on exempt surplus land is available in the California Department of Housing and Community Development's August 2024 publication, "Updated Surplus Land Act Guidelines."

Under the Surplus Land Act, *exempt surplus land* means land, as described in Items #1-10 below, that is: (Government Code 54221)

1. Less than one-half acre in area and is not contiguous to land owned by a state or local agency that is used for open-space or low- and moderate-income housing purposes

2. Being exchanged for another property necessary for the district's use, including easements, pursuant to Education Code 17536

3. Subject to the district advisory committee pursuant to Education Code 17388

4. Jointly occupied by the district and any private person, firm, local governmental agency or corporation pursuant to Education Code 17515

5. Being transferred to a local, state, or federal agency, or to a third-party intermediary for future dedication for the receiving agency's use, or to a federally recognized California Indian tribe

6. A former street, right of way, or easement, and is conveyed to an owner of an adjacent property

7. Developed for low- or moderate-income housing development that meets specified criteria

8. Subject to a valid legal restriction that is not imposed by the district and that makes housing prohibited, such as a conservation easement

9. Transferred to a community land trust, and meets certain specified conditions

10. Included in any of the other exemptions specified in Government Code 54221

District Advisory Committee

CSBA NOTE: Prior to the sale or lease of the property, Education Code 17388 requires the Governing Board to appoint a district advisory committee ~~(~~, often referred to as the 7-11 ~~committee)~~Committee, to advise the Board in the disposition of the property. ~~See~~For more information regarding district advisory committees, including when they are not required, see the accompanying Board policy.

The district advisory committee, which may be referred to as a "7-11 Committee," on use or disposition of surplus school buildings or space shall consist of ~~7~~ not less than seven or more than 11 members representative of each of the following: (Education Code 17389)

1. The district's ethnic, age group, and socioeconomic composition

2. The business community, such as store owners, managers, or supervisors

3. Landowners or renters, with preference to representatives of neighborhood associations

4. Teachers

5. Administrators

6. Parents/guardians of students

7. Persons with expertise in environmental impact, legal contracts, building codes, and land use planning, including, but not limited to, knowledge of the zoning and other land use restrictions of the cities and counties in which the surplus property is located

This committee shall: (Education Code 17390)

1. Review projected school enrollment and other data to determine the amount of surplus space and real property

2. Establish and circulate throughout the attendance area a priority list for use of surplus space and real property that will be acceptable to the community

3. Hold hearings, with community input, on acceptable uses of space and real property, including the sale or lease of surplus real property for child care development purposes

4. Make a final determination of limits of tolerance of use of space and real property

5. Send the Governing Board a report recommending uses of surplus space and real property

CSBA NOTE: Pursuant to Government Code 54952, ~~open meeting laws~~ (the Brown Act) ~~apply~~ applies to a committee created by formal action of the Board, regardless of whether that body is permanent or temporary, decision making, or advisory. Thus, because Education Code 17388 specifies that the district advisory committee is appointed by the Board, meetings of that committee are subject to the Brown Act. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise regarding the applicability of Brown Act requirements to district or school committees. See AR 1220 - Citizen Advisory Committees and BB 9130 - Board Committees.

The district advisory committee shall comply with open meeting requirements of the Brown Act. (Government Code 54952)

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14 CCR 15061-15062	Preliminary ~~Review~~review of ~~Projects~~projects and ~~Conduct~~conduct of ~~Initial~~ ~~Study~~initial study
2 CCR 1700-1702	Surplus property; use of proceeds
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Ed. Code 17430-17447	Leasing facilities
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Ed. Code 17462.3	State Allocation Board program to reclaim funds
Ed. Code 17485-17500	Surplus school playground (~~:~~ Naylor Act)
Ed. Code 17515-17526	Joint occupancy
Ed. Code 17527-17535	Joint use of district facilities
Ed. Code 17536	Exchange of district property
Ed. Code 33050	Nonwaivable provisions

Ed. Code 38130-38139	Civic Center Act
Gov. Code 50001-50002	Definitions
Gov. Code 54220-~~54232~~54234	Surplus land
~~Gov. Code 54222~~	~~Offer to sell or lease property~~
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952	Legislative body; definition
Pub. Res. Code 21000-21177	California Environmental Quality Act of 1970

Management Resources	**Description**
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
Attorney General Publication	Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California, April 2023 (https://oag.ca.gov/system/files/media/letter-school-districts-school-closures-04112023.pdf)
California Department of Education Publication	~~Closing a School~~ Best Practices Guide for Potential School Closure, 2024 (https://www.cde.ca.gov/ls/fa/sf/schoolclose.asp)
California Department of Housing and Community Development Publication	Updated Surplus Land Act Guidelines, August 2024 (https://www.hcd.ca.gov/sites/default/files/docs/planning-and-community/final-updated-surplus-land-act-guidelines-2024.pdf)
Court Decision	San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District (2006) 139 Cal.App.4th 1356
Office of Public School Construction Publication	Unused Site Program Handbook, December 2015 (https://www.dgs.ca.gov/-/media/Divisions/OPSC/Services/Guides-and-Resources/Unused-Site-Handbook_ADA.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	Department of General Services, Office of Public School Construction
Website	Coalition for Adequate School Housing
Website	CSBA
Website	California Department of Education, School Facilities

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9323.2-E(1)	Actions By The Board

Policy 3320: Claims And Actions Against The District

Status: ADOPTED

Original Adopted Date: 03/01/2009 | **Last Revised Date:** ~~07~~12/01/~~2018~~2024 | **Last Reviewed Date:** ~~07~~12/01/~~2018~~2024

CSBA NOTE: The following optional policy ~~and accompanying administrative regulation reflect~~reflects the claims procedure in the Government Claims Act pursuant to Government Code 810-996.6. The Government Claims Act ~~details~~sets forth prelitigation requirements and deadlines for ~~the filing of~~ claims against public entities ~~such as~~, including school districts. In *City of Stockton v. Superior Court*, the California Supreme Court held that the claim requirements in Government Code 900-915.4 also apply to claims for breach of contract. For any cause of action that is excepted from the Government Claims Act pursuant to Government Code 905 but has its claim presentation procedure specified in another statute or regulation, such as childhood sexual assault, a claim must be presented in accordance with that statute or regulation. For any cause of action that is excepted from the Government Claims Act pursuant to Government Code 905 but is not governed by any procedure in another statute or regulation, the district may establish its own claim presentation procedure in accordance with Government Code 935.

Government Code 905 specifies certain types of claims which are exempted from the procedures in the Government Claims Act. Pursuant to Government Code 935, a district is authorized to establish its own claims processing procedures for those exempted claims. A local claims requirement must be similar to and be no more restrictive than those established by the Government Claims Act. For example, the district's procedures may not allow a longer time for the Governing Board to take action on a claim than the timeline provided for claims under the Government Claims Act. The following policy ~~and accompanying administrative regulation~~ may be revised to reflect district practice.

Because a district's insurance carrier or joint powers authority (JPA) may require the district to comply with certain claims management conditions as part of the district's contractual coverage obligation, it is strongly recommended that, prior to adoption by the ~~Governing~~ Board, this ~~board~~Board policy ~~and accompanying administrative regulation~~ be reviewed for consistency with any applicable conditions of coverage. A district's failure to follow those contractual conditions may result in a loss of coverage benefits. ~~The district's risk manager and legal counsel should also be consulted, as appropriate.~~

It is recommended that the district consult CSBA's District and County Office of Education Legal services or district legal counsel, as necessary, if questions arise regarding the proper procedure to follow for a claim against the district, and the district's insurance carrier and legal counsel for questions regarding conditions of coverage from an insurance carrier or JPA.

The Governing Board desires to conduct district operations in a manner that minimizes risk, protects district resources, and promotes the health and safety of students, staff, and the public.

Any and all claims for money or damages against the district shall be presented to and acted upon in accordance with the Government Claims Act or other applicable state or district procedures, as well as the district's joint powers authority (JPA) agreement or other insurance coverage.

CSBA NOTE: The following optional paragraph is for use by districts that choose to establish their own claims procedures for certain types of claims pursuant to Government Code 935.

Any claim for money or damages not governed by the Government Claims Act (Government Code 810-996.6) or specifically excepted by Government Code 905 shall be presented and acted upon in accordance with district-established procedures consistent with the manner and time limitations specified in ~~the accompanying administrative regulation, unless a procedure for processing such claims is otherwise provided by state or federal law or regulation. (Government Code 935)~~this Board policy. (Government Code 935)

CSBA NOTE: Pursuant to Government Code 935, claims procedures established by the district may include a requirement that a claim be presented and acted upon in accordance with such procedures as a prerequisite to the filing of a lawsuit against the district. The following paragraph extends this requirement to claims filed under other statutes and may be revised to reflect district practice.

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

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

Time Limitations

CSBA NOTE: Items #1-4 below reflect timelines for presenting claims in relation to different causes of action, pursuant to the Government Claims Act and other applicable statutes.

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

1. Claims relating to a cause of action for death or for injury to a person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action (Government Code 911.2)

2. Claims relating to any other cause of action subject to the Government Claims Act shall be filed not later than one year after the accrual of the cause of action (Government Code 911.2)

   CSBA NOTE: Claims for childhood sexual assault are governed by the timelines and procedures specified in Code of Civil Procedure 340.1 and 340.11. For claims of childhood

sexual assault that occurred on or after January 1, 2024, Code of Civil Procedure 340.1, as amended by AB 452 (Ch. 655, Statutes of 2023), provides that there are no time limits for the commencement of actions for the recovery of damages for such assaults, including plaintiffs who are 40 years of age or older who file certificates of merit by the plaintiff's attorney and by a licensed mental health practitioner selected by the plaintiff setting forth the facts which support the declaration. For claims of childhood sexual assault that occurred on or before December 31, 2023, Code of Civil Procedures 340.1, as amended by AB 452, and Code of Civil Procedure 340.11, as added by SB 558 (Ch. 877, Statutes of 2023), provide that the statute of limitations is 22 years from the date the plaintiff attains age 18 or within five years of the date the plaintiff discovers or reasonably should have discovered that psychological injury or illness occurring after age 18 was caused by sexual assault, with claims by plaintiffs who are 40 years of age or older only permitted if the person or district knew or had reason to know, or was otherwise on notice, of any misconduct that creates a risk of childhood sexual assault by an employee, volunteer, representative, or agent or designee, or the person or district failed to take reasonable steps or to implement reasonable safeguards to avoid acts of childhood sexual assault.

3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905, that are subject to a claims presentation procedure in another statute or regulation, shall be presented to the Board in accordance with the applicable governing statute or regulation (Government Code 905)

CSBA NOTE: Optional Item #4 below is for use by any district whose Board has chosen to exercise the authority in Government Code 935 to establish its own procedure for the presentation of claims which are excluded from the Government Claims Act by Government Code 905 and which are not governed by any other applicable statute or regulation. Pursuant to Government Code 935, the district's procedure cannot require a shorter time for presentation of a claim than the time specified in Government Code 911.2. However, the Board has the discretion to adopt a more flexible time limitation and may increase the amount of time allowed for filing such claims. If the Board adopts a more flexible time limitation, Item #4 should be revised accordingly.

4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in Items #1 and 2 above, depending on the applicable cause of action (Government Code 911.2, 935)

Receipt of Claims

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

CSBA NOTE: Government Code 915 authorizes a claim, amendment to a claim, or application for a late claim to be submitted through electronic means, if so authorized by a Board resolution. In practice, such electronic means involve online completion of a fillable form and/or transmission by email. The following paragraph may be revised to specify the electronic means authorized by the district. If the Board has not adopted a resolution authorizing electronic submission, the district should delete the following paragraph.

Pursuant to Government Code 915.4, if the Board authorizes electronic submission, then any notice required of the district in response to a claim, amendment, or application for a late claim is required to be sent to the electronic address from which the district received the claim or application, unless the claimant or applicant specified an alternative electronic address for that purpose.

For more information regarding district notice requirements, see "Notice of Claim Insufficiency," "Late Claims," and "Action on Claims", below.

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

CSBA NOTE: In most circumstances, a district's insurance provider or JPA is responsible for claims management, including investigating, defending, and managing a district's response to a claim presented under the Government Claims Act. The following paragraph requires the Superintendent or designee to immediately forward any claims received to the district's JPA or insurance provider in order to help ensure compliance with any conditions of coverage.

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

Review of Contents of the Claim

CSBA NOTE: Most JPAs and insurance carriers provide a claim form. The person submitting the claim need not use the claim form provided by the district but, pursuant to Government Code 910 and 910.2, the claim must contain a signature and all the information listed below.

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

1. The name and post office address of the claimant

2. The post office address to which the person presenting the claim desires notices to be sent

3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted

4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim

5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known

6. The amount claimed if it totals less than $10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed

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

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

Notice of Claim Insufficiency

CSBA NOTE: Pursuant to Government Code 910.8, if a claim is found insufficient, the district is required to notify the claimant of the defects or omission in the claim. Government Code 915.4 authorizes such notice to be personally delivered or mailed or, if the Board has adopted a resolution authorizing electronic submission of claims, then any notice of claim insufficiency is required to be sent to the electronic address from which the claim was sent unless the claimant specifies an alternative electronic address for that purpose; see "Receipt of Claims", above.

Pursuant to Government Code 911, if the district, or the JPA or insurance carrier acting on the district's behalf, fails to give notice that the claim is insufficient, as specified below, then the district may not later raise that issue as a defense to the claim.

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

CSBA NOTE: Districts should investigate the background of each claim thoroughly, be cautious before rejecting a claim because of insufficiency of information, and consult CSBA's District and County Office of Education Legal Services or district legal counsel, and/or the district's JPA or insurance provider, as appropriate. In *Stockett v. Association of California Water Agencies Joint Powers Insurance Authority*, the California Supreme Court held that a claim is sufficient, and may not be barred, so long as enough information is disclosed to allow the district to adequately conduct an investigation of the claim's merits, even if the claim was not indicated in the claimant's initial notice.

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendment to Claims

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

Late Claims

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

CSBA NOTE: Pursuant to Government Code 911.3, when a claim is presented late and is not accompanied by an application to present a late claim, the Board or designee may, at any time within 45 days after the claim is presented, give written notice to the person presenting the claim that the claim was not filed timely and that it is being returned without further action. In such circumstances, the Board or designee should notify the claimant that "no action" was taken because the claim was presented late, as taking formal action to "reject" the claim could indicate that the Board had accepted the filing of the late claim and potentially waiver certain legal defenses.

Although districts are not required to provide this notice, failing to do so may prevent the district from relying on the claim's untimeliness as a defense in future litigation. Because of this, the language in the following paragraph has been drafted to require provision of the notice whenever an untimely claim is received. Districts that do not wish to notify claimants that their claim is untimely, and therefore risk the waiver of their untimeliness defense, may modify the language accordingly.

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

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

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

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit

2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim

3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim

4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim

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

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

Action on Claims

CSBA NOTE: Pursuant to Government Code 945.6, if the Board formally acts to reject a claim and provides notice of such rejection, the claimant has only six months from the rejection to initiate a lawsuit. If the Board takes no action or fails to provide written notice rejecting the claim, the claimant then has two years to initiate a suit against the district. The notice of rejection is required to comply with the notification requirements of Government Code 913 unless the claim has no address on it.

Although the Board takes final action on claims as specified below, such action is based on the evaluation of the claim by the district's insurance provider or JPA.

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

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

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

2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed

3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance

4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim

5. If the Board takes no action on the claim, the claim shall be deemed rejected

CSBA NOTE: The following paragraph is optional. Government Code 935.4 authorizes, but does not require, the Board to delegate to any employee the authority to allow, compromise, or settle a claim of $50,000 or less. Boards that do not wish to delegate such authority should delete the following paragraph. Boards that wish to delegate this authority may modify the following paragraph to specify a different employee to whom the authority is delegated and/or an amount less than $50,000.

Management of the defense or settlement of the claim may be subject to contractual requirements contained in the district's insurance policy, memorandum of coverage, or contractual indemnity agreements. Thus, even when the Board has authorized the Superintendent or another employee to settle such claims, the authority is subject to any such requirements or conditions of coverage.

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

~~**Roster of Public Agencies**~~

CSBA NOTE: The following paragraph should be revised depending on whether the Board delegated to an employee, and if so to which employee, the authority to allow, compromise, or settle a claim of less than $50,000.

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

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

Registry of Public Agencies

CSBA NOTE: Government Code 53051 requires public agencies, such as school districts, to register the information specified below, including the names of all Board members, with the Secretary of State and County Clerk. ~~If~~In *Hovd v. Haward Unified School District*, the appellate court held that if the information required to be registered to the Secretary of State and County Clerk is not on file or is not accurate ~~or if no~~, then a claimant may still state a claim even if the time limit for presenting a claim has expired.

Pursuant to Government Code 960.2 and 960.3, if the information is not on file or is not accurate, the court may allow a person to ~~proceed with~~serve a claim ~~against~~on the district ~~even if the time limit for~~ by mailing or personally delivering process to the Secretary of State's office. Additionally, pursuant to Government Code 946.4, if the information is not on file or is not accurate, then if a

plaintiff fails to present a claim to the district before filing ~~such a claim has expired.~~ suit, this will not constitute a defense for the district. Thus, it is imperative that all required information be current and accurate.

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

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 board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
Code of Civil Procedure 85-86	Limited civil cases; amount in controversy
Code of Civil Procedure 340.1	Action for recovery of damages suffered as result of childhood sexual assault
Code of Civil Procedure 340.~~1~~11	~~Damages suffered as result of childhood sexual abuse~~ Action for recovery of damages suffered as a result of childhood sexual assault that occurred before January 1, 2024
Ed. Code 35200	Liability for debts and contracts
Ed. Code 35202	Claims against districts; applicability of Government Code
Gov. Code 53051	Information filed with secretary of state and county clerk
Gov. Code 6500-6536	Joint powers agreements
Gov. Code 800	Cost in civil actions
Gov. Code 810-996.6	Government Claims Act
Pen. Code 72	Fraudulent claims

Management Resources	**Description**
Court Decision	City of Stockton v. Superior Court (2007) 42 Cal. 4th 730
Court Decision	Connelly v. County of Fresno (2006) 146 Cal.App.4th 29
Court Decision	CSEA v. Azusa Unified School District (1984) 152 Cal.App.3d 580
Court Decision	CSEA v. South Orange Community College District (2004) ~~123~~124 Cal.App.4th 574

Court Decision	Stockett v. Association of California Water Agencies Joint Powers Insurance Authority (2004) 34 Cal.4th 441
Court Decision	Hovd v. Hayward Unified School District (1977) 74 Cal.App.3d 470
Website	CSBA District and County Office of Education Legal Services
Website	California Secretary of State's Office
Website	Fiscal Crisis and Management Assistance Team https://www.fcmat.org/

Cross References

Code	Description
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.1	Civil And Legal Rights
4144	Complaints
4144	Complaints
4157.1	Work-Related Injuries
4158	Employee Security
4158	Employee Security
4219.1	Civil And Legal Rights
4257.1	Work-Related Injuries
4258	Employee Security
4258	Employee Security
4319.1	Civil And Legal Rights
4344	Complaints
4344	Complaints
4357.1	Work-Related Injuries

4358	Employee Security
4358	Employee Security
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5143	Insurance
5143	Insurance
6163.2	Animals At School
6163.2	Animals At School
9012	Board Member Electronic Communications
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials

Regulation 3320: Claims And Actions Against The District

Status: ADOPTED

Original Adopted Date: 07/01/2019 **| Last Revised Date:** 12/01/2024~~03/01/2021~~ **| Last Reviewed Date:** 12/01/2024~~03/01/2021~~

~~CSBA NOTE: The Government Claims Act (Government Code 810-996.6) sets forth prelitigation requirements and deadlines for claims against public entities, including school districts. In *City of Stockton v. Superior Court*, the California Supreme Court held that the claim requirements in Government Code 900-915.4 also apply to claims for breach of contract. For any cause of action that is excepted from the Government Claims Act pursuant to Government Code 905 but has its claim presentation procedure specified in another statute or regulation, such as childhood sexual assault, a claim must be presented in accordance with that statute or regulation. For any cause of action that is excepted from the Government Claims Act pursuant to Government Code 905 but is not governed by any procedure in another statute or regulation, the district may establish its own claim presentation procedure in accordance with Government Code 935. The district should consult legal counsel as necessary if questions arise regarding the proper procedure.~~

~~Because a district's insurance carrier or joint powers authority (JPA) may require the district to comply with certain claims management conditions as part of the district's contractual coverage obligation, it is strongly recommended that this administrative regulation be reviewed for consistency with any applicable conditions of coverage. A district's failure to follow those contractual conditions may result in a loss of coverage benefits. The district's risk manager and legal counsel should also be consulted, as appropriate.~~

~~Any claim against the district for money or damages shall be filed and acted upon in accordance with the Government Claims Act (Government Code 810-996.6) or other applicable law. Claims that are specifically excepted from the Government Claims Act by Government Code 905 and are not governed by any other statute or regulation may be filed and acted upon in accordance with district-established procedures pursuant to Government Code 935.~~

~~CSBA NOTE: Pursuant to Government Code 935, claims procedures established by the district may include a requirement that a claim be presented and acted upon in accordance with those procedures as a prerequisite to the filing of a lawsuit against the district. The following paragraph extends this requirement to claims filed under other statutes and may be revised to reflect district practice.~~

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

~~**Time Limitations**~~

~~CSBA NOTE: Items #1-4 below reflect timelines for presenting claims in relation to different causes of action, pursuant to the Government Claims Act and other applicable statutes.~~

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

1. Claims relating to a cause of action for death or for injury to a person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action. (Government Code 911.2)

2. Claims relating to any other cause of action subject to the Government Claims Act shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.2)

CSBA NOTE: Claims for childhood sexual assault are governed by the timelines and procedures specified in Code of Civil Procedure 340.1. Pursuant to Code of Civil Procedure 340.1, the time limit for beginning an action for recovery of damages suffered as a result of childhood sexual assault is 22 years from the date the plaintiff attains age 18 or within five years of the date the plaintiff discovers or reasonably should have discovered that psychological injury or illness occurring after age 18 was caused by sexual assault, whichever is later. A claim may be filed on or after the plaintiff's 40th birthday only if the plaintiff files certificates of merit by an attorney and a licensed mental health practitioner selected by the plaintiff setting forth the facts which support the declaration.

3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905 but are subject to a claims presentation procedure in another statute or regulation shall be presented to the Board in accordance with the applicable governing statute or regulation. (Government Code 905)

CSBA NOTE: Optional item #4 below is for use by any district whose board has chosen to exercise the authority in Government Code 935 to establish its own procedure for the presentation of claims which are excluded from the Government Claims Act by Government Code 905 and which are not governed by any other applicable statute or regulation. See the accompanying Board policy. Pursuant to Government Code 935, the district's procedure cannot require a shorter time for presentation of a claim than the time specified in Government Code 911.2. However, the Governing Board has the discretion to adopt a more flexible time limitation and may increase the amount of time allowed for filing such claims. If the Board adopts a more flexible time limitation, item #4 should be revised accordingly.

4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in items #1 and 2 above, depending on the applicable cause of action. (Government Code 911.2, 935)

Receipt of Claims

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

CSBA NOTE: Government Code 915, as amended by SB 1473 (Ch. 371, Statutes of 2020), authorizes a claim, amendment to a claim, or application for a late claim to be submitted through

electronic means, if so authorized by a Board resolution. In practice, such electronic means involve online completion of a fillable form and/or transmission by email. The following paragraph may be revised to specify the electronic means authorized by the district. If the Board has not adopted a resolution authorizing electronic submission, the district should delete the following paragraph.

Pursuant to Government Code 915.4, as amended by SB 1473, if the Board authorizes electronic submission, then any notice required of the district in response to a claim, amendment, or application for a late claim must be sent to the electronic address from which the district received the claim or application, unless the claimant or applicant specified an alternative electronic address for that purpose.

Also see the sections "Notice of Claim Insufficiency," "Late Claims," and "Action on Claims" below.

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

CSBA NOTE: In most circumstances, a district's insurance provider or JPA is responsible for claims management, including investigating, defending, and managing a district's response to a claim presented under the Government Claims Act. The following paragraph requires the Superintendent or designee to immediately forward any claims received to the district's JPA or insurance provider in order to help ensure compliance with any conditions of coverage.

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

Review of Contents of the Claim

CSBA NOTE: Most JPAs and insurance carriers provide a claim form. The person submitting the claim need not use the claim form provided by the district but, pursuant to Government Code 910 and 910.2, the claim must contain a signature and all the information listed below.

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

1. The name and post office address of the claimant

2. The post office address to which the person presenting the claim desires notices to be sent

3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted

4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim

5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known

6. The amount claimed if it totals less than $10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed. If the amount claimed exceeds $10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case of $25,000 or less.

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

Notice of Claim Insufficiency

CSBA NOTE: Pursuant to Government Code 910.8, if a claim is found insufficient, the district must notify the claimant of the defects or omission in the claim. Government Code 915.4, as amended by SB 1473, authorizes such notice to be personally delivered or mailed or, if the Board has adopted a resolution authorizing electronic submission of claims (see section "Receipt of Claims" above), then any notice of claim insufficiency must be sent to the electronic address from which the claim was sent unless the claimant specifies an alternative electronic address for that purpose.

Pursuant to Government Code 911, if the district, or the JPA or insurance carrier acting on the district's behalf, fails to give notice that the claim is insufficient, as specified below, then the district may not later raise that issue as a defense to the claim.

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

CSBA NOTE: Districts should be cautious before rejecting a claim because of insufficiency of information and consult legal counsel and/or the district's JPA or insurance provider, as appropriate. Courts have held that a claim is sufficient as long as enough information is disclosed to allow the district to adequately conduct an investigation of the claim's merits.

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendment to Claims

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

Late Claims

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

CSBA NOTE: If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its agent should notify the claimant that "no action" was taken because the claim was presented late. If the Board were to state that the claim was "rejected," this would indicate that the Board had accepted the filing of the late claim and taken action to reject it.

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

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

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

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit.

2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim.

3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim.

4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim.

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

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

Action on Claims

CSBA NOTE: Pursuant to Government Code 945.6, if the Board formally acts to reject a claim and provides notice of such rejection, the claimant has only six months from the rejection to initiate a lawsuit. If the Board takes no action or fails to provide written notice rejecting the claim, the claimant then has two years to initiate a suit against the district. The notice of rejection must comply with the notification requirements of Government Code 913 unless the claim has no address on it.

Although the Board takes final action on claims as specified below, such action is based on the evaluation of the claim by the district's insurance provider or JPA.

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

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

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

2. ~~If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.~~

3. ~~If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.~~

4. ~~If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.~~

5. ~~If the Board takes no action on the claim, the claim shall be deemed rejected.~~

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

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

Policy 3515.5: Sex Offender Notification

Status: ADOPTED

Original Adopted Date: 02/01/1999 **| Last Revised Date:** ~~03~~12/01/~~2005~~2024 **| Last Reviewed Date:** ~~03~~12/01/~~2005~~2024

CSBA NOTE: Penal Code 290.45 specifies that when a law enforcement agency reasonably suspects that children may be at risk from a registered sex offender, the agency may notify educational institutions. However, the law does not stipulate procedures for districts to follow when so notified. Penal Code 290.45 also provides that any person who receives such sex offender information from a law enforcement agency may only disclose that information in the manner and to the extent authorized by the law enforcement agency. Districts should act reasonably and responsibly if the information is received and should collaborate with local law enforcement in order to determine the most responsible means of communication~~. See~~; see the accompanying administrative regulation. Because school personnel are not equipped to assess the relative danger of offenders, it is recommended that districts consult ~~with~~CSBA's District and County Office of Education Legal Services or district legal counsel when developing their planned response to the receipt of sex offender information.

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

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

CSBA NOTE: Penal Code 290.45 grants the district and its employees immunity from civil liability for the good faith dissemination of any sex offender information received from a law enforcement agency, as long as the dissemination is in the manner and to the extent authorized by the law enforcement agency.

~~To protect the~~ Any district ~~and its employees from liability, employees shall disseminate~~employee to whom sex offender information ~~in good faith, and~~is disclosed by a law enforcement entity shall disclose the information only ~~in the manner and to the extent~~when authorized by the law enforcement ~~agency.~~entity and in the manner authorized.

CSBA NOTE: Pursuant to Penal Code 290.46 ("Megan's ~~law~~Law") information about certain sex offenders, including their home addresses, is available to the public via the Internet. The district may choose to include notice regarding the availability of this information in its annual parent/guardian notification. The following paragraph is optional and may be revised to reflect district practice.

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

Role of District Police/Security Department

CSBA NOTE: The following optional section is for use by districts with district police/security departments. Penal Code 290.45 provides that a school district police/security department may be a "designated law enforcement agency" for purposes of receiving information from the Department of Justice about registered sex offenders. As a "designated law enforcement agency," the school district police/security department may make the determination to release information about sex offenders to the school community, such as parents/guardians of students attending the school and other persons regularly present at the school site including students, employees, or volunteers.

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

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

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

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State	Description
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 48981	Parental notifications
Ed. Code 48985	Translation of notifications

Pen. Code 290	Registration of sex offenders
Pen. Code 290.024	Internet identifiers; definition
Pen. Code 290.4	Information ~~re:~~regarding sex offenders
Pen. Code 290.45	Sex offenders; authority of peace officers to provide information
Pen. Code 290.46	Making information about certain sex offenders available via the Internet
Pen. Code 290.9	Addresses of persons who violate duty to register
Pen. Code 290.95	Disclosure by person required to register as sex offender
Pen. Code 3003	Parole; geographic placement
Pen. Code 626.8	Disruptions
Pen. Code 626.81	Sex offender; permission to volunteer at school
Pen. Code 830.32	School district and community college police

Federal	**Description**
42 USC 14071	Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program Act

Management Resources	**Description**
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 20 (1999)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Justice, Megan's Law
Website	U.S. Department of Justice, Sex Offender Registration and Notification Act https://www.justice.gov/criminal/criminal-ceos/sex-offender-registration-and-notification-act-sorna

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
1250	Visitors/Outsiders

1250	Visitors/Outsiders
1400	Relations Between Other Governmental Agencies And The Schools
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
4112	Appointment And Conditions Of Employment
4212	Appointment And Conditions Of Employment
4231	Staff Development
5142	Safety
5142	Safety
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications

Policy 3540: Transportation

Status: ADOPTED

Original Adopted Date: 06/01/1992 **| Last Revised Date:** 12/01/~~2022~~2024 **| Last Reviewed Date:** 12/01/~~2022~~2024

CSBA NOTE: Pursuant to Education Code 39800, the Governing Board may provide transportation for students to and from school whenever such transportation is advisable and good reasons exist to provide these services. The following optional policy is for use by districts that choose to provide transportation services through their own transportation system, contracting out, or other methods, and should be revised to reflect district practice.

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

~~CSBA NOTE: AB 181 (Ch. 52, Statutes of 2022) provides funding for zero-emission school buses and related infrastructure, such as charging or fueling stations, equipment, site design, and construction, with priority for such funding given to districts serving a high percentage of unduplicated students, districts operating the oldest internal combustion buses, small and rural districts, and those purchasing zero-emission buses with bidirectional charging. More information will become available through the State Air Resources Board and the Energy Commission.~~

CSBA NOTE: A district is authorized to provide transportation services in an economical and efficient way, as long as the arrangement complies with law. For example, Education Code 39800.1~~, as added by AB 181,~~ permits partnering with a municipally-owned transit system, in order to provide transportation services to middle and high school students.

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

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

Transportation Plan

CSBA NOTE: The following section may be revised to reflect district practice. Education Code 39800.1~~, as added by AB 181,~~ requires, as a condition of apportionment, a district to adopt a transportation plan in consultation with classified staff, teachers, school administrators, and other stakeholders ~~by April 1, 2023~~, and to update the plan annually~~,~~ by April 1. The plan is required to include descriptions of the transportation services to be provided to certain student groups as specified below.

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

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

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

1. The transportation services offered to students

2. ~~How~~The prioritization of transportation services ~~will be prioritized~~ for low-income students, and students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive

3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)

4. ~~How~~The manner in which unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

Transportation Contracts

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 39800 and 39802, the district may use one or more means to provide transportation, as indicated below. For example, the district may use school buses for its regular home-to-school program and contract with private parties to provide transportation for field trips.

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

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

CSBA NOTE: Pursuant to Education Code 39879, as added by SB 88 (Ch. 30, Statutes of 2023), the district is required to obtain written attestations from any private entity with which it contracts to provide student transportation.

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

1. The entity does not have any applicable law violations at the time of applying for the contract

2. The entity will maintain compliance with applicable laws for the duration of the contract

3. Under the contract, only drivers who meet the requirements specified in Education Code 39877 will work

4. The entity has on file all the reports and documents required pursuant to Education Code 39877 for the duration of the contract, including, but not limited to, updated, revised, or modified reports and documents, and that the reports and documents shall be available for inspection by the district

Any vehicle used to provide student transportation for compensation shall meet both of the following requirements: (Education Code 39879)

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

2. Be equipped with a first aid kit and a fire extinguisher

Expenses and Fees

CSBA NOTE: The following paragraph is optional. If a district that has been providing transportation decides instead to have alternative transportation provided through an outside company or volunteers, this action may constitute "contracting out" and be subject to negotiation pursuant to the Educational Employment Relations Act (Government Code 3540-3549.3).

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806-39807)

CSBA NOTE: The following optional paragraph is for use by districts that choose to require parents/guardians of transported students to pay a portion of the cost of transportation as authorized by Education Code 39807.5. Pursuant to Education Code 39807.5, ~~as amended by AB 181,~~ the district ~~must~~is required to waive the fee for a student with a disability who meets the requirements set forth in Education Code 56026, and an unduplicated student, as defined in Education Code 42238.02, which includes a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. See BP/AR 3250 - Transportation Fees.

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

Safety and Monitoring

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

CSBA NOTE: The following optional paragraph is for use by districts that maintain their own transportation system and may be revised to reflect district practice. Pursuant to Penal Code

637.7, the district is authorized, as the registered owner of the school bus, to use electronic tracking systems to determine the location or movement of the vehicle. ~~It is recommended that school bus drivers be notified when a bus is so equipped.~~

In addition to using a global positioning system (GPS) to locate a bus in an emergency or to track delays, the district may choose to authorize parents/guardians to access the location data so that they may determine when their child has been picked up or dropped off at a bus stop.

Additionally, Vehicle Code 4854 permits the use of devices approved by the Department of Motor Vehicles as an alternative to conventional license plates, stickers, tabs, and cards when specified requirements are met. However, pursuant to Vehicle Code 4854, such alternative devices may not be used to monitor an employee except during work hours and if strictly necessary for the performance of the employee's duties. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when considering the use of vehicle location technology to monitor employees.

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

CSBA NOTE: The following optional paragraph is for use by districts that maintain their own transportation system. A driver who provides transportation to students shall meet the requirements specified in Education Code 39877 and 39878, as added by SB 88.

The Superintendent or designee shall ensure the qualifications of bus drivers, in accordance with Administrative Regulation 3542 – School Bus Drivers, and related staff employed by the district~~,~~; provide for the maintenance and operation of district-owned school buses and other equipment~~,~~; and ensure adequate facilities for equipment storage and maintenance.

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

Ed. Code 39800-39860	Transportation services
Ed. Code 39801	Contract with County Superintendent of Schools to provide transportation
Ed. Code 39802-39803	Bids and contracts for transportation services
Ed. Code 39806	Payments to parents in lieu of transportation
Ed. Code 39807	Food and lodging payments in lieu of transportation
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39808	Transportation for private school students
Ed. Code 39877-39878	School bus driver requirements
Ed. Code 39879	Private transportation provider requirements
Ed. Code 41850-41851.1	Allowances for transportation
Ed. Code 41860-41862	Supplemental allowances for transportation
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 45125.1	Criminal records summary; employees of contracting entity
Ed. Code 52311	Regional occupational centers; transportation
Ed. Code 56026	Student with a disability; definition
Gov. Code 3540-3549.3	Educational Employment Relations Act
Pen. Code 637.7	Electronic tracking devices
Veh. Code 2807	School bus inspection
Veh. Code 4854	Alternatives to conventional license plates

Management Resources	**Description**
Court Decision	Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251
Public Utilities Commission Order	Order Instituting Rulemaking on Regulations Relating to Passenger Carriers, Ridesharing, and New Online-Enabled Transportation Services, September 2013 (https://docs.cpuc.ca.gov/publisheddocs/published/g000/m077/k192/77192335.pdf)
Website	Bureau of Automotive Repair (https://www.bar.ca.gov/)
Website	CSBA District and County Office of Education Legal Services
Website	Public Utilities Commission (https://www.cpuc.ca.gov/)
Website	California Air Resources Board Zero Emission School Bus and Infrastructure Program (https://www.energy.ca.gov/programs-and-

	topics/programs/zero-emission-school-bus-and-infrastructure-program)
Website	California Energy Commission
Website	Department of Motor Vehicles (https://www.dmv.ca.gov/portal/)
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
3000	Concepts And Roles
3100	Budget
3100	Budget
3250	Transportation Fees
3250	Transportation Fees
3311	Bids
3311	Bids
3312	Contracts
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3512	Equipment
3512-E(1)	Equipment
3514	Environmental Safety
3514	Environmental Safety
3515.6	Criminal Background Checks For Contractors
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3541	Transportation Routes And Services
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
3541.2	Transportation For Students With Disabilities
3542	School Bus Drivers
3543	Transportation Safety And Emergencies
4112.4	Health Examinations
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4212.4	Health Examinations
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4231	Staff Development
4312.4	Health Examinations
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5131.1	Bus Conduct
5131.1	Bus Conduct
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6142.4	Service Learning/Community Service Classes
6173.1	Education For Foster Youth

6173.1	Education For Foster Youth
6178.2	Regional Occupational Center/Program
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice

Policy 5113.1: Chronic Absence And Truancy

Status: ADOPTED

Original Adopted Date: 11/01/2012 **| Last Revised Date:** ~~10~~12/01/~~2020~~2024 **| Last Reviewed Date:** ~~10~~12/01/~~2020~~2024

CSBA NOTE: The following optional policy addresses both chronic absence, which refers to students missing an excessive number of school days for any reason, whether excused or unexcused, and truancy, which refers to students missing school and/or being tardy without a valid excuse. Education Code 48260 defines a "valid excuse" for purposes of classifying students as truants; see the accompanying administrative regulation. Also see BP/AR 5113 - Absences and Excuses for information about methods of verification of student absences.

Pursuant to Education Code 48326, as added by AB 2771 (Ch. 154, Statutes of 2024), beginning with the 2026-27 school year, the California Department of Education (CDE) is required to post on its website information regarding methods of reducing chronic absenteeism, including the formation of school site absence intervention teams.

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

CSBA NOTE: The following paragraph may be revised to reflect district practice. Districts ~~must~~are required to track student attendance for the purpose of reporting chronic absenteeism for the state accountability system (the California School Dashboard) and identifying students who are classified as truants pursuant to Education Code 48260-48273. Tools to calculate chronic absence, such as the District Attendance Tracking Tool and School Attendance Tracking Tool, are available from Attendance Works.

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

CSBA NOTE: In developing strategies for addressing chronic absence and truancy, districts may consider reasons for absences given by individual students as well as survey data using tools such as the California Healthy Kids Survey and/or the California School Climate, Health, and Learning Survey System available from WestEd.

CDE has identified strategies that have a positive effect in encouraging students to regularly attend school, which can be found on CDE's webpage, "School Attendance Improvement Strategies." Some of these practices include identifying and responding to grade level and student subgroup patterns of chronic absence and truancy; improving communication with parents/guardians, including using bilingual aides and sending out attendance emails in the language used by parents/guardians; positive reinforcement for improved attendance such as prizes for individuals or classes with the most improved attendance; and personalizing relationships between students and school support staff and/or teachers, including establishing homeroom classes for secondary students for all years of high school.

Additionally, CSBA's, "Seize the Data: Using Chronic Absence Data to Drive Student Engagement," provides research and strategies for districts to use to reduce chronic absenteeism.

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

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

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

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

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

CSBA NOTE: State law establishes a series of interventions that the district is required or authorized to impose depending on the number of truancies committed by a student; see the accompanying administrative regulation. Habitually truant students, as defined in Education Code 48262, may be referred to a school attendance review board (SARB) if established by the county office of education or to a SARB established by the district Governing Board pursuant to Education Code 48321; see BP/AR 5113.12 - District School Attendance Review Board. Instead of the SARB process, students may be referred to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6. Education Code 48264.5 authorizes, but does not require, students who continue to be truant after receiving these interventions to be referred to a juvenile court. Parents/guardians of students who are identified as truant may be subject to penalties pursuant to Education Code 48293, Penal Code 270.1, and/or Penal Code 272.

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

CSBA NOTE: Pursuant to Education Code 46211, as added by SB 153 (Ch. 38, Statutes of 2024), a district may, beginning July 1, 2025, implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences, including chronic absenteeism for up to 10 days of attendance in a school year or the number of absences a student accrued in that school year, whichever is less. A student's participation in an attendance recovery program may not be compulsory or punitive for such student. Students participating in an attendance recovery program may generate average daily attendance for the school year in which the program is operated, and that otherwise meets the requirements of Education Code 46211. For more information see the accompanying administrative regulation.

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

CSBA NOTE: Education Code 48900 expresses legislative intent that alternatives to suspension or expulsion be used with students who are truant, tardy, or otherwise absent from assigned school activities; see BP 5144 - Discipline and BP 5144.1 - Suspension and Expulsion/Due Process.

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

CSBA NOTE: Education Code 52060 requires districts to include the rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (LCAP); see BP/AR 0460 - Local Control and Accountability Plan.

The California School Dashboard includes measures of district and school performance in each priority area addressed in the LCAP, including chronic absence for grades ~~K~~kindergarten-8. The Dashboard reports the degree to which districts and schools meet performance criteria as well as changes in performance from year to year. ~~See~~

For more information regarding LCAP measures see BP 0500 - Accountability. For grades 9-12, chronic absence rates are available through ~~the California Department of Education's~~CDE's DataQuest.

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

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

Ed. Code 46210-46211	Attendance recovery programs
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48225.5	Work permits; entertainment and allied industries
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48290-48297	Failure to comply; complaints against parents
Ed. Code 48320-48325	School attendance review boards
Ed. Code 48326	Absence intervention teams
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 60901	Chronic absence
Gov. Code 54950-54963	The Ralph M. Brown Act
Pen. Code 270.1	Chronic truancy; parent/guardian misdemeanor
Pen. Code 272	Parent/guardian duty to supervise and control minor child; criminal liability for truancy
Pen. Code 830.1	Peace officers
~~Veh. Code 13202.7~~	~~Driving privileges; minors; suspension or delay for habitual truancy~~
W&I Code 11253.5	Compulsory school attendance; eligibility for aid
W&I Code 256-258	Juvenile hearing officer
W&I Code 601-601.5	Habitually truant minors

Management Resources	**Description**
Attendance Works Publication	District Attendance Tracking Tool (https://www.attendanceworks.org/resources/data-tools/california-data-tools/)
Attendance Works Publication	The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014

	(https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf)
Attendance Works Publications	Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015 (https://www.attendanceworks.org/resources/toolkits/bringing-attendance-home/)
Attendance Works Publications	School Attendance Tracking Tool (https://www.attendanceworks.org/resources/data-tools/calculating-chronic-absence/)
Attendance Works Publications	For School Board Members: Frequently Asked Questions About Chronic Absence (https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Frequently-Asked-Questions-About-Chronic-Absence-for-school-boards.pdf)
California Department of Education Publication	School Attendance Review ~~Board: A Road Map for Improved School Attendance and Behavior, rev. 2018~~Boards Handbook & Forms (https://www.cde.ca.gov/ls/ai/sb/)
Court Decision	L.A. v. Superior Court of San Diego County (2012) 209 Cal.App.4th 976
California Department of Education Publication	School Attendance Improvement Strategies (https://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp)
CSBA Publication	Research supported strategies to improve the accuracy and fairness of grades, July 2016 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/20161507-GradingGB.ashx?la=en&rev=4e25a7ce86c742198068af40c27324b5)
CSBA Publication	~~Attendance Awareness Month, Fact Sheet, September 2014~~Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs

	/Attendance-Brief-2024.ashx?la=en&rev=a3dd0ccb6e214e3fbe0a4e5d49e797f5)
Website	CSBA District and County Office of Education Legal Services
Website	California Healthy Kids Survey
Website	California School Climate, Health, and Learning Survey System
Website	CSBA
Website	Attendance Works
Website	California Association of Supervisors of Child Welfare and Attendance
Website	California Department of Education

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1400	Relations Between Other Governmental Agencies And The Schools
3515.3	District Police/Security Department
3515.3	District Police/Security Department
4119.41	Employees With Infectious Disease
4131	Staff Development
4219.41	Employees With Infectious Disease

4319.41	Employees With Infectious Disease
5030	Student Wellness
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.3	Student Leave Of Absence
5112.3	Student Leave Of Absence
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.11	Attendance Supervision
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate

5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.33	Head Lice
5141.6	School Health Services
5141.6	School Health Services
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6020	Parent Involvement
6020	Parent Involvement
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
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
6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6179	Supplemental Instruction
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

Regulation 5113.1: Chronic Absence And Truancy

Status: ADOPTED

Original Adopted Date: 11/01/2010 **| Last Revised Date:** ~~10~~12/01/~~2020~~2024 **| Last Reviewed Date:** ~~10~~12/01/~~2020~~2024

CSBA NOTE: The following administrative regulation may be revised to reflect the district personnel responsible for duties related to attendance supervision and matters related to chronic absence and truancy. Pursuant to Education Code 48240-48246, the district may appoint an attendance supervisor, join a consortium of districts to employ an attendance supervisor, or contract with the County Superintendent of Schools to supervise the attendance of district students. See AR 5113.11 - Attendance Supervision.

Education Code 48273 **mandates** that the district adopt rules and regulations related to reports of district referrals to a school attendance review board (SARB). See the section on "~~Reports~~Records" below for language fulfilling this mandate.

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

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

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

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

CSBA NOTE: As provided above, definitions of the various categories of truancy are based on the number of absences from school without a valid excuse. Education Code 48260 defines a "valid excuse," for purposes of classifying a student as a truant, as any of the reasons specified in Education Code 48205 (i.e., illness, quarantine, health services appointments, funeral service

attendance, jury duty, illness or medical appointment of student's child, justifiable personal reasons, service on precinct board, time with family member called to active duty or on leave from active duty, and religious exercises), Education Code 48225.5 (i.e., entertainment or allied industries work permits and nonprofit organization performances), or other reasons at the discretion of school administrators. AR 5113 - Absences and Excuses reflects the reasons that students may be excused from school and provides information about methods of verification of student absences.

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

Addressing Chronic Absence

CSBA NOTE: The following optional section may be revised to reflect district practice.

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

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

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

CSBA NOTE: Pursuant to Education Code 49067, the Governing Board may authorize teachers to assign failing grades to students with excessive unexcused absences, with the threshold number of absences established by the Board. See BP 5121 - Grades/Evaluation of Student Achievement. However, CSBA's ~~governance brief~~ , "Research-Supported Strategies to Improve the Accuracy and Fairness of Grades," recommends that student absences be dealt with separately from grading and that absences should not be considered in determining a student's level of understanding of course content. The following paragraph is consistent with that recommendation and may be revised to reflect district practice.

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

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

Addressing Truancy

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

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

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

1. Initial truancy

    a. The student shall be reported to the Superintendent, attendance supervisor, or designee~~.~~ (Education Code 48260)

CSBA NOTE: ~~When~~Beginning July 1, 2025, pursuant to Education Code 48260.5, as amended by SB 691 (Ch. 863, Statutes of 2024), when a student is classified as truant, Education Code 48260.5 requires notification ~~of~~to the student's parents/guardians of the following information by the most cost-effective method possible, which may include email or a telephone call. The California Department of Education's (CDE~~)~~), "School Attendance Review Board: A Road Map for Improved School Attendance and Behavior," provides sample letters.

    b. The student's parent/guardian shall be notified, by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

        i. The student is truant~~.~~

        ii. The parent/guardian is obligated to compel the student to attend school ~~and, if the parent/guardian fails to meet this obligation, the parent/guardian may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.~~

        iii. Alternative educational programs are available in the district~~.~~

        iv. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy~~.~~

~~v. The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or designee, or attendance supervisor or designee pursuant to Education Code 48264 if found away from home and absent from school without a valid excuse.~~
v. Mental health and supportive services may be available to the student and the family

~~vi. If the student is at least 13 years of age but under age 18, the student may be subject to the suspension, restriction, or delay of driving privilege pursuant to Vehicle Code 13202.7.~~ vi. School personnel are available to meet with the student and family to develop strategies to support the student's attendance at school

~~vii It is recommended that the parent/guardian accompany the student to school and attend classes~~

vii. Research shows that missing 10 percent of school for ~~one day.~~ any reason can translate into students having difficulty learning to read by third grade, achieving in middle school, and graduating from high school

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223~~.~~ (Education Code 48264.5)

d. The student and, as appropriate, the student's parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance~~.~~ (Education Code 48264.5)

CSBA NOTE: The following optional ~~item~~Item #1e is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program pursuant to Education Code 48260.6.

e. The Superintendent, attendance supervisor, or designee may notify the district attorney and/or probation officer of the student's name and the name and address of the student's parents/guardians~~.~~ (Education Code 48260.6)

2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the Superintendent, attendance supervisor, or designee as a truant if the student is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year~~.~~ (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223~~.~~ (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county~~.~~ ~~If~~ and, if the student fails to successfully complete this study program, the student shall be subject to ~~item~~Item #3 below~~.~~ (Education Code 48264.5)

CSBA NOTE: Education Code 48262 provides that a student cannot be classified as a habitual truant (~~item~~Item #3 below) until the district has made a conscientious effort to hold at least one conference with the student and parent/guardian after the attendance supervisor has been notified of either the first or second truancy. Education Code 48262 defines "conscientious effort," for

purposes of this section, as attempting to communicate with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. Thus, the following paragraph requires such communication in the event of the second truancy.

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and the student's parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call~~.~~ (Education Code 48262)

e. The student may be given a written warning by a peace officer~~.~~ A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

CSBA NOTE: The following optional item is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program. Pursuant to Education Code 48260.6, if the district notifies the district attorney and/or probation officer that a student continues to be classified as a truant after proper notification to the parents/guardians as described in ~~item~~Item #1b above, the district attorney or probation officer may request a meeting with the student and the student's parents/guardians to discuss the possible legal consequences of the student's truancy.

f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with ~~item~~Item #1b above~~.~~ (Education Code 48260.6)

3. Third truancy (habitual truancy)

CSBA NOTE: Education Code 48263 and 48264.5 authorize the district to refer habitual truants, chronic absentees, and students who are habitually insubordinate or disorderly to a SARB, a county truancy mediation program, or a comparable program for services. The district should revise the following items to reflect the option(s) available in the district.

According to CDE's , "School Attendance Review Board: A Road Map for Improved School Attendance and Behavior~~,~~," prior to referring a student to a SARB or county truancy mediation program, some districts initiate an intermediate step, such as a school-site attendance review team or student success team. Districts that have established such an intermediate step may revise the following item accordingly.

a. A student who is habitually truant, a chronic absentee, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a SARB program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee~~.~~ (Education Code 48263, 48264.5)

b. Upon making a referral to the SARB or the probation department, the Superintendent, attendance supervisor, or other person designated to make the referral shall provide the student, the student's parent/guardian, and SARB or

probation department with documentation of the interventions undertaken at the school~~. The~~

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

c. If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to ~~item~~Item #4 below~~.~~ (Education Code 48264.5)

CSBA NOTE: Pursuant to Education Code 48263, the SARB or probation officer may direct a student and/or the student's parents/guardians to make use of available community services and may require satisfactory evidence of participation. If the SARB or probation officer determines that available community resources cannot resolve the problem, or if the student and/or the student's parents/guardians have failed to respond to the directives of the SARB or probation officer, the SARB may so notify the district attorney and/or probation officer, or the probation officer may notify the district attorney provided the district attorney or probation officer participates in a truancy mediation program. If the county has not established a SARB, the district may make this finding and notification.

The following paragraph is for use by districts in which the county has not established a SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program.

d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or the student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer~~.~~ (Education Code 48263)

4. Fourth truancy

a. Upon the fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court~~.~~ (Education Code 48264.5; Welfare and Institutions Code 601)

CSBA NOTE: Pursuant to Education Code 48264.5 and Welfare and Institutions Code 601, a student coming within the jurisdiction of the juvenile court may be adjudged a ward of the court and required to perform community service, pay a fine, and/or attend a court-approved truancy prevention program~~, and/or lose driving privileges.~~ . In *L.A. v. Superior Court of San Diego County*, a court of appeal held that juvenile court judges have the authority to imprison a truant as a last resort if the student commits an egregious violation of a court order, less restrictive alternatives have proved ineffective, and the student is confined separately from youths held for criminal violations.

b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school.

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

CSBA NOTE: Item #5 below is for use by districts that offer any of grades K-8. Penal Code 270.1 states that a parent/guardian of a "chronic truant" who is at least six years old and is in any of grades K-8 is guilty of a misdemeanor punishable by a fine and/or imprisonment if the parent/guardian has failed to reasonably supervise and encourage the student's school attendance and has been offered language-accessible support services to address the student's truancy. Pursuant to Penal Code 270.1, a parent/guardian found guilty of a misdemeanor may participate in a program established by a superior court, if available, which includes periodic meetings with district representatives and service referrals.

5. Chronic truancy (unexcused absence for 10 percent of school days)

a. The Superintendent or designee shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

b. If a chronically truant student is at least age six years and is in any of grades K-8, the Superintendent or designee shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

Attendance Recovery Program

CSBA NOTE: Pursuant to Education Code 46211, as added by SB 153 (Ch. 38, Statutes of 2024), a district may, beginning July 1, 2025, implement an attendance recovery program for students in grades transitional kindergarten (TK)-12 to make up lost instructional time and offset absences, including chronic absenteeism for up to 10 days of attendance in a school year or the number of absences a student accrued in that school year, whichever is less. A student's participation in an attendance recovery program may not be compulsory or punitive for such student. Students participating in an attendance recovery program may generate average daily attendance (ADA) for the school year in which the program is operated, and that otherwise meets the requirements of Education Code 46211.

Additionally, Education Code 46211, as amended by AB 176 (Ch.998, Statutes of 2024), limits the attendance credit students may earn under the program to no more than five days of attendance per school week or more than one day of attendance for each calendar day of participation in the program.

On or before June 30, 2025, CDE is required to develop and maintain on its website guidance to support districts in creating and implementing a high-quality attendance recovery program.

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

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

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

A student shall not be required to participate in the program. Students concurrently participating in both an attendance recovery program and an Expanded Learning Opportunities Program (ELO) pursuant to Education Code 46120, shall retain the ability to participate in the entirety of the ELO's offerings for the duration of the school year. (Education Code 46211)

CSBA NOTE: Pursuant to Education Code 46211, as added by SB 153 and amended by AB 176, a district's attendance recovery program must satisfy the requirements specified in the following paragraphs for student participation in the program to generate ADA for the district.

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

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

Records

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. CDE's , "School Attendance Review Board: A Road Map for Improved School Attendance and Behavior," cautions that it is important to keep accurate and complete records of any violations of compulsory school attendance laws because such records may ultimately be introduced as evidence in a trial for truancy.

The Superintendent, attendance supervisor, or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. In addition, the attendance supervisor,

designee, and/or the staff persons who have direct contact with the student or parent/guardian shall document all their contacts regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

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

CSBA NOTE: Pursuant to Education Code 46211, as amended by AB 176, the district is required to maintain documentation of compliance with law as specified below, if the district participates in an attendance recovery program.

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

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 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 306	Explanation of absence
5 CCR 420-424	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance
Ed. Code 37223	Weekend classes
Ed. Code 44266	Pupil Personnel Services credential
Ed. Code 46000	Attendance records
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 46210-46211	Attendance recovery programs
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48225.5	Work permits; entertainment and allied industries
Ed. Code 48240-48246	Supervisors of attendance

Ed. Code 48260-48273	Truants
Ed. Code 48290-48297	Failure to comply; complaints against parents
Ed. Code 48320-48325	School attendance review boards
Ed. Code 48326	Absence intervention teams
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 60901	Chronic absence
Gov. Code 54950-54963	The Ralph M. Brown Act
Pen. Code 270.1	Chronic truancy; parent/guardian misdemeanor
Pen. Code 272	Parent/guardian duty to supervise and control minor child; criminal liability for truancy
Pen. Code 830.1	Peace officers
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Attendance Works Publications	For School Board Members: Frequently Asked Questions About Chronic Absence (https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Frequently-Asked-Questions-About-Chronic-Absence-for-school-boards.pdf)
California Department of Education Publication	School Attendance Review ~~Board: A Road Map for Improved School Attendance and Behavior, rev. 2018~~Boards Handbook & Forms (https://www.cde.ca.gov/ls/ai/sb/)
Court Decision	L.A. v. Superior Court of San Diego County (2012) 209 Cal.App.4th 976
California Department of Education Publication	School Attendance Improvement Strategies (https://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp)
CSBA Publication	Research supported strategies to improve the accuracy and fairness of grades, July 2016 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/20161507-GradingGB.ashx?la=en&rev=4e25a7ce86c742198068af40c27324b5)
CSBA Publication	~~Attendance Awareness Month, Fact Sheet, September 2014~~Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/Attendance-Brief-2024.ashx?la=en&rev=a3dd0ccb6e214e3fbe0a4e5d49e797f5)
Website	CSBA District and County Office of Education Legal Services
Website	California Healthy Kids Survey

Website	California School Climate, Health, and Learning Survey System
Website	CSBA
Website	Attendance Works
Website	California Association of Supervisors of Child Welfare and Attendance
Website	California Department of Education

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1400	Relations Between Other Governmental Agencies And The Schools
3515.3	District Police/Security Department
3515.3	District Police/Security Department
4119.41	Employees With Infectious Disease
4131	Staff Development
4219.41	Employees With Infectious Disease
4319.41	Employees With Infectious Disease
5030	Student Wellness
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.3	Student Leave Of Absence

5112.3	Student Leave Of Absence
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.11	Attendance Supervision
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.33	Head Lice

5141.6	School Health Services
5141.6	School Health Services
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6020	Parent Involvement
6020	Parent Involvement
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
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

6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6179	Supplemental Instruction
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

Policy 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 11/01/2006 | **Last Revised Date:** 12/01/~~2022~~2024 | **Last Reviewed Date:** 12/01/~~2022~~2024

CSBA NOTE: The following ~~optional~~ policy is for use by districts providing expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs, and should be revised to reflect the program(s) offered by the district. For eligible programs in grades ~~TK-~~Transitional Kindergarten (TK)-9, the district may apply for funding from the state's After School Education and Safety Program (ASES) (Education Code 8482-8484.65) and/or the federal 21st Century Community Learning Centers Program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176). The federal 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) (Education Code 8420-8428; 20 USC 7171-7176) provides funding for eligible programs in grades 9-12. These programs are optional and have different requirements. See the accompanying administrative regulation for major requirements of each program, including **mandated** policy language regarding late arrival and early dismissal for students participating in ASES.

Education Code 46120~~, as amended by AB 181 (Ch. 52, Statutes of 2022) and AB 185 (Ch. 571, Statutes of 2022),~~ provides for the Expanded Learning Opportunities ~~(ELO)~~ Program (ELO) and allocates funding to districts under a formula based on a district's average daily attendance and percentage of unduplicated students, defined as any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. ~~For the 2022-23 school year, districts receiving funds are required to offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students. Commencing with the 2023-24 school year, districts~~Districts with a prior fiscal year local control funding formula ~~(LCFF)~~ unduplicated pupil percentage ~~(UPP)~~ of ~~at least~~less than 75 percent are required to offer access to ELO ~~programs~~ to all unduplicated students in classroom-based ~~students~~instructional programs in grades TK-6, inclusive, and ~~to~~ ensure that access is provided to any unduplicated student whose parent/guardian requests placement in ~~an ELO program. Commencing with the 2023-24 school year, districts with a prior fiscal year LCFF UPP of less than 75 percent are required to offer access to ELO programs to all unduplicated students in grades TK-6, inclusive, and ensure that access is provided to any unduplicated student whose parent/guardian requests placement in an ELO program.~~ELO. Pursuant to Education Code 46120, on school days, ELO ~~programs~~ must include in-person before or after school programs and, on non-school days, intersessional programs of specified lengths of time as described below and in the accompanying administrative regulation. Student participation in ~~an~~ ELO ~~program~~ is optional; however, districts may not opt out of ~~the~~providing ELO ~~Program.~~

~~See the accompanying administrative regulation for major.~~

Pursuant to Education Code 46120, as amended by SB 114 (Ch. 48, Statutes of 2023), a district may contract with a third-party to provide ELOs, and that third-party is required to comply with applicable child care facility license requirements ~~of each program.~~including when serving children who do not participate in ASES, 21st CCLC, or ELO. Pursuant to Education Code 46120, as amended by AB 176 (Ch. 998, Statutes of 2024), an ELO operated by a third-party that holds a child daycare facility license or special permit, as of June 1, 2023, is required to maintain that license or permit capacity as a requirement of contracting for ELOs until June 30, 2025.

The California Department of Education (CDE) monitors, through its Federal Program Monitoring (FPM) process, Expanded Learning Division grants including before-school, after-school, summer/supplemental, equitable access, ASES transportation, and ELO.

The following policy is applicable to ~~all four programs~~ASES, 21st CCLC, ASSETS and ELO, unless otherwise noted, and may be adapted by districts that offer other programs through district funding or alternative sources. If the district does not offer any programs beyond the regular school day, it may modify the following policy as appropriate.

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

CSBA NOTE: The following paragraph reflects requirements related to collaborative planning for the programs offered by the district. ~~The~~ ASES ~~program~~ (Education Code 8482.5), ASSETs ~~program~~ (Education Code 8422), 21st CCLC ~~program~~ (Education Code 8484.75), and ELO ~~program~~ (Education Code 46120) have different collaboration requirements; see the accompanying administrative regulation.

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

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. ~~Pursuant to Education Code 46120, districts are required to prioritize ELO programs at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with ELO programs across their attendance area. In addition, pursuant~~Pursuant to Education Code 8482.5, in awarding funding for ASES programs, the state gives priority to schools with at least 50 percent of students eligible for free or reduced-price meals. Pursuant to 20 USC 7174, funding for the 21st CCLC and ASSETs programs is restricted to schools receiving federal Title I funding. ~~In addition~~Additionally, 20 USC 7174 and Education Code 8422 and 8484.8 give competitive priority for these federal programs to applications jointly submitted by school districts and community organizations for programs that (1) are located in schools that are implementing comprehensive or targeted support and improvement activities pursuant to 20 USC 6311 or other schools determined by the district to be in need of intervention and support to improve student academic achievement and other outcomes~~;~~, (2) serve students at risk for academic failure, dropping out of

school, involvement in criminal or delinquent activities, or lacking strong positive role models~~;~~, (3) provide activities not otherwise accessible to participating students or expand accessibility to high-quality services that may be available in the community~~;~~, (4) continue or expand existing grants~~;~~, and (5) for 21st CCLC programs, provide year-round expanded learning programming. For a further description of competitive priority for funding, see ~~the California Department of Education's (CDE) "21st CCLC and ASSETs FAQs" and "Request for Applications for 21st CCLC & ASSETs."~~CDE's, "After School Education and Safety, 21st Century Community Learning Centers, 21st Century High School After School Safety Enrichment for Teens Grant Programs Frequently Asked Questions," and, "Expanded Learning Funding Opportunities," available on its website.

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

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

CSBA NOTE: Pursuant to Education Code 46120, as amended by SB 153 (Ch. 38, Statutes of 2024), districts are required, beginning with the 2025-26 fiscal year, to annually declare to CDE their operational intent to run an ELO in accordance with instructions and forms that will be furnished by the Superintendent of Public Instruction.

Any expanded learning opportunities, including but not limited to After School Education and Safety ~~Program~~ (ASES), 21st Century Community Learning Center ~~Program~~ (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens ~~Program~~ (ASSETs), ~~Expanded Learning Opportunities Program (ELO)~~, or any other program to be established pursuant to Education Code 8421, 8482.3, 8484.75, or 46120, shall be approved by the Board. Additionally, the Board shall declare its operational intent to run an ELO to the Superintendent of Public Instruction as specified in Education Code 46120.

CSBA NOTE: The following optional paragraph is applicable to all programs. Pursuant to Education Code 8483.4 (applicable to ASES, 21st CCLC, and ELO ~~programs~~), the program administrator is required to establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide pursuant to district policies; see the accompanying administrative regulation. A district offering an ASSETs program must establish its expectations for staff qualifications.

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

CSBA NOTE: Pursuant to Education Code 46120, as amended by SB 153, ELO funds may also be used to support attendance recovery programs when attendance recovery is operated by the district in conjunction with, and on the same school site as, its ELO. For more information on attendance

recovery programs, see BP/AR 5113.1 – Chronic Absence and Truancy and BP 5147 – Dropout Prevention.

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

CSBA NOTE: Education Code 8482.6 (applicable to ASES, 21st CCLC, and ELO ~~programs~~) and Education Code 8422 (applicable to ASSETs programs) authorize the district to charge fees to participating families, with certain exceptions as described below.

Option 1 below is for use by districts that choose not to charge family fees. Option 2 is for use by districts that will charge a permissible family fee to cover unfunded costs of the program.

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

No fee shall be charged for participation in the program.

OPTION 1 ENDS HERE

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

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

CSBA NOTE: The following paragraph is for use by districts selecting Option 2 that offer an ASSETS program, and may be modified to reflect any program(s) offered by the district. Pursuant to Education Code 8422, ASSETs programs that charge fees to participating families are required to waive or reduce the fees for families with students who are eligible for free or reduced-price meals.

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

CSBA NOTE: The following paragraph is for use by districts selecting Option 2 that offer ~~an~~ ASES, 21st CCLC ~~program~~, and/or ELO ~~program~~, and may be modified to reflect any program(s) offered by the district. Pursuant to Education Code 8482.6, family fees may not be charged for these programs for a student who is eligible for free or reduced-price meals or if the district knows the participating student is ~~a homeless youth~~experiencing homelessness or in foster care. ~~In addition~~Additionally, a program that charges such fees is required to schedule fees on a sliding scale that considers family income and ability to pay. CDE, through its FPM process, will review whether the district has policy(ies) in place to waive or reduce the income collected for youth eligible for free and reduced-price meals and that the program is not charging youth who are identified as experiencing homelessness or foster youth.

For ASES, 21st CCLC, and/or ELO ~~s programs~~, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student ~~who the district knows is a homeless~~

~~youth~~experiencing homelessness, or in foster care. ~~In addition, family~~Family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

OPTION 2 ENDS HERE

CSBA NOTE: The remainder of this policy is for use by districts that selected either Option 1 or 2 above.

The following optional paragraph is for use by districts with programs serving students ages 11-12 years. Welfare and Institutions Code 10273, provides that the preferred placement for students ages 11-12 years is in a before-school or after-school program rather than in subsidized child care and development services. When subsidized child care services are also available, students ages 11-12 years will be eligible for subsidized child care services only for the portion of care that is not available in a before-school or after-school program. See AR 5148 - Child Care and Development.

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

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

To assist in evaluations of program effectiveness, the district may refer to ~~the~~ CDE's, "Quality Standards ~~for Expanded Learning in California: Creating~~ and ~~Implementing a Shared Vision of~~Continuous Quality~~:"~~ ~~In addition, CDE's, "A Crosswalk Between the~~ Improvement (CQI)," and, "Guidance for a Quality ~~Standards for Expanded Learning and Program Quality Assessment Tools" describes~~Improvement Process," which describe available assessment tools that are closely aligned with the program standards.

To the extent consistent with state and federal privacy laws, Education Code 8484.1 authorizes the district to share specified student data (i.e., school day attendance data, statewide assessment scores, English language development test placement or reclassification scores, California Healthy Kids Survey results in aggregate form, student engagement and behavioral data, and other academic measures, including grades and course completion) with the operator of an after-school program with which the district has a contract that includes a confidentiality agreement. ~~The district should~~It is recommended that districts consult ~~with CSBA~~CSBA's District and County Office of Education Legal Services or district legal counsel ~~if it has any~~with questions ~~regarding~~about the sharing of student data.

~~In addition~~Additionally, Education Code 8427 and 8484 require the after-school program to submit data on school and program attendance and program quality to ~~the~~ CDE; see the section "Reports" in the accompanying administrative regulation.

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may

include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

CSBA NOTE: The following paragraph is for use by districts that offer ~~an~~ ASES, 21st CCLC, and/or ELO ~~program~~, and may be adapted by districts that offer ASSETs or other programs. Pursuant to Education Code 8482.3 and 46120, a district that offers ~~an~~ ASES, 21st CCLC, and/or ELO ~~program~~ is required to review program goals, program content, and outcome measures, selected from among those listed in Education Code 8484, every three years and to retain documentation for five years. CDE, through its FPM process, will review whether the program plan has been approved by the Governing Board in a public meeting and posted on the district's website.

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

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 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 17260-17268	Plans and specifications for school facilities
Ed. Code 17264	New construction; accommodation of before- and after-school programs
Ed. Code 35021.3	After-school physical recreation instructors
Ed. Code 41422	Emergency conditions
Ed. Code 45125	Criminal record check
Ed. Code 45330	Paraprofessionals; instructional aides
Ed. Code 45340-45349	Paraprofessionals; instructional aides
Ed. Code 46120	Expanded learning opportunities
Ed. Code 48850	Intersession program; priority access to student experiencing homelessness
Ed. Code 48853.5	Intersession program; priority access to foster youth
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49430-49434	Nutrition standards

Ed. Code 49540-49546	Child care food program
Ed. Code 49553	Free or reduced-price meals
Ed. Code 69430-69460	Cal Grant program
Ed. Code 8263	Eligibility and priorities for subsidized child development services
Ed. Code 8273.1	Family fees; exemptions
Ed. Code 8281.5	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8295-8305	Child development program; personnel qualifications
Ed. Code 8350-8359.1	Programs for CalWORKS recipients
Ed. Code 8360-8370	Personnel qualifications
Ed. Code 8420-8428	21st Century High School After School Safety and Enrichment Program for Teens
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Ed. Code 8490-8490.7	Distinguished After School Health Recognition Program
W&I Code 10207-10492.2	Child Care and Development Services Act
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12

Federal	**Description**
20 USC 6311	State plan
20 USC 6314	Title I schoolwide program
20 USC 7171-7176	21st Century Community Learning Centers
42 USC 11434a	Education for homeless children and youths
42 USC 1766-1766a	Child and Adult Care Food Program
7 CFR 226.17	Child care center nutrition standards

Management Resources	**Description**
California Department of Education Publication	Expanded Learning Programs Federal Program Monitoring Instrument (https://www.cde.ca.gov/ta/cr/)
California Department of Education Publication	Early Release and Late Arrival Guidance, rev. December 2021 (https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp)
California Department of Education Publication	Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program Improvement Plan for

	Expanded Learning Programs in California, January 2022 (https://www.cde.ca.gov/ls/ex/qualityimprovinstuct.asp)
~~California Department of Education Publication~~	~~21st CCLC and ASSETs FAQs, October 2022~~
California Department of Education Publication	~~Request for Applications: 21st Century Community Learning Centers and After School Safety and Enrichment for Teens, September 2022~~After School Education and Safety, 21st Century Community Learning Centers, 21st Century High School After School Safety Enrichment for Teens Grant Programs, Frequently Asked Questions, November 2022 (https://www.google.com/url?client=internal-element-cse&cx=007899273231353282595:rooj8qfkg0k&q=https://www.cde.ca.gov/ls/ex/documents/asestwentyfirstassests.docx&sa=U&ved=2ahUKEwiwwr7J6uGIAxUuGEQIHewAHRwQFnoECAAQAQ&usg=AOvVaw3eyKDsiM-aEZz9_E2sQ8TO)
California Department of Education Publication	Expanded Learning Funding Opportunities (https://www.cde.ca.gov/ls/ex/fundingop.asp#centurycommunitylearningcenters21st)
California Department of Education Publication	Expanded Learning Opportunities Program FAQs, ~~July 2022~~May 2024 (https://www.cde.ca.gov/ls/ex/elofaq.asp)
California Department of Education Publication	Quality Standards ~~for Expanded Learning in California: Creating~~ and ~~Implementing a Shared Vision of Quality, 2014~~CQI, December 2023 (https://www.cde.ca.gov/ls/ex/qualstandcqi.asp)
California Department of Education Publication	~~A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014~~Guidance for a Quality Improvement Process, March 2024 (https://www.cde.ca.gov/ls/ex/cqiguidance.asp)
California Department of Education Publication	California After School Physical Activity Guidelines, 2009 (https://www.cde.ca.gov/ls/ex/documents/paguidelines.pdf)
U.S. Department of Education Publication	Nita M. Lowey 21st Century Community Learning Centers Program, Title IV, Part B of the Elementary and Secondary Act of 1965, Nonregulatory Guidance, ~~February 2003~~September 2024 (https://www.ed.gov/sites/ed/files/2024-09/OESE%2021st%20CCLC%20Non-Regulatory%20Guidance%202024.pdf)
Website	California Afterschool Network

Website	California Child and Adult Care Food Program
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Expanded Learning
Website	U.S. Department of Agriculture
Website	California School-Age Consortium
Website	Partnership for Children and Youth
Website	California Healthy Kids Survey
Website	Commission on Teacher Credentialing
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
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
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

1400	Relations Between Other Governmental Agencies And The Schools
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
3516.5	Emergency Schedules
3540	Transportation
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3552	Summer Meal Program
3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
3580	District Records
3580	District Records
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
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
4331	Staff Development
5030	Student Wellness
5113.1	Chronic Absence and Truancy
5125	Student Records
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5137	Positive School Climate
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.23	Asthma Management
5141.23	Asthma Management
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards

6020	Parent Involvement
6020	Parent Involvement
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6159	Individualized Education Program
6159	Individualized Education Program
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
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
6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes

6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction

Regulation 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 07/01/2015 | **Last Revised Date:** 12/~~01/2022~~1/2024 | **Last Reviewed Date:** 12/01/~~2022~~2024

~~CSBA NOTE:~~CSBA NOTE: The following administrative regulation is **mandated** for use by districts providing expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs, and should be revised to reflect the program(s) offered by the district. The district should revise the following administrative regulation to reflect the expanded learning opportunity programs, including before and/or after school program(s), it offers and the grade levels at which the programs are offered. In addition to the program requirements described below, before-school and after-school programs may be subject to other district policies such as BP/AR 5148 - Child Care and Development, AR 3514.2 - Integrated Pest Management, and BP/AR 3550 - Food Service/Child Nutrition Program. ~~The~~ It is recommended that the district ~~should~~ consult ~~CSBA~~CSBA's District and County Office of Education Legal Services or district legal counsel ~~if it has~~with questions regarding the applicability of other laws to the district's programs.

The California Department of Education (CDE) monitors, through its Federal Program Monitoring process, Expanded Learning Division grants including before-school, after-school, summer/supplemental, equitable access, After School Education and Safety Program (ASES) transportation, and Expanded Learning Opportunities Program (ELO), the requirements of which are reflected throughout this administrative regulation.

Definitions

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

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

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

Provide access, with regard to an ELO ~~program~~, means to ~~register or~~ enroll a student in an ELO ~~program.~~. If a parent/guardian has a signed an ELO registration form and that form is on file, the

student shall be considered enrolled in the ELO. (Education Code 46120)

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

Grades ~~TK~~Transitional Kindergarten-9

CSBA NOTE: The following section is for use by districts providing before-school and/or after-school programs funded by the state ~~After School Education and Safety Program (ASES)~~ASES (Education Code 8482-8484.65), the federal 21st Century Community Learning Center Program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176), or the ~~Expanded Learning Opportunities Program (~~state ELO~~)~~ (Education Code 46120).

ASES and 21st CCLC programs serve students who are in grades ~~K~~kindergarten-9 in an elementary, middle, or junior high school. ELOs serve students who are in grades Transitional Kindergarten (TK)-6. CDE's webpage, "Expanded Learning Opportunities Program FAQs," states that once the minimum requirements providing an ELO are met, districts may provide access to additional grade spans in elementary, middle, and secondary students, and/or provide expanded hours of programming.

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

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

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

CSBA NOTE: The following paragraphs reflect the extent to which ~~a~~ before/after school programs, including ASES, 21st CCLC and ELO ~~programs~~, require collaborative planning. Districts may revise the following paragraphs to reflect programs offered by the district.

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

CSBA NOTE: Education Code 46120~~, as amended by AB 181 (Ch. 52, Statutes of 2022) and AB 185 (Ch. 571, Statutes of 2022),~~ provides for ~~the~~ ELO ~~program~~ and allocates funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance. ~~For the 2022-23 school year, districts receiving funds are required to offer access to~~

~~ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students. Commencing with the 2023-24 school year, districts~~Districts with a prior fiscal year local control funding formula (LCFF) unduplicated pupil percentage (UPP) of ~~at least 75 percent are required to offer access to ELO programs to all classroom-based students in grades TK-6, and to ensure that access is provided to any student whose parent/guardian requests placement in an ELO program. Commencing with the 2023-24 school year, districts with a prior fiscal year LCFF UPP of less than 75 percent are required to offer access to ELO programs~~less than 75 percent are required to offer access to an ELO to all unduplicated students in grades TK-6 and ensure that access is provided to any unduplicated student whose parent/guardian requests placement in an ELO ~~program~~. Districts are required to prioritize services at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with ~~ELO programs~~ELOs across their attendance area.

The following paragraph is for districts that receive ELO funds and should be deleted by districts that do not receive such funds. ~~However, the California Department of Education's (CDE),~~CDE's webpage, "Expanded Learning Opportunities Program FAQs," clarifies that districts that ~~receive funds for~~ serve classroom-based instructional programs ~~that serve~~in grades TK-~~–~~6, not including a charter school established pursuant to Education Code 47605.5, are eligible for ELO funding, and that districts cannot opt-out of the ELO ~~program~~ funding.

~~For the 2022-23 school year, the~~The district shall offer access to ELO ~~programs~~ to all unduplicated students in grades TK-6 and provide access to such ~~programs~~program to at least 50 percent of enrolled unduplicated students. (Education Code 46120)

CSBA NOTE: ~~Beginning with the 2023-24 school year,~~ Option 1 below is for use by districts with a prior fiscal year LCFF UPP of at least 75 percent. Option 2 is for districts with a prior fiscal year LCFF UPP of less than 75 percent.

OPTION 1: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of at least 75 percent)

~~Commencing with the 2023-24 school year, the~~The district shall offer access to ~~the~~ ELO ~~program~~ to all classroom-based students in grades TK-6. The district shall provide access to any student whose parent/guardian requests placement in an ELO ~~program.~~.

OPTION 1 ENDS HERE

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

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

OPTION 2 ENDS HERE

CSBA NOTE: Pursuant to Education Code 46120, a district is required to provide transportation to any student who attends a school that is not operating an ELO to attend at a location that is providing an ELO, and to return to the original location or another location that is established by the district. CDE's, "Expanded Learning Opportunities Program FAQs," further states that transportation should not be a barrier to ELO participation and that the ELO should be created as universally available and accessible to students.

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

CSBA NOTE: The California Prekindergarten Planning and Implementation Grant Program, established pursuant to Education Code 8322, provides for a state early learning initiative with the goal of expanding access to classroom-based prekindergarten 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 children and their families as specified in ~~BP~~Board Policy 6170.1 - Transitional Kindergarten. (Education Code 8322)

CSBA NOTE: Pursuant to Education Code 8484.75, programs funded through ~~the~~ 21st CCLC ~~program~~ are generally subject to the same program requirements applicable to ASES ~~programs~~, with the exception of specified provisions primarily related to allocation of funds, collaboration, and data collection. In contrast, ~~ELO programs~~ELOs are explicitly subject to some, but not all, of the ASES program requirements pursuant to Education Code 46120. However, ~~the California Department of Education's (CDE),~~CDE's webpage, "Expanded Learning Opportunities FAQs," emphasizes that districts are expected to uniformly apply the stricter ASES requirements to all programs since ASES, 21st CCLC, and ELO ~~programs~~ should be considered a single, comprehensive program. As such, the following section reflects the expectation that ~~ELO programs~~ELOs will comply with all the requirements for ASES and 21st CCLC programs.

The following section applies to ASES, 21st CCLC, and ELO programs, except where otherwise noted, and should be revised to reflect the program(s) offered by the district.

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

1. Program Elements

   a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science~~.~~ (Education Code 8482.3, 8484.75, 46120)

CSBA NOTE: Education Code 8482.3 requires that the program include an educational enrichment component, which may include physical fitness. Pursuant to Education Code 8483.55 and 8484.8,

CDE has developed voluntary , "California After School Physical Activity Guidelines," which are available on its ~~web site~~website.

b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities~~.~~ (Education Code 8482.3, 8484.75, 46120)

CSBA NOTE: Pursuant to Education Code ~~8483~~8482.3, ~~expanded learning opportunity programs~~districts are required to offer a nutritional snack, meal, or both~~.~~ ~~Education Code 8482.3 requires~~ that ~~such snacks or meals~~ conform to applicable state or federal nutrition standards. Reimbursement for providing snacks is available through the National School Lunch Program and the Child and Adult Care Food Program (CACFP) for participating districts. Pursuant to the Healthy, Hunger-Free Kids Act of 2010 (42 USC 1766-1766a), after-school programs participating in the at-risk after-school care component of the CACFP may be reimbursed for serving full meals. Further information is available on ~~the web sites of CDE~~CDE's and the U.S. Department of ~~Agriculture~~Agriculture's websites.

2. Nutrition

a. Snacks or meals made available in the program shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable~~.~~ (Education Code 8482.3, 8484.75, 46120; 42 USC 1766-1766a; 7 CFR 226.17)

b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants~~.~~ (Education Code 8483.1, 8484.75)

CSBA NOTE: Education Code 8482.3 provides that a program may be offered at one or multiple school sites. Program applications and U.S. Department of ~~Education~~Education's (USDOE) September 2024 nonregulatory guidance, "Nita M. Lowey 21st Century Community Learning Centers Program," state that programs may be located off campus as long as the facility is as available and accessible to students as if it were located at a school. Regardless of whether the program takes place in a school building or other facility, an applicant must (1) assure that it will provide a safe and easily accessible facility and (2) describe how it will address the transportation needs of participating students, including the needs of highly mobile students such as students experiencing homelessness, migratory students, or foster youth.

3. Location of Program

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

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

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

i. Fewer than 20 students participating in the program component

ii. Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

iii. A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

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

4. Staffing

a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 8484.75, 45330, 45344, 45344.5)

CSBA NOTE: Pursuant to Education Code 8483.4, program staff and volunteers are required to meet health screening and fingerprint clearance requirements.

Education Code 49024 provides that the requirement to obtain an Activity Supervisor Clearance Certificate prior to beginning a paid or volunteer position is satisfied by clearing a Department of Justice and Federal Bureau of Investigation criminal background check.

b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4,

8484.75)

c. The student-to-staff ratio shall be no more than 20 to 1, except that programs serving transitional kindergartenTK or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)

5. Hours of Operation

CSBA NOTE: Pursuant to Education Code 46120, ELO programsELOs must provide in-person before or after school expanded learning opportunities offered on school days that, when added to daily instructional minutes, recess, and meals, meet certain hourly requirements, as specified. Item #5(a) and 5(b) below do not apply to ELO programsELOs offered pursuant to Education Code 46120.

a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1, 8484.75)

CSBA NOTE: Pursuant to Education Code 8483, as amended by AB 2622 (Ch. 265, Statutes of 2018), ASES programs that operate at a school site located in an area that has a population density of less than 11 persons per square mile may end operating hours not earlier than 5 p.m. The following paragraph can be revised to reflect district programs.

b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483, 8484.75)

c. An ELO program shall provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, shall not be less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day. (Education Code 46120)

6. Admissions

a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6, 8484.75)

b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

CSBA NOTE: A district that operates an intersession program is required to grant priority access to a foster youth pursuant to Education Code 48853.5, as amended

by AB 723 (Ch. 812, Statutes of 2023), and to a student experiencing homelessness, pursuant to Education Code 48850, as amended by AB 373 (Ch. 327, Statutes of 2023). If any such student will be moving during an intersession period, the student's educational rights holder, or in the case of an American Indian student, Indian custodian, is authorized to determine which school the student attends for the intersession period.

i. First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by the program as being in foster care, and to students who are eligible for free or reduced-price meals~~.~~ (Education Code 8483, 8483.1, 8484.75)

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

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

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

CSBA NOTE: Item #(#2) below is for use by districts that maintain middle or junior high schools.

ii. Second priority for enrollment of middle or junior high school students shall be given to students who attend daily~~.~~ (Education Code 8483, 8483.1, 8484.75)

CSBA NOTE: Items #(#3)-(5) are optional and may be revised or expanded to include enrollment priorities established by the district.

iii. Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulation~~.~~

iv. Any remaining capacity shall be filled by students selected at random~~.~~

v. A waiting list shall be established to accommodate additional students if space becomes available~~.~~

7. Attendance/Early Release

CSBA NOTE: Education Code 8483 and 8483.1 express legislative intent that elementary students attend the full program day of either the before-school or after-school program every day in which they participate, and districts are **mandated** to establish a policy regarding reasonable early daily release of students from the after-school program and reasonable late arrival to a before-school program. Education Code 8483 and 8483.1 allow districts to implement a flexible attendance schedule for students in middle or junior high school. Education Code 8483.1 specifies that, for before-school programs, students who attend less than one-half of the daily program hours may not be counted for attendance purposes.

CDE's, "Early Release and Late Arrival Guidance," recommends that late arrival and early release policies be implemented by establishing codes for various reasons of early release or late arrival and includes sample codes.

In contrast, CDE's, "Expanded Learning Opportunities Program FAQ," explains that ~~ELO Programs~~ELOs offered pursuant to Education Code 46120 do not have an attendance requirement, but rather districts are encouraged to track student attendance for safety and continuous quality improvement purposes.

The following items should be revised to reflect district practice.

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

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

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

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

CSBA NOTE: Item #8 below is for use by districts that offer a program during summer, intersession, or vacation periods. Pursuant to Education Code 8483.76, a school that establishes a before-school or after-school program is eligible to receive a supplemental grant to operate the program in excess of 180 regular school days or during any combination of summer, weekends, intersession, or vacation periods for a maximum of 30 percent of the total grant amount awarded, per school year, to the school.

Pursuant to Education Code 46120, ~~ELO programs~~ELOs are required to offer no less than nine

hours of in-person expanded learning opportunities per day for at least 30 non-school days during ~~intersessional~~extended school year or intersession periods.

8. Summer/Intersession/Vacation Programs

~~ELO programs~~a. ELOs shall offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, during ~~intersessional periods.~~ extended school year or intersession periods (Education Code 46120)

b. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day~~.~~

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

c. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant~~.~~ (Education Code 8483.76)

CSBA NOTE: Pursuant to Education Code 46120, as amended by SB 141 (Ch. 194, Statutes of 2023), a district that is temporarily prevented from operating its ELO because of a school site closure due to emergency conditions specified in Education Code 8482.8 or 41422, will not be subject to penalties as a result of the emergency if the Governing Board adopts a resolution and provides documentation substantiating the need for closure. For information regarding schedule changes due to emergencies, see BP 3516.5 – Emergency Schedules.

d. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site~~. The program shall notify the California Department of Education (CDE)~~

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

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

Code 8483.76)

e. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day~~.~~ (Education Code 8483.76)

CSBA NOTE: Education Code 8483.76 **mandates** that a district operating a six-hour program adopt an attendance and early release policy for the program that is consistent with the district's early release policy for the regular school day; see ~~item~~Item #7 above. This policy must be included in the program plan submitted to CDE.

f. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in ~~item~~Item #7 above shall apply~~.~~ (Education Code 8483.76)

Grades 9-12

CSBA NOTE: The following section is for use by districts providing before-school and/or after-school programs funded through 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) ~~program~~ (Education Code 8420-8428; 20 USC 7171-7176).

Pursuant to Education Code 46120, districts may, but are not required to, serve students in grades 7-12 in ~~ELO programs~~ELOs.

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

CSBA NOTE: The following paragraph reflects the collaborative planning requirements for the ASSETs program.

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

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

1. Program Elements

a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)

i. Tutoring

ii. Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content

iii. Homework assistance

iv. College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460

b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)

i. Community service

ii. Career and technical education

iii. Job readiness

iv. Opportunities for mentoring and tutoring younger students

v. Service learning

vi. Arts

vii. Computer and technology training

viii. Physical fitness

ix. Recreation activities

CSBA NOTE: Education Code 8423 requires the ASSETs program to include a physical activity element. See CDE's, "California After School Physical Activity Guidelines."

c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)

d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)

e. The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)

2. Location of Program

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

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

3. Hours of Operation

a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)

b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

Volunteers

CSBA NOTE: The following optional section is for use by districts that choose to create a registry of volunteer after-school physical recreation instructors or other volunteers pursuant to Education Code 35021.3, and may be used by districts that provide an ASES, 21st CCLC, ASSETs, ELO, or any other local program. When the district opts to use a registry created by a county office of education pursuant to Education Code 35021.3 rather than develop its own, the following section may be revised to inform district staff about the county registry and encourage its use.

Pursuant to Education Code 35021.3, after-school instruction in physical recreation provided by a volunteer does not count toward satisfaction of physical education requirements pertaining to the number of instructional minutes or course completion for high school graduation; see BP/AR 6142.7 - Physical Education and Activity and BP 6146.1 - High School Graduation Requirements.

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

CSBA NOTE: Education Code 35021.3 requires volunteers to submit to a criminal background check and authorizes, but does not require, the district to contribute funds to pay for all or part of the background check. Pursuant to Education Code 35021.3, the district may expand the following paragraph to impose additional requirements on volunteers (e.g., certification in cardiopulmonary resuscitation).

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

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

Reports

CSBA NOTE: The following section applies to ASES, 21st CCLC, and ASSETs programs.

Pursuant to Education Code 8426 and 8484, CDE may terminate a grant if, for three consecutive years, the program fails to demonstrate measurable program outcomes or fails to attain 75 percent of its proposed attendance levels. For this purpose, CDE may consider a comparison of participating and nonparticipating students at the same school site or other factors.

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

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis

CSBA NOTE: Education Code 8427 requires programs to submit evidence of a program quality improvement process that is based on standards developed by CDE. Such program quality standards can be found in CDE's, "Quality Standards ~~for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality."~~and Continuous Quality Improvement (CQI)," available on its website.

2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

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 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 17260-17268	Plans and specifications for school facilities
Ed. Code 17264	New construction; accommodation of before- and after-school programs
Ed. Code 35021.3	After-school physical recreation instructors
Ed. Code 41422	Emergency conditions
Ed. Code 45125	Criminal record check
Ed. Code 45330	Paraprofessionals; instructional aides
Ed. Code 45340-45349	Paraprofessionals; instructional aides
Ed. Code 46120	Expanded learning opportunities
Ed. Code 48850	Intersession program; priority access to student experiencing homelessness
Ed. Code 48853.5	Intersession program; priority access to foster youth
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49430-49434	Nutrition standards
Ed. Code 49540-49546	Child care food program
Ed. Code 49553	Free or reduced-price meals
Ed. Code 69430-69460	Cal Grant program
Ed. Code 8263	Eligibility and priorities for subsidized child development services
Ed. Code 8273.1	Family fees; exemptions
Ed. Code 8281.5	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8295-8305	Child development program; personnel qualifications
Ed. Code 8350-8359.1	Programs for CalWORKS recipients
Ed. Code 8360-8370	Personnel qualifications
Ed. Code 8420-8428	21st Century High School After School Safety and Enrichment Program for Teens
Ed. Code 8482-8484.65	After School Education and Safety Program

Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Ed. Code 8490-8490.7	Distinguished After School Health Recognition Program
W&I Code 10207-10492.2	Child Care and Development Services Act
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12

Federal	**Description**
20 USC 6311	State plan
20 USC 6314	Title I schoolwide program
20 USC 7171-7176	21st Century Community Learning Centers
42 USC 11434a	Education for homeless children and youths
42 USC 1766-1766a	Child and Adult Care Food Program
7 CFR 226.17	Child care center nutrition standards

Management Resources	**Description**
California Department of Education Publication	Expanded Learning Programs Federal Program Monitoring Instrument (https://www.cde.ca.gov/ta/cr/)
California Department of Education Publication	Early Release and Late Arrival Guidance, rev. December 2021 (https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp)
California Department of Education Publication	Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program Improvement Plan for Expanded Learning Programs in California, January 2022 (https://www.cde.ca.gov/ls/ex/qualityimprovinstuct.asp)
~~California Department of Education Publication~~	~~21st CCLC and ASSETs FAQs, October 2022~~
California Department of Education Publication	~~Request for Applications: 21st Century Community Learning Centers and After School Safety and Enrichment for Teens, September 2022~~After School Education and Safety, 21st Century Community Learning Centers, 21st Century High School After School Safety Enrichment for Teens Grant Programs, Frequently Asked Questions, November 2022 (https://www.google.com/url?client=internal-element-cse&cx=007899273231353282595:rooj8qfkg0k&q=https://www.cde.ca.gov/ls/ex/documents/asestwentyfirstassests.docx&sa=U&ved=2ahUKEwiwwr7J6uGIAxUuGEQIHewAHRwQFnoECAAQAQ&usg=AOvVaw3eyKDsiM-aEZz9_E2sQ8TO)

California Department of Education Publication	Expanded Learning Funding Opportunities (https://www.cde.ca.gov/ls/ex/fundingop.asp#centurycommunitylearningcenters21st)
California Department of Education Publication	Expanded Learning Opportunities Program FAQs, ~~July 2022~~May 2024 (https://www.cde.ca.gov/ls/ex/elofaq.asp)
California Department of Education Publication	Quality Standards ~~for Expanded Learning in California: Creating~~ and ~~Implementing a Shared Vision of Quality, 2014~~CQI, December 2023 (https://www.cde.ca.gov/ls/ex/qualstandcqi.asp)
California Department of Education Publication	~~A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014~~Guidance for a Quality Improvement Process, March 2024 (https://www.cde.ca.gov/ls/ex/cqiguidance.asp)
California Department of Education Publication	California After School Physical Activity Guidelines, 2009 (https://www.cde.ca.gov/ls/ex/documents/paguidelines.pdf)
U.S. Department of Education Publication	Nita M. Lowey 21st Century Community Learning Centers Program, Title IV, Part B of the Elementary and Secondary Act of 1965, Nonregulatory Guidance, ~~February 2003~~September 2024 (https://www.ed.gov/sites/ed/files/2024-09/OESE%2021st%20CCLC%20Non-Regulatory%20Guidance%202024.pdf)
Website	California Afterschool Network
Website	California Child and Adult Care Food Program
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Expanded Learning
Website	U.S. Department of Agriculture
Website	California School-Age Consortium
Website	Partnership for Children and Youth
Website	California Healthy Kids Survey
Website	Commission on Teacher Credentialing
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
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
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
1400	Relations Between Other Governmental Agencies And The Schools
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
3516.5	Emergency Schedules
3540	Transportation
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3552	Summer Meal Program

3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
3580	District Records
3580	District Records
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
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
4331	Staff Development
5030	Student Wellness
5113.1	Chronic Absence and Truancy
5125	Student Records
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5137	Positive School Climate

5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.23	Asthma Management
5141.23	Asthma Management
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work

6159	Individualized Education Program
6159	Individualized Education Program
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
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
6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 11/01/2012 | **Last Revised Date:** 12/01/~~2023~~2024 | **Last Reviewed Date:** 12/01/~~2023~~2024

CSBA NOTE: The following ~~optional~~ policy ~~may be used~~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 the accompanying administrative regulation for mandated language 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).

~~Education Code 60910 requires CDE, beginning July 1, 2024, 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.~~

Pursuant to Education Code 8207, CSPPs include part- and full-day, age and developmentally appropriate programs, designed to facilitate the transition to kindergarten for 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 ~~3-year old~~three- and 4four-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, ~~school~~ 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 ~~at districts. The program allocates funding to all districts that operate kindergarten programs through minimum base grants, enrollment grants based on a district's kindergarten enrollment, and supplemental grants based on a district's percentage of unduplicated students.~~. Grant funds may be used for costs associated with creating or expanding CSPP ~~programs~~ 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. ~~Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies. Since funds for this program have already been granted, CDE is authorized, pursuant to SB 114 (Ch. 48, Statutes of 2023), 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.~~

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; see BP 5148 - Child Care and Development. Such councils may also develop 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.

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. 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)

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. Three-Two-, three-, and four-year-old children from low-income or otherwise disadvantaged families may be eligible for subsidized services. See the accompanying administrative regulation for major program requirements for CSPP.

Pursuant to Education Code 8207, CSPP programs may be part-day or full-day programs that are age and developmentally appropriate. See the accompanying administrative regulation for details.

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 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 other funding sources available to the district.

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, ~~CSPP programs~~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 ~~CSPP programs~~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 ~~CSPP programs~~CSPPs specified in 5 CCR 17700-17833.

Education Code 8207 requires any CSPP ~~program~~ 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, 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 guidance for CSPPs to follow when enrolling two-year-old children, including guidance regarding age-appropriate diapering and toilet training.

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 further information about these required program components.

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~~, as amended and extended by SB 114~~,), districts may be awarded grants for the construction of new preschool classrooms, the modernization of existing preschool classrooms, or the modernization of existing ~~preschool~~kindergarten-grade 12 classrooms ~~pursuant~~that will be converted to ~~the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program~~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.

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 2023-24 and 2024-25 school years, 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. 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 program, subject to available space. (Education Code 48000.15)~~

~~CSBA NOTE: Pursuant to Education Code 48000 a child's eligibility for TK enrollment may not impact family eligibility for a preschool or childcare program. Education Code 8205 clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose 5th birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent/guardian has opted to retain or enroll them in a CSPP program.~~

CSBA NOTE: Pursuant to Education Code 8203.3, CDE in consultation with the California Department of Social Services, 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.

CDE has developed voluntary "preschool learning foundations" which describe the knowledge, skills, and competencies that children are expected to exhibit as they complete their first or second year of preschool. These standards address essential skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's website.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

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 childcare and development program or migrant childcare 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 CSPP programs 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.

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 141, which provides that until June 30, 2025, at least 5 percent of enrollment into subsidized preschool must be reserved for children with exceptional needs and increases the number to 7.5 percent on July 1, 2025 and 10 percent from July 1, 2026.

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program 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, CSPP programs must include certain required components, as reflected in the 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.

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.

CTC has amended 5 CCR 80067, and adopted 5 CCR 80067.1 and 80067.2, which are pending approval by the Office of Administrative Law as of October 2023, pertaining to the prekindergarten-grade 3 early childhood education specialist credential. The proposed 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 prekindergarten-grade 3 environment. See CTC Coded Correspondence 23-02 for more information regarding the proposed regulations. 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, 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, Health

and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance. 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.

CSBA NOTE: 5 CCR 17743 mandates that districts offering a CSPP program 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 additional language that fulfills this mandate.

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, 8210, and 8211, as amended by SB 141, and 5 CCR 17746-17748 revised 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: The following paragraph is optional. Pursuant to Education Code 8207, programs operated under the CSPP may be part-day or full-day programs.

CSBA NOTE: Pursuant to 5 CCR 17709-17711 the district is required to conduct an annual self-evaluation that includes, but is not limited to, an assessment of the program by staff and the Board, a parent/guardian survey, and an environment rating scale using forms identified in 5 CCR 17700. In addition, pursuant to 5 CCR 17794, CDE conducts a Federal Program Monitoring/Contract Monitoring Review (FPM/CMR) of each contract agency at least once every four years. The FPM/CMR instrument is available on CDE's website.

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 CSPP programs. 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.~~

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)

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 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 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.

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 include certain required 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 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, Health and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance. 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 additional language that fulfills this mandate.

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 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.

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 ~~program~~ 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 ~~CSPP~~ ~~programs.~~CSPPs. Pursuant to 5 CCR 17781, license-exempt ~~CSPP~~ ~~programs~~CSPPs are required to comply with the procedures described in 5 CCR 4690-4694. 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)

~~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.~~

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 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~~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	Professional Clear 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 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

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 Commission on Teacher Credentialing Publication	~~Proposed~~ ~~Amendments~~ ~~to~~ ~~Title~~ ~~5~~ ~~of~~ ~~the~~ ~~California~~ ~~Code~~ ~~of~~ ~~Regulations~~ ~~Pertaining~~ ~~to~~ ~~the~~ ~~PK-3~~ ~~Childhood~~ ~~Education~~ ~~Specialist~~ ~~Credential,~~ ~~Coded~~ ~~Correspondence~~ ~~23-02,~~ ~~February~~ ~~10,~~ ~~2023~~Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024 (https://www.ctc.ca.gov/docs/default-source/commission/coded/2024/coded-24-03.pdf)
California Department of Education Publication	Early Childhood Division Federal Program Monitoring Instrument (https://www.cde.ca.gov/ta/cr/)
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 (https://www.cde.ca.gov/sp/cd/ci/mb2408.asp)

California Department of Education Publication	Preschool/Transitional Kindergarten Learning Foundations, Early Education Division Management Bulletin 24-07, August 2024 (https://www.cde.ca.gov/sp/cd/ci/mb2407.asp)
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 (https://www.cde.ca.gov/sp/cd/ci/mb2401.asp)
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 (https://www.cde.ca.gov/sp/cd/ci/mb2310.asp)
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	~~Assessment and Reporting of Family Fees for Fiscal Year (FY) 2023–24, Early Education Division Management Bulletin 23-07, September 2023~~Assessment and Reporting of Family Fees for Fiscal Year (FY) 2024-25, Early Education Division Management Bulletin 24-06, June 2024 (https://www.cde.ca.gov/sp/cd/ci/mb2406.asp)
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	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 Head Start Association
Website	California Preschool Instructional Network
Website	Child Development Policy Institute
Website	California Association for the Education of Young Children
Website	First 5 California
Website	California Department of Social Services
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Education

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
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:** 12/01/~~2023~~2024 **| Last Reviewed Date:** 12/01/~~2023~~2024

~~CSBA NOTE:~~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, AR 3514.2 - Integrated Pest Management, BP/AR 3550 - Food Service/Child Nutrition Program, and BP/AR 5148 - Child Care and Development. ~~Districts should~~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 3030-3031.

   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 2023-24 and 2024-25 school yearsyear, 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). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. 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 program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (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, ~~CSPP programs must~~CSPPs are required to include certain ~~required~~ 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 ~~program~~ 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 ~~CSPP programs~~CSPPs must include a requirement that a developmental profile be maintained for each child.

The district's ~~preschool program~~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, ~~CSPP programs~~CSPPs may be part- or full-day. The following section may be revised to reflect district programs.

The district's part-day ~~preschool program~~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 or kindergarten for wraparound care if the child is also eligible for a part-day CSPP.

However, a part-day ~~preschool program~~CSPP may also offer 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 ~~2023-24 and~~ 2024-25 school ~~years~~year, a district that offers TK to early enrollment children must concurrently offer enrollment in a CSPP ~~program~~, if offered by the district, space permitting. The district may enroll an early enrollment child in a CSPP ~~program~~ 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 ~~program~~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, ~~CSPP~~ ~~programs~~CSPPs must maintain a ratio of at least one adult to every eight children and at least one teacher to every 24 children.

The ~~preschool~~ ~~program~~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 further information regarding immunization requirements for staff and volunteers. 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, 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 to distribute family literacy supplemental grant funds to qualifying CSPP contractors for the purposes described below.

When any district part-day ~~preschool program~~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-school communications and parental understanding of school structures and expectations

    c. Becoming active partners with teachers in the education of their children

    d. Improving parental 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 ~~Programs~~

CSBA NOTE: The following section reflects eligibility criteria for the part-day CSPP ~~programs~~ 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 ~~Programs~~" below for full-day program requirements.

5 CCR 17743 **mandates** that a district operating a CSPP ~~program~~ 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 ~~three- or four-year-old~~ child is eligible for a part-day CSPP ~~program~~ if ~~the child's~~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 in kindergarten pursuant to Education Code 48000

2. The child's family is one of the following: ~~(Education Code 8208)~~

   ~~1.~~a. A current aid recipient

   ~~2.~~b. Income eligible

   ~~3.~~c. Experiencing homelessness

   ~~4.~~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.]

~~5.~~e. One who has children with exceptional needs, as defined in Education Code 8205

~~6.~~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 ~~program~~ 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 ~~program~~ shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP ~~program~~ 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 ~~programs~~ to ~~three~~two-year -old children in the circumstances specified in the following paragraph.

A CSPP ~~program~~ operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price ~~lunch~~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 ~~program~~ 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 ~~preschool program~~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 ~~program~~ 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 ~~Programs~~

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 ~~programs~~ 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 ~~141~~163, requires that ~~a percentage~~ at least five percent of part-day ~~preschool~~CSPP enrollment be reserved for children with exceptional needs. ~~Until June 30, 2025, a minimum of 5 percent is required, starting July 1, 2025, to June 30, 2026, 7.5 percent must be reserved, and from July 1, 2026, at least 10 percent must be reserved for children with exceptional needs.~~ CDE is required to review data on compliance and provide technical assistance to ~~CSPP contracting agencies~~districts in order to meet ~~these requirements~~this requirement.

Education Code 8210, as amended by SB 141, clarifies 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. ~~Pursuant to Education Code 8210, as amended by SB 141, 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.~~

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. ~~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.~~

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)(EB)(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. The If the district offers services to two-year-old children pursuant to Education Code 8207.1, the fourth priority shall be given to eligible threetwo-year-old children.

   This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208(a)(1)(E), whoB)(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 10five percent of funded enrollment set aside pursuant to Education Code 8208, then to three- and four-year old children before three-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 ~~program~~ 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 ~~program~~ 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 ~~Programs~~

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 ~~three- or four-year-old~~ child is eligible for a full-day CSPP ~~program~~ if ~~the family meets both~~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

~~1.~~2. The child's family is one of the following:

a. A current aid recipient~~, income~~

b. Income eligible~~, or experiencing~~

~~a.~~c. Experiencing homelessness

~~b.~~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.

~~c.~~e. One who has children with exceptional needs, as defined in Education Code 8205

~~d.~~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

~~2.~~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 ~~program~~ 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 ~~program~~ 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 ~~program~~ 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 ~~CSPP program~~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 four-year-old child. (Education Code 8208),~~ 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

~~CSBA NOTE: Education Code 8211 revised and reordered the priority ranking in 2022 for enrollment in full-day CSPP programs. The priority ranking is now almost identical to the ranking for part-day CSPP programs, as provided in "Enrollment Priorities for Part-Day CSPP Programs" section above.~~

~~For full-day CSPP programs, the district shall use the same priority ranking specified in Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" above, and the following: (Education Code 8211)~~

1. After all otherwise eligible children based on Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" have been enrolled, fifth priority 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 an IFSP or IEP, then to four-year old children before three-year-old children without IFSP or IEP.

2. After all otherwise eligible children based on Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" and Item #1 above have been enrolled, the district may enroll other children in the following order:

   a. 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, and within income ranking order, four-year old children before three-year old children

When a CSPP program site operates 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, three- or four-year-old children whose families reside within the attendance boundary of the school may be enrolled without establishing eligibility or a need for services. Such children shall, to the extent possible, be enrolled in income ranking order, by lowest to highest income ranking orderaccording 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 program, 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, 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 ~~preschool programs.~~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 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 ~~program~~ 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), 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 eligibility requirements pertaining to the TK program pursuant to Education Code 48000.

When a child is eligible for both the ~~preschool program~~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 ~~early childhood~~observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS environment ~~rating scale, as specified in 5 CCR 18281,~~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 ~~program~~ 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)

~~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 CSPP programs 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.~~

~~Family fees accrued but uncollected prior to October 1, 2023, may be forgiven and not collected. (Education Code 8252)~~

In addition, 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 ~~program~~ 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 the age of the children served.

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 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 ~~Programs~~" and "Eligibility and Enrollment Priorities for Full-Day CSPP ~~Programs~~." (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 ~~program~~ 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 ~~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.

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 ~~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 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; 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 Hearing

CSBA NOTE: 5 CCR 17784-17786 require 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 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~~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	Professional Clear 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 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
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 Commission on Teacher Credentialing Publication	~~Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the PK-3 Childhood Education Specialist Credential, Coded Correspondence 23-02, February 10, 2023~~Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024 (https://www.ctc.ca.gov/docs/default-source/commission/coded/2024/coded-24-03.pdf)
California Department of Education Publication	Early Childhood Division Federal Program Monitoring Instrument (https://www.cde.ca.gov/ta/cr/)
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 (https://www.cde.ca.gov/sp/cd/ci/mb2408.asp)
California Department of Education Publication	Preschool/Transitional Kindergarten Learning Foundations, Early Education Division Management Bulletin 24-07, August 2024 (https://www.cde.ca.gov/sp/cd/ci/mb2407.asp)
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 (https://www.cde.ca.gov/sp/cd/ci/mb2401.asp)
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 (https://www.cde.ca.gov/sp/cd/ci/mb2310.asp)
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	~~Assessment and Reporting of Family Fees for Fiscal Year (FY) 2023–24, Early Education Division Management Bulletin 23-07, September 2023~~Assessment and Reporting of Family Fees for Fiscal Year (FY) 2024-25, Early Education Division Management Bulletin 24-06, June 2024 (https://www.cde.ca.gov/sp/cd/ci/mb2406.asp)
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	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 Head Start Association
Website	California Preschool Instructional Network
Website	Child Development Policy Institute
Website	California Association for the Education of Young Children

Website	First 5 California
Website	California Department of Social Services
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Education

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
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 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 03/01/2005 **| Last Revised Date:** ~~09~~12/01/~~2022~~2024 **| Last Reviewed Date:** ~~09~~12/01/~~2022~~2024

CSBA NOTE: Education Code 51744-51749.6 authorize districts to establish independent study programs to meet the educational needs of students.

Education Code 51747 and 51749.5 **mandate** the Governing Board to adopt a policy with specified components as a condition of receiving state apportionments for traditional and course-based independent study, and to implement the policy in accordance with the rules and regulations adopted by the Superintendent of Public Instruction. The **mandated** components for traditional independent study and course-based independent study are reflected throughout this policy and the accompanying administrative regulation.

Education Code 51744~~, as added by AB 181 (Ch. 52, Statutes of 2022),~~ encourages districts, when adopting policy, to consider offering more than one independent study model for short- and long-term placements in accordance with Education Code 51747, 51747.5, and 51749.6.

In the event of a school closure necessitated by an emergency condition ~~pursuant to~~specified in Education Code 46392, Education Code 46393, as amended by SB 153 (Ch. 38, Statutes of 2024) and AB 176 (Ch. 998, Statutes of 2024), requires districts ~~must develop~~submitting affidavits regarding emergency events occurring after September 1, 2021, but before July 1, 2026, to certify that the district has a plan for offering independent study to ~~affected~~impacted students ~~pursuant~~within 10 instructional days. For events occurring on or after July 1, 2026, Education Code 46393, as amended by SB 153 and AB 176, requires districts to ~~Education Code 46393. See BP 3516.5 - Emergency Schedules.~~

~~Independent study may be~~certify that the district's comprehensive safety plan includes an instructional continuity plan, and that the district offered ~~as a program within a school, as a charter school, or as an alternative school of choice pursuant~~student engagement and instruction consistent with the instructional continuity plan or certify that it did not do so due to ~~Education Code 58500-58512; see AR 0420.4 - Charter School Authorization, BP 6146.11 - Alternative Credits Toward Graduation and BP/AR 6181 - Alternative Schools/Programs of Choice~~extenuating circumstances.

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling

problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

CSBA NOTE: 5 CCR 11701 requires the Board to hold a public hearing when setting policy regarding the maximum length of time that may elapse between the time an independent study assignment is made and the date by which the student must complete it, and the level of satisfactory educational progress and the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the student's best interests to remain in independent study. See "General Independent Study Requirements" below for more information regarding these requirements.

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

CSBA NOTE: Pursuant to Education Code 58500-58512, independent study may be offered as a program within a school, as a charter school, or as an alternative school of choice; see AR 0420.4 - Charter School Authorization, BP 6146.11 - Alternative Credits Toward Graduation, and BP/AR 6181 - Alternative Schools/Programs of Choice.

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

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

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

CSBA NOTE: Pursuant to Education Code 46300, ~~the attendance of students participating in independent study for only three or more consecutive school days will be included in~~as amended by SB 153, when computing average daily attendance for apportionment purposes, students participating in independent study may only be credited with one day of attendance for each calendar day.

~~The minimum period of time for any~~ An independent study ~~option~~student shall not be ~~three consecutive school days.~~credited with more than one day of attendance per calendar day. (Education Code 46300)

CSBA NOTE: Pursuant to Education Code 49501.5, as amended by SB 348 (Ch. 600, Statutes of 2023), a district is required to make available at no cost, a nutritionally adequate breakfast and lunch to any district student who requests a meal, including an independent study student who is scheduled for educational activities, as defined in Education Code 49010, lasting for two or more hours at a school site, resource center, meeting space, or other satellite facility, regardless of the student's eligibility for a free or reduced-price meal. For more information regarding school meals, see BP/AR 3550 – Food Service/Child Nutrition Program.

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

General Independent Study Requirements

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

CSBA NOTE: Pursuant to Education Code 46100, the Board is required to fix the length of the school day for each grade level, in accordance with law. The California Department of Education, ~~in~~on its "Frequently Asked Questions~~,~~"" and "Independent Study" webpages, clarifies that independent study is not an alternative curriculum and that students in independent study are required to meet the same number of instructional minutes as their peers who are physically at the school site for their instruction.

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

CSBA NOTE: Education Code 51747 **mandates** the Board to adopt policy on the maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the student must complete the assignment. 5 CCR 11700 defines "type of program" as the statutory program category for purposes of attendance accounting~~, such as adult education or continuation high school.~~. In addition, 5 CCR 11701 **mandates** that Board policy reflect an awareness that excessive leniency in the duration of independent study assignments can result in a student falling so far behind peers as to increase, rather than decrease, the risk of dropping out of school.

The following paragraph sets one week for all grade levels and types of programs as the maximum length of time an independent study assignment should be completed, and should be revised to reflect the length of time determined by the Board. In order to ensure that apportionment credits are received, the length of time determined by the Board in its policy should be reflected in the student's written agreement. See ~~the section~~ "Master Agreement" below.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study

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

CSBA NOTE: Education Code 51747 **mandates** the Board, to adopt policy which specifies the level of satisfactory educational progress and the number of missed assignments allowed before an evaluation is conducted to determine whether it is in a student's best interest to remain in independent study. The following paragraph specifies a maximum of three assignments and should be revised to reflect the Board's determination of the number of missed assignments that will ~~trigger~~give rise to an evaluation.

The number of missed assignments that will ~~trigger~~give rise to an evaluation must be included in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments

3. Learning of required concepts, as determined by the supervising teacher

4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

CSBA NOTE: Education Code 51747~~, as amended by AB 181,~~ **mandates** the Board to adopt policy that includes the provision of content aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this requirement includes access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. See BP/AR 6143 - Courses of Study.

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

CSBA NOTE: Education Code 51747 **mandates** the Board to adopt policy that includes plans, by grade level, to provide students with specified levels of live interaction and/or synchronous instruction as described in Items #1-3 below and defined in the accompanying administrative regulation. ~~This~~Education Code 51747, as amended by SB 153, makes this requirement ~~does not apply to~~ applicable only when students are participating in an independent study program for ~~fewer than 15~~16 school days, or~~, pursuant~~ more, in a school year. Pursuant to Education Code 51747, this requirement is not applicable to ~~Education Code 51747, as amended by AB 181,~~ students enrolled in a comprehensive school for classroom-based instruction who participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, as described below.

Pursuant to Education Code 51747.5~~, as amended by AB 181~~, the district may claim apportionment credit for independent study only to the extent of the time value of student work products as personally judged by a certificated employee of the district, or the combined time value of student work products and participation in synchronous instruction, as long as the synchronous instructional offering augments the time value of the student work product and evidence of student participation is furnished and maintained. Pursuant to Education Code 51747.5, as amended by SB 153, work products may include the daily time value spent by a student engaged in asynchronous instruction, including work completed on an online or computer-based instructional activity, regardless of whether student work products are produced, if the computer program documents student participation. Education Code 51747.5, as amended by AB 176, clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction. Evidence of student participation may include, but is not limited to, student work produced or performed, or documentation that the student participated in an instructional period either visually or verbally, as verified by a certificated employee and maintained by the district for each hour or fraction of an hour of the synchronous instructional offering. See "Records", below.

The Superintendent or designee shall ensure that all students participating in independent study for ~~15~~16 school days or more in a school year receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten~~, kindergarten, and grades 1 to~~ (TK)-3, opportunities for daily synchronous instruction

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

CSBA NOTE: Education Code 51747~~, as amended by AB 181,~~ **mandates** the Board to adopt policy that includes procedures for tiered reengagement strategies for students who meet the conditions specified in Items #1-3 below. ~~This~~Education Code 51747, as amended by SB 153, makes this requirement ~~does not apply to~~ applicable only when students are participating in an independent study program for ~~fewer than 15~~16 school days, or more, in a school year. Pursuant to Education

Code 51747, this requirement is also not applicable to students who participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, as described below.

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for ~~15~~16 school days or more in a school year who are: (Education Code 51747)

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

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

3. In violation of their written agreement

CSBA NOTE: Education Code 51747~~, as amended by AB 181,~~ requires that the district's tiered reengagement strategies procedures include local programs intended to address chronic absenteeism, as applicable.

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

1. Verification of current contact information for each enrolled student

2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation

3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary

~~CSBA NOTE: Education Code 51747, as amended by AB 181, requires that the district's tiered reengagement strategies procedures include local programs intended to address chronic absenteeism, as applicable.~~

4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

CSBA NOTE: Education Code 51747 **mandates** the Board to adopt policy that includes a plan to expeditiously, and not longer than five instructional days, transition students whose families wish to return to in-person instruction from independent study. ~~This~~Education Code 51747, as amended by SB 153, makes this requirement ~~does not apply to~~applicable only when students are participating in an independent study program for ~~fewer than~~ ~~15~~16 school days~~.~~, or more, in a school year.

Pursuant to Education Code 51747~~, as amended by AB 181~~, the requirement is also not applicable to students who participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, as described below.

The Superintendent or designee shall, for students who participate in an independent study program for ~~15~~16 school days ~~of~~or more in a school year, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

CSBA NOTE: Pursuant to Education Code 51747~~, as amended by AB 181~~, the live interaction and/or synchronous learning requirements, tiered reengagement strategies, and transition plan obligations do not apply to students enrolled in a comprehensive school for classroom-based instruction who, under the care of an appropriate licensed professional(s), participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, provided the district obtains evidence of the need as specified in Education Code 51747.

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

CSBA NOTE: Education Code 51747 **mandates** the Board to adopt policy providing that a current written agreement (i.e., the "master agreement") will be maintained for each student who participates in independent study and for whom apportionment is claimed. Education Code 51747 provides that no independent study agreement ~~can be valid for longer than one school year. Pursuant to Education Code 51747, as amended by AB 181, the district is required to obtain a signed written agreement for an independent study program of 15 school days or more before the beginning of independent study, and for an independent program of less than 15 school days, within ten school days of the beginning of the first day of the student's enrollment.~~may be valid for longer than one school year.

In addition, Education Code 51749.5 **mandates** the Board to adopt policy providing that a "learning agreement" be maintained for each student participating in course-based independent study.

See ~~the section~~ "Master Agreement" and "Learning Agreement for Course-Based Independent Study" below for required content of these agreements.

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

CSBA NOTE: Education Code 51747 requires districts to hold a student-parent-educator conference upon the request of a parent/guardian prior to making a decision about enrollment or disenrollment in independent study. The term "student-parent-educator conference" is defined in Education Code 51745.5~~,~~ and reflected in the accompanying administrative regulation.

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

Master Agreement

CSBA NOTE: Education Code 51747 mandates that, in order to receive apportionments for independent study, the district ~~must~~is required to adopt and implement policy providing for a signed written independent study agreement which contains the components listed in the following section. ~~Because apportionments are only provided for independent study of three or more consecutive school days pursuant~~Pursuant to Education Code 46300, as amended by SB 153, districts may claim independent study average daily attendance for any length of duration. As such, a written ~~agreements are~~agreement is required ~~only~~for independent study of any length of duration.

Pursuant to Education Code 51747, as amended by SB 153, the district is required to obtain a signed written agreement for an independent study program of more than 15 school days before the beginning of independent study, and for an independent study program of 15 school days or fewer, during the school year in ~~such instances.~~ which the independent study program takes place. Education Code 51747, as amended by SB 153, clarifies that for independent study programs of 15 school days or fewer the agreement may be signed at any time during the school year, but includes legislative intent that parents/guardians be provided the written agreement at or before the beginning of the school year. However, Education Code 46300.7 states that apportionments shall be received for a student in independent study only if the district receives written permission from the parent/guardian before the independent study begins, specifying the actual dates of participation, methods of study and evaluation, and resources to be made available for the student's independent study. ~~However, pursuant to Education Code 51747, as amended by AB 181, for independent study programs of less than 15 school days the written agreement may be signed within ten school days of the student's enrollment in independent study.~~ As Education Code 46300.7 and 51747 are inconsistent ~~as to~~regarding when written agreements need to be signed for programs of ~~less than~~ 15 school days or fewer, districts are encouraged to consult ~~CSBA~~CSBA's District and County Office of Education Legal Services~~,~~ or ~~the district's~~district legal counsel.

A written agreement shall be developed and implemented for each student participating in independent study ~~for three or more consecutive school days.~~. (Education Code 46300, 51747)

For student participation ~~for 15~~lasting 16 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of ~~less than~~ 15 school days or fewer, a signed written agreement ~~shall~~may be obtained ~~within ten~~ at any time during the school ~~days of the first day of~~year in which the ~~student's enrollment~~independent study program takes place. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade

level, birth date, school of enrollment, and program placement.

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

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

2. The objectives and methods of study for the student's work and the methods used to evaluate that work

3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

CSBA NOTE: As described in ~~the section~~ "General Independent Study Requirements" above, pursuant to Education Code 51747, the written agreement must contain statements reflecting Board policy pertaining to (1) the maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the student ~~must~~is required to complete the assignment and (2) the number of missed assignments allowed before an evaluation would be required to determine whether it is in a student's best interest to remain in independent study. Education Code 51747 also requires that the written agreement contain a statement of the Board's policy regarding the level of satisfactory educational progress for students participating in independent study.

4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will ~~trigger~~give rise to an evaluation of whether the student should be allowed to continue in independent study

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion

7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster

care or experiencing homelessness, and students requiring mental health supports

8. A statement that independent study is an optional educational alternative ~~in which~~and no student may be required to participate

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

CSBA NOTE: Pursuant to Education Code 51747~~, as amended by AB 181~~, the date upon which a written agreement needs to be signed will vary depending on the projected length of independent study, as specified below. ~~In addition~~

Additionally, for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student is required to sign the written agreement.

~~10. Before the commencement of independent study projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days, the agreement~~All learning agreements shall be signed ~~and dated~~ by the student, the student's parent/guardian or caregiver if the student is ~~under~~less than 18 years of age, the certificated employee responsible for the general supervision of independent study, and as applicable for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student. If the independent study program is projected to last for more than 15 school days, the learning agreement shall be signed before the commencement of the program. For an independent study program that is projected to last for 15 or fewer school days, the learning agreement shall be signed at any time during the school year in which the independent study program is to take place. (Education Code 51747)

CSBA NOTE: Pursuant to Family Code 6550-6552, a person who is 18 years of age or older who completes and signs a caregiver's authorization affidavit declaring that a minor lives at the person's home is authorized as a caregiver to enroll the minor child in school and consent to school-related medical care on behalf of the minor.

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

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

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

Course-Based Independent Study

CSBA NOTE: This section is for districts that provide independent study courses to its students. Education Code 51749.5-51749.6 establish a course-based independent study option that may be offered if certain requirements are met, as described below. Education Code 51749.5 **mandates** that boards adopt policies that comply with the legal requirements listed in the following section and any applicable regulations adopted by the State Board of Education.

The following paragraph may be revised to reflect the grade levels offered by the district.

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

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6

2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards~~.~~

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

   ~~3.~~ The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that a student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. ~~The~~ Additionally, the certification shall ~~also~~ include plans to provide opportunities throughout the school year~~,~~ for all students in ~~transitional kindergarten, kindergarten, and grades 1~~TK-3 to receive daily synchronous instruction, for all students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for all students in grades 9-12 to receive at least weekly synchronous instruction.

4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3

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

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

If satisfactory educational progress in one or more independent study courses is not being made, the teacher providing instruction shall notify the student and, if the student is under 18 years of age, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. ~~A written record of the evaluation findings shall be treated as a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.~~

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

6. Examinations shall be administered by a proctor

7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district~~.~~

   ~~7.~~ Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

8. A student shall not be required to enroll in courses included in the course-based independent study program

9. The student-teacher ratio in the courses in this program shall ~~meet the requirements of~~be in accordance with Education Code 51745.6

10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208

11. Courses required for high school graduation or for admission to UC or CSU shall not be offered exclusively through independent study

12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011

13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course

CSBA NOTE: Pursuant to Education Code 51749.5~~, as amended by AB 181~~, a student with disabilities may participate in a course-based independent study program if the student's individualized education program specifically provides for such participation.

14. A student with disabilities, as defined in Education Code 56026, may participate in course-based independent study if the student's individualized education program specifically provides for that participation

15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study

16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days

Learning Agreement for Course-Based Independent Study

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

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to Item #3 of ~~the~~ "Course-Based Independent Study ~~section~~" above

3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years

4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program

5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports

7. A statement that enrollment is an optional educational alternative ~~in which~~and no student may be required to participate~~.~~

~~7.~~ In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through course-based independent study only if the student is offered the alternative of classroom instruction.

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

9. The objectives and methods of study for the student's work, and the methods used to evaluate that work

10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study

11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.

CSBA NOTE: Pursuant to Education Code 51749.6~~, as amended by AB 181~~, the date upon which a learning agreement needs to be signed will vary depending on the projected length of an independent study course, as specified below. In addition, for students with disabilities, the

certificated employee designated as having responsibility for the special education programming of the student is required to sign the learning agreement.

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

~~12.~~ For purposes of ~~this~~the above paragraph ~~"~~, *caregiver*~~"~~ means a person who has met the requirements of Family Code 6550-6552.

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

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a learning agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian, an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student-Parent-Educator Conferences

CSBA NOTE: Education Code 51747 and 51749.5 require districts to hold student-parent-educator conferences as defined by Education Code 51745.5, at specified times. See the accompanying administrative regulation for the definition of student-parent-educator conference.

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

Records

CSBA NOTE: Pursuant to Education Code 51745.6, 51747, 51747.5, and 51749.5, the Education Audit Appeals Panel's, "Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting," includes verification of compliance with specified components of law

related to independent study, with loss of apportionment for independent study for districts found to be noncompliant.

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

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

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

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

CSBA NOTE: Education Code 51747.5, as amended by AB 176, clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction. As a result, districts will need to document hours or fractions of an hour of work product time before converting to days of attendance.

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

5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 ~~(Education Code 51745.6 and 51749.5)~~

6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 ~~(Education Code 51747.5)~~

CSBA NOTE: Education Code 51747.5 requires districts to document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which the student is provided independent study. Any student

who does not participate in scheduled live interaction or synchronous instruction on a school day must be documented as ~~nonparticipatory~~non-participatory for that school day. In addition, Education Code 51747.5 requires districts to maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades.

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

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

CSBA NOTE: Education Code 51747 and 51749.6 authorize specified records to be maintained in an electronic file, as provided in the following paragraph. Pursuant to Education Code 51747 and 51749.6, an electronic file includes a computer or electronically stored image of an original document, including, but not limited to, a PDF, JPEG, or other digital file type, that may be sent via fax machine, email, or other electronic means.

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

Program Evaluation

CSBA NOTE: The following optional section may be revised to reflect district practice.

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

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 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 11700-11705	Independent study
Ed. Code 17289	Exemption for facilities
Ed. Code 41020	Requirement for annual audit
Ed. Code 41422	Emergency conditions and apportionments
Ed. Code 42238	Revenue limits
Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for independent study teachers
Ed. Code 46100	Length of school day
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 46390-46393	Emergency average daily attendance
Ed. Code 46600	Interdistrict attendance computation
Ed. Code ~~47612-47612.1~~47610-47615	Charter School Operation
Ed. Code 47612.5	Charter schools operations; general requirements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49010	Educational activity; definition
Ed. Code 49011	Student fees; definition
Ed. Code 49501.5	School Meals
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51744-51749.6	Independent study
Ed. Code 52060	Local control and accountability plan
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria

Ed. Code 56026	Individual with exceptional needs; definition
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550-6552	Caregivers

Federal	**Description**
~~20 USC 6301~~	~~Highly qualified teachers~~
20 USC 6311	State plan

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

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0450	Comprehensive Safety Plan
0500	Accountability
3260	Fees And Charges

3260	Fees And Charges
3516.5	Emergency Schedules
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112.2	Certification
4112.2	Certification
4131	Staff Development
5111.1	District Residency
5111.1	District Residency
5112.3	Student Leave Of Absence
5112.3	Student Leave Of Absence
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.31	Immunizations
5141.31	Immunizations
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
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6000	Concepts And Roles
6011	Academic Standards
6111	School Calendar
6112	School Day
6112	School Day
6142.4	Service Learning/Community Service Classes
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6152	Class Assignment
6159	Individualized Education Program
6159	Individualized Education Program
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.5	Student Success Teams
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education

6185	Community Day School
6185	Community Day School
6200	Adult Education
6200	Adult Education

Regulation 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 10/01/2015 **| Last Revised Date:** ~~09~~12/01/~~2022~~2024 **| Last Reviewed Date:** ~~09~~12/01/~~2022~~2024

Definitions

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

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

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

Educational Opportunities

CSBA NOTE: The following section is optional. Pursuant to Education Code 51745, ~~as amended by AB 181 (Ch. 52, Statutes of 2022),~~ the list of educational opportunities that may be provided through independent study includes Items #1-5 below, and may be revised or expanded to reflect district practice.

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

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Continuing and special study during travel
4. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

5. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance

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

CSBA NOTE: The following paragraph is for use by districts maintaining high schools.

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

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

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

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

Eligibility for Independent Study

CSBA NOTE: Pursuant to Education Code 51748, independent study students must be enrolled in school as a condition of receiving state apportionments.

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

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic

performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

CSBA NOTE: The following paragraph limits eligibility for independent study to those students for whom state apportionments can be claimed. Education Code 46300.2 provides that districts will receive state funding for independent study for students who are residents of the county or an adjacent county. Pursuant to Education Code 51747.3, students whose residency status is based on parent/guardian employment within district boundaries in accordance with Education Code 48204 are not eligible for funds apportioned for average daily attendance (ADA).

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

CSBA NOTE: Pursuant to Education Code 51745~~, as amended by AB 181~~, a student with disabilities may participate in independent study if the student's individualized education program specifically provides for such participation, as specified below.

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

~~CSBA NOTE: The following paragraph is based on uncodified Section 110 of AB 181 and will remain in effect only until July 1, 2024.~~

~~In addition, any student with disabilities who receives services from a nonpublic, nonsectarian school through a virtual program may be permitted to participate in independent study if the student's IEP team determines that FAPE can be provided to the student by means of the virtual program and other conditions of law are satisfied.~~

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

CSBA NOTE: The following paragraph limits enrollment in independent study to those students for whom state apportionments can be claimed. Pursuant to Education Code 51745, ~~as amended by AB 181,~~ no more than 10 percent of the students enrolled in a continuation high school or opportunity school or program are eligible for apportionment credit for independent study, with the exception of students participating in independent study due to an emergency as described in Education Code

41422 and 46392. A pregnant student or a parenting student who is the primary caregiver for the student's child(ren) is not included in this cap.

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

Monitoring Student Progress

CSBA NOTE: The following optional section may be revised to reflect district practice.

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

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

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

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

Responsibilities of Independent Study Administrator

CSBA NOTE: The following optional section may be revised to reflect district practice.

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

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator

2. Approving or denying the participation of students requesting independent study

3. Facilitating the completion of written independent study agreements

4. Ensuring a smooth transition for students into and out of the independent study mode of instruction

5. Approving all credits earned through independent study

6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

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

CSBA NOTE: Pursuant to Education Code 51745.6, the equivalency of teacher-student ratios as described below is a necessary condition for the district to receive apportionments for independent study. The district may exceed these ratios, but those additional units of independent study ADA would not be funded.

The Education Audit Appeals Panel's, "Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting," includes verification that the district calculated its independent study teacher-student ratio consistent with Education Code 51745.6.

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

CSBA NOTE: The remainder of this section is optional and may be revised to reflect district practice.

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

1. Completing designated portions of the written independent study agreement and signing the agreement

2. Supervising and approving coursework and assignments

3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due

4. Maintaining a daily or hourly attendance register in accordance with Item #4 in ~~the section on~~ "Records" in the accompanying Board policy

5. Providing direct instruction and counsel as necessary for individual student success

6. Regularly meeting with the student to discuss the student's progress

CSBA NOTE: Pursuant to Education Code 51747.5~~, as amended by AB 181~~, the district may claim apportionment credit for independent study only to the extent of the time value of student work products as personally judged by a certificated employee of the district, or the combined time value of student work products and participation in synchronous instruction, as long as the synchronous instructional offering augments the time value of the student work product and evidence of student participation is furnished and maintained. Pursuant to Education Code 51747.5, as amended by SB 153 (Ch. 38, Statutes of 2024), work products may include the daily time value spent by a student engaged in asynchronous instruction, including work completed on an online or computer-based instructional activity, regardless of whether student work products are produced, if the computer program documents student participation. Education Code 51747.5, as amended by AB 176 (Ch. 998, Statutes of 2024), clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction. Evidence of student participation may include, but is not limited to, student work produced or performed, or documentation that the student participated in an instructional period either visually or verbally, as verified by a certificated employee and maintained by the district for each hour or fraction of an hour of the synchronous instructional offering. Education Code 51747.5 specifies that the teacher is not required to sign and date the work products.

7. Determining the time value of assigned work or work products completed and submitted by the student, including time that the student engaged in asynchronous instruction

8. Assessing student work and assigning grades or other approved measures of achievement

CSBA NOTE: Education Code 51747.5 requires districts to document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a school day shall be documented as ~~nonparticipatory~~non-participatory for that school day, for purposes of student participation reporting and tiered reengagement pursuant to Education Code 51747.

9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program

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

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 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 11700-11705	Independent study
Ed. Code 17289	Exemption for facilities
Ed. Code 41020	Requirement for annual audit
Ed. Code 41422	Emergency conditions and apportionments
Ed. Code 42238	Revenue limits
Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for independent study teachers
Ed. Code 46100	Length of school day
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 46390-46393	Emergency average daily attendance
Ed. Code 46600	Interdistrict attendance computation
Ed. Code ~~47612-47612.1~~47610-47615	Charter School Operation
Ed. Code 47612.5	Charter schools operations; general requirements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order

Ed. Code 49010	Educational activity; definition
Ed. Code 49011	Student fees; definition
Ed. Code 49501.5	School Meals
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51744-51749.6	Independent study
Ed. Code 52060	Local control and accountability plan
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs; definition
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550-6552	Caregivers

Federal	**Description**
~~20 USC 6301~~	~~Highly qualified teachers~~
20 USC 6311	State plan

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

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0450	Comprehensive Safety Plan
0500	Accountability
3260	Fees And Charges
3260	Fees And Charges
3516.5	Emergency Schedules
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112.2	Certification
4112.2	Certification
4131	Staff Development
5111.1	District Residency
5111.1	District Residency
5112.3	Student Leave Of Absence
5112.3	Student Leave Of Absence
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5141.22	Infectious Diseases

5141.22	Infectious Diseases
5141.31	Immunizations
5141.31	Immunizations
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
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6000	Concepts And Roles
6011	Academic Standards
6111	School Calendar
6112	School Day
6112	School Day
6142.4	Service Learning/Community Service Classes
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
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6181	Alternative Schools/Programs Of Choice
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6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School
6200	Adult Education
6200	Adult Education

Policy 6170.1: Transitional Kindergarten

Status: ADOPTED

Original Adopted Date: 10/01/2015 **| Last Revised Date:** 12/01/~~2023~~2024 **| Last Reviewed Date:** 12/01/~~2023~~2024

CSBA NOTE: The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 33050~~, as amended by SB 114 (Ch. 48, Statutes of 2023),~~ prohibits the waiver of specified provisions related to transitional kindergarten (TK) and kindergarten provided for in Education Code 48000-48003. For more information on waivers, see BP 1431 - Waivers.

~~Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year; see AR 5111 - Admission. Pursuant to Education Code 48000, as amended by SB 114, for the 2023-24 school year, districts are required to admit any child whose fifth birthday is between September 2 and April 2 to a TK program as a condition of apportionment and phases in timespans for mandatory admittance requirements until the 2025-26 school year, at which time districts are required to admit any child who has their fourth birthday by September 1, as described below.~~

The California Department of Education's (CDE), "Universal Prekindergarten FAQs" and "Transitional Kindergarten FAQs," available on its website, provide guidance to districts on the implementation of universal prekindergarten and TK programs. Additionally, CDE has developed a universal prekindergarten resources website, "Universal PreKindergarten, California's Great Start," designed for use by districts that operate a California State Preschool Program (CSPP), Head Start, and/or TK program.

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Many of the requirements applicable to kindergarten ~~(e.g.,~~, such as class size, minimum school day, and facilities~~)~~, are also applicable to TK. The district will receive funding based on average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000.

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. ~~The program allocates funding to all districts that operate kindergarten programs through minimum base grants, enrollment grants based on a district's kindergarten enrollment, and supplemental grants based on a district's percentage of unduplicated students.~~ Grant funds may be used for costs associated with creating or expanding preschool programs through the 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. ~~Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies. Since funds for this program have already been granted, CDE is authorized, pursuant to SB 114 and SB 141 (Ch. 194, Statutes of 2023), 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.~~

~~Education Code 17375, as amended by SB 114, extends the time that funds from the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, which provides one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms, are available for encumbrance or expenditure by the State Allocation Board.~~

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.

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

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

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

Eligibility

CSBA NOTE: While children are not required to attend ~~Kindergarten~~kindergarten or TK, all school districts are required to provide TK to age-eligible children pursuant to Education Code 48000. According to CDE's, "Universal Prekindergarten FAQs," no age-eligible child may be denied access to TK by being placed on a waiting list.

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

~~1. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2~~

~~2.~~ 1. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2

~~3.~~ 2. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

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

CSBA NOTE: CDE's, "Universal Prekindergarten FAQs," clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK. For information about required immunizations and exemptions, see BP/AR 5141.31 - Immunizations.

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

CSBA NOTE: The following paragraph is optional. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends in its, "Universal Prekindergarten FAQs," that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying agreement with the child enrolling in kindergarten the following year; see ~~section~~ "Continuation to Kindergarten" below.

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

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 48000, the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after the date specified for admittance for the applicable year as described above. Such students may be admitted at any time during the school year, including at the beginning of the year. Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after the date specified for the applicable year until the child's fifth birthday.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above,

provided that upon the recommendation of the Superintendent or designee, the Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

CSBA NOTE: The following paragraph is optional and may be deleted by districts that do not allow early enrollment children in TK. Pursuant to Education Code 48000.15, as amended by SB 141~~,~~ (Ch. 194, Statutes of 2023), for the ~~2023-24 and~~ 2024-25 school ~~years~~year, a district that offers TK to early enrollment children must concurrently offer enrollment in a CSPP program, if offered by the district, space permitting. The district may enroll an early enrollment child in a CSPP program operated by the district regardless of income, after all other eligible children have been enrolled. Districts will not receive ADA apportionment for an early enrollment child admitted to TK until the child's fifth birthday. For more information on district preschool programs, see BP/AR 5148.3 - Preschool/Early Childhood Education.

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

Curriculum and Instruction

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

CSBA NOTE: Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by CDE. These standards address essential knowledge and skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's website.

Pursuant to Education Code 8203.3, CDE in consultation with the California Department of Social Services, is responsible for establishing and updating prekindergarten learning development guidelines that focus on preparing children for kindergarten, including developmental milestones, assessment, and suggested methods for achievement.

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

CSBA NOTE: Pursuant to Education Code 313, as amended by AB 2268 (Ch. 15, Statutes of 2024), students in TK are not required to be assessed in English listening and speaking for purposes of initial identification as an English learner. However, CDE's "Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing," provides that districts should continue to conduct the Home Language Survey during TK enrollment to identify whether the primary or native language of a student is a language other than English. Since there may be implications with other state and federal laws, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel, as necessary.

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

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Education Code 37202 permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day provided in law. Pursuant to Education Code 46111, 46115, and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), including recess but excluding noon intermission, and the maximum school day is four hours (240 minutes), excluding recess, except for students in expanded learning opportunity programs intended to supplement instructional time provided by a district pursuant to Education Code 46120, or if the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher. Also see BP/AR 5148.2 - Before/After School Programs and AR 6112 - School Day.

Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part -day, full -day, or both. The California Basic Educational Data System (CBEDS) School Information Form, located on CDE's website, requires a report on the type of TK program offered.

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

The Superintendent or designee shall collaborate with parents/guardians and relevant community groups, in accordance with the plan developed for how all children in the attendance area of the

district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning ~~offerings~~opportunities, the After School Education and Safety Program, CSPP, Head Start programs, and other community-based early learning and care programs.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. According to CDE's, "Universal Prekindergarten FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.

Education Code 48000, as amended by SB 153 (Ch. 38, Statutes of 2024), requires districts that commingle TK students and CSPP children in the same classroom to complete an observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS environment tool, rather than the formerly required Early Childhood Environment Rating Scale.

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

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

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten

2. An ~~early childhood environment rating scale, as specified in 5 CCR 18281, is~~observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environmental tool are completed for the classroom

3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272

4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256

5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241

6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

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

Staffing

CSBA NOTE: To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing (CTC) authorizing instruction in TK. Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below. CTC may issue a one-year emergency specialist teaching permit in early childhood education that authorizes teaching all subjects in a self-contained TK general education classroom, provided that certain conditions are met as specified in Education Code 44300.

Additionally, ~~CTC has amended~~ 5 CCR 80067, ~~and adopted 5 CCR~~ 80067.1 ~~and~~, 80067.2, ~~which are pending approval by the Office of Administrative Law as of October 2023~~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 ~~proposed~~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 ~~prekindergarten-grade~~ PK-3 environment~~. See~~; see CTC Coded Correspondence ~~23-02~~24-03 for more information ~~regarding the proposed regulations~~. For more information about the Early Childhood Education Emergency Specialist Permit/Emergency Transitional Kindergarten Permit, see AR 4112.2 -- Certification.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

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

CSBA NOTE: Education Code 48000~~, as amended by SB 114,~~ extends until August 1, 2025, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications, as described below.

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

~~CSBA NOTE: Education Code 8281.5 permits the use of funding from the California Prekindergarten Planning and Implementation Grant Program for the purpose of professional development, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners, and which as amended by SB 114 and SB 141, extends the time that CDE is authorized to allocate or prorate unexpended funds.~~

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

~~CSBA NOTE: Education Code 48000, as amended by SB 114, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2025-26 school year.~~

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

Continuation to Kindergarten

CSBA NOTE: The following section is consistent with guidance in CDE's, "Universal Prekindergarten FAQs."

There is no requirement that an age-eligible student complete a year of TK or kindergarten before enrolling in first grade. Pursuant to Education Code 48010, a student must be six years old on or before September 1 to be eligible for first grade. However, if a student is not six years old by September 1, the student may be admitted to first grade in accordance with Education Code 48011, if the child has completed one year of kindergarten or, in some cases, has attended some kindergarten. CDE's, "Universal Prekindergarten FAQs," note that a year of TK is not equivalent to a year of kindergarten, for purposes of enrolling a 5-year-old student in first grade pursuant to Education Code 48011.

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

CSBA NOTE: The following optional paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK; see "Eligibility" ~~section~~ above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuance Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. A sample Kindergarten Continuance Form is available on CDE's, "Universal Prekindergarten FAQs," website. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, since permission obtained unreasonably far in advance could be found invalid.

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

CSBA NOTE: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in kindergarten or for more than two years in a combination of TK and kindergarten.

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

Assessment

CSBA NOTE: The following section regarding assessment of TK students' development and progress may be revised to reflect district practice. One assessment resource for TK students is CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry. Additionally, CDE's report, "Proposed Tools and Process for the Early identification of Developmental Delays and Learning Disabilities," provides tools and a process for the early identification of children between two and six at risk for developmental delays or learning disabilities.The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

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 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 18000-18308	Early Learning and Care Programs
5 CCR 80067-80067.3	~~Professional~~ ~~Clear~~ Prekindergarten-3 Early Childhood Education Specialist Instruction Credential
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 313	English Language Proficiency Assessment
Ed. Code 33050	Waiver authority and exceptions
Ed. Code 37202	Equal time in all schools
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 44300	Emergency permits
Ed. Code 46111	Kindergarten; hours of attendance
Ed. Code 46114-46119	Minimum school day; kindergarten

Ed. Code 46120	Expanded learning opportunities
Ed. Code 46300	Method of computing average daily attendance
Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
Ed. Code 48000.15	Early enrollment in transitional kindergarten
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48003	Kindergarten annual report
Ed. Code 48010	Minimum age of admission to first grade
Ed. Code 48011	Promotion/retention following one year of kindergarten
Ed. Code 48200	Compulsory attendance
Ed. Code 8203.3	Development of pre-kindergarten learning development guidelines
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8281.5	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten

Management Resources	**Description**
CA Commission on Teacher Credentialing Publication	~~Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the PK-3 Childhood Education Specialist Credential, Coded Correspondence 23-02, February 10, 2023~~Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024 (https://www.ctc.ca.gov/docs/default-source/commission/coded/2024/coded-24-03.pdf)
California Department of Education Communication	Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing, June 2024
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 (https://www.cde.ca.gov/sp/cd/ci/mb2310.asp)

California Department of Education Publication	Proposed Tools and Process for the Early identification of Developmental Delays and Learning Disabilities, October 2023 (https://www.cde.ca.gov/sp/cd/lr/documents/eilegeslativereport.docx)
California Department of Education Publication	Universal Prekindergarten FAQs
California Department of Education Publication	Transitional Kindergarten FAQs
California Department of Education Publication	Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 1, 2010
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 2, 2011
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 3, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 1, 2008
California Department of Education Publication	California Preschool Learning Foundations, Vol. 2, 2010
California Department of Education Publication	California Preschool Learning Foundations, Vol. 3, 2012
CSBA Publication	Advancing Universal Transitional Kindergarten, April 2022
CSBA Publication	The Importance of Early Childhood Education Programs, September 2019
Website	California Department of Education, Universal PreKindergarten, California's Great Start
Website	California Office of Administrative Law
Website	CSBA District and County Office of Education Legal Services
Website	Transitional Kindergarten California
Website	California Kindergarten Association
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California Department of Education

Cross References

Code	Description

0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
4112.2	Certification
4112.2	Certification
4131	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6111	School Calendar

6112	School Day
6112	School Day
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6151	Class Size
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
6162.5	Student Assessment
6174	Education For English Learners
6174	Education For English Learners

Policy 6174: Education For English Learners

Status: ADOPTED

Original Adopted Date: 03/01/2017 **| Last Revised Date:** ~~06~~12/01/~~2023~~2024 **| Last Reviewed Date:** ~~06~~12/01/~~2023~~2024

CSBA NOTE: The following policy may be revised to reflect district practice. State and federal law establish requirements for the identification, placement, and education of English learners.

Pursuant to Education Code 42238.02 and 42238.03, the local control funding formula provides additional funding based on the number and concentration of unduplicated counts of students who are English learners, foster youth, and/or eligible for free or reduced-price meals. Such funds must be used to increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number or concentration of unduplicated students; see BP 3100 - Budget.

In addition, 20 USC 6801-7014 (Title III) provide grant funds that may be used to supplement, but not supplant, funding from other sources for the purpose of ensuring that English learners attain English proficiency and meet the same challenging academic standards that are applicable to all students. During the Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will expect to see evidence that the district has complied with state and federal requirements. See CDE's website for FPM compliance monitoring instruments.

For further information regarding English learners, programs, and services, see CDE's, "The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners," (Roadmap) available on its website.

Pursuant to Education Code 361, as added by AB 2074 (Ch. 946, Statutes of 2024), CDE is required to develop a statewide implementation plan for the, "EL Roadmap Policy," which includes clear and measurable statewide goals of implementation, alignment with other state initiatives, guidance for districts, and a system for monitoring implementation of the plan.

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

CSBA NOTE: Pursuant to Education Code 60811, the State Board of Education (SBE) adopted state academic content standards for English language development (ELD), and the English Language Arts/English Language Development Framework aligned with the California Common Core State Standards for English language arts, for students whose primary language is a language other than English. A supplementary resource, "Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning," specifies the correspondence of the state ELD standards to the California Common Core State Standards for mathematics and the Next

Generation Science Standards.

CDE's, "California Digital Learning Integration and Standards Guidance," available on its website, provides distance learning curriculum and instructional guidance for mathematics, English language arts, and English language development.

Additionally, CDE's, "Roadmap" encourages differentiated instruction and curriculum which are integrated across all subject areas and emphasizes inquiry-based learning and critical thinking skills.

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

CSBA NOTE: The following items are for use by districts that maintain middle and/or high schools and may be revised to reflect the grade levels offered by the district. Education Code 60811.8 prohibits districts from denying any student who is an English learner the opportunity to enroll in core curriculum courses, courses required for middle school promotion or high school graduation, courses required for college admission, or advanced courses, with specified exceptions for recently arrived immigrant ~~students.~~children and youth as defined in 20 USC 7011. Pursuant to Education Code 60811.8, as amended by AB 714 (Ch. 342, Statutes of 2023), "newcomer student" has the same meaning as "immigrant children and youth." However, Education Code 60811.8 does not require districts to create supplemental courses in languages other than English.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

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

   However, ~~an English learner who has been enrolled in~~ a middle or high school ~~in the United States for less than 12 months or~~ student who is ~~enrolled~~a newcomer student or an immigrant child or youth, as defined in 20 USC 7011, or is a student participating in a program designed to ~~develop the basic English skills~~meet the academic and transitional needs of ~~newly arrived immigrant~~ newcomer students and that has as its primary objective the development of English language proficiency, may be denied ~~participation~~enrollment in any ~~such course,~~of the courses stated above if the course of study provided to the student is designed to remedy academic deficits incurred during participation and is reasonably calculated to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in Item #1 above

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

CSBA NOTE: Education Code 52060 requires the district's local control and accountability plan (LCAP) to include annual goals and specific actions, aligned to state and local priorities, for all students and for each "numerically significant" student subgroup as defined in Education Code 52052, including English learners; see BP/AR 0460 - Local Control and Accountability Plan. CDE's, "Roadmap" provides an alignment between principles outlined for English learners and the eight state priority areas required in the district's LCAP.

Education Code 52052, as amended by SB 114 (Ch. 48, Statutes of 2023), has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

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

CSBA NOTE: The following paragraph may be revised to reflect district strategies for parent/guardian and community involvement. Education Code 305 requires the district to solicit input on language acquisition programs as part of the parent/guardian and community engagement process during the development of the LCAP; see ~~section on~~ "Language Acquisition Programs" below. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, Education Code 52063 requires the establishment of an English ~~learner parent advisory committee~~Learner Parent Advisory Committee to review and comment on the district's LCAP; see the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan.

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

Staff Qualifications and Training

CSBA NOTE: Commission on Teacher Credentialing's (CTC) leaflet CL-622, "Serving English Learners," and "Bilingual Authorization Educator Preparation Preconditions, Program Standards, and Bilingual Teaching Performance Expectations," describe requirements pertaining to the qualifications of teachers of English learners. A teacher who is assigned to provide English language development, specially designed academic instruction in English, and/or primary language instruction to English learners must hold an appropriate authorization from CTC; see AR 4112.22 - Staff Teaching English Learners.

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

CSBA NOTE: The following paragraph reflects a requirement for districts that receive federal Title III funds to improve the education of English learners~~,~~ and is recommended for use by all districts.

20 USC 6825 lists the required uses of such funds, including the provision of professional development of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. Pursuant to 20 USC 6825, such professional development must not include one-day or short-term workshops and conferences.

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

CSBA NOTE: The following paragraph is optional. CDE's, "Roadmap," indicates the importance of a supportive and collaborative environment in order for teachers to effectively address the complex needs of English learners.

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

Identification and Assessment

CSBA NOTE: CDE's, "Roadmap," emphasizes the importance of early identification of English learners, as early childhood is a crucial period of time for language development. Education Code 313 requires any district that has one or more students who are English learners to assess the English language proficiency of those students using the English Language Proficiency Assessments for California (ELPAC).

However, pursuant to Education Code 313, as amended by AB 2268 (Ch. 15, Statutes of 2024), students in transitional kindergarten (TK) are exempted from this assessment requirement. CDE's, "Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing," provides that districts should continue to conduct the Home Language Survey during TK enrollment to identify whether the primary or native language of a student is a language other than English. Since there may be implications with other state and federal laws, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel, as necessary.

The ELPAC includes an initial test for identifying students who may be English learners and an annual summative assessment for determining English learners' level of English proficiency and progress in acquiring the skills of listening, speaking, reading, and writing in English. CDE also provides a home language survey to be used to identify students who should be tested for English proficiency. See the accompanying administrative regulation for further information about test administration, identification of English learners, and reclassification criteria.

The Superintendent or designee shall maintain procedures for the early identification ~~of English learners~~ and ~~an~~ assessment of ~~their~~the proficiency of English learners at all grade levels, except transitional kindergarten, using the English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a

district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

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

CSBA NOTE: In addition to testing the level of English proficiency of English learners, districts are required, pursuant to Education Code 60640, to administer the California Assessment of Student Performance and Progress (CAASPP) to English learners; see BP/AR 6162.51 - State Academic Achievement Tests. As needed, English learners may be provided with ~~the~~ testing resources ~~(i.e.,~~ such as universal tools, designated supports, and accommodations~~)~~, specified in 5 CCR 853 during test administration.

CAASPP also includes the optional California Spanish Assessment for students in grades 3-8 and high school, which measures a student's competency in reading, writing, and listening in Spanish.

Pursuant to Education Code 60900.1, ~~as added by AB 1868 (Ch. 907, Statutes of 2022),~~ CDE is required to annually post on its website CAASPP test results by English language acquisition status and to report enrollment data by English language acquisition status and disability.

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

CSBA NOTE: The following paragraph is optional. CDE's, "Roadmap," highlights the importance of formative assessments in order to continually adapt methodologies and instruction to meet the needs of English learners.

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

Language Acquisition Programs

CSBA NOTE: Education Code 305-310 authorizes parents/guardians to select a language acquisition program that best suits their child. At a minimum, the district must offer a structured English immersion program. It also may offer a dual-language immersion program, transitional and developmental program for English learners, or other language acquisition program as defined in Education Code 306. Pursuant to 20 USC 6312 and 34 CFR 100.3, parents/guardians have a right to decline or opt their child out of a language acquisition program. The following section may be revised to reflect programs offered by the district. Also see the accompanying administrative regulation.

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students

on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

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

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. The Education Code does not define the term "nearly all" for purposes of ensuring that nearly all instruction in the structured English immersion program is provided in English pursuant to Education Code 306. The following paragraph defines "nearly all" as to provide that all classroom instruction be conducted in English except for clarification, explanation, and support as needed. The district could instead establish a minimum percentage of classroom instructional time to be conducted in English or specify the types of courses to be conducted in English and the courses (e.g., science, algebra) to be taught in the student's primary language.

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

CSBA NOTE: Items #1-2 below are optional and may be revised to reflect district practice.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

CSBA NOTE: The following paragraph is for use by districts that maintain any of grades K-3.

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

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

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

CSBA NOTE: Pursuant to 5 CCR 11311, districts are required to establish a process with specified components for schools to receive and respond to requests from parents/guardians of enrolled students, and those enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school.

See ~~the section~~ "Language Acquisition Programs" in the accompanying administrative regulation.

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

~~CSBA NOTE: The following paragraph is optional and may be deleted if the district does not offer a dual-language immersion program.~~

~~Pursuant to Education Code 48345, as added by SB 941 (Ch. 711, Statutes of 2022), as an alternative to cancelling classes or seeking emergency credentials for teachers, the Governing Board is authorized, until July 1, 2029, to enter into an instruction collaboration agreement (ICA) with districts, county offices of education, or charter schools to offer courses and coursework to students who have been impacted by disruptions or cancellations to dual language immersion programs, or teacher shortages to such programs. See BP 5117 - Interdistrict Attendance for more information on ICAs.~~

~~Until July 1, 2029, the Superintendent or designee may, with Board approval, and as specified in BP 5117 - Interdistrict Attendance, enter into an instruction collaboration agreement (ICA) with another school district, county office of education, or charter school to offer the same or similar courses and coursework to students who have been impacted by teacher shortages, disruptions, or cancellations, or teacher shortages to dual language immersion programs. (Education Code 48345)~~

Reclassification/Redesignation

When an English learner ~~is~~has acquired a reasonable level of English proficiency, as determined based on state and district reclassification criteria ~~to have acquired a reasonable level of English proficiency~~ pursuant to Education Code ~~313 and~~ 52164.6, or upon the request ~~by~~of the ~~student's~~ parent/guardian of an English learner, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream

classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

CSBA NOTE: Education Code 313 and 52164.6, and 5 CCR 11303, require that the district's reclassification process include, at a minimum, the criteria specified in Items #1-4 below.

Additionally, during the FPM process CDE will review, as **mandatory** evidence of program implementation and compliance, if the district has a current adopted Board policy and/or administrative regulation(s) that describes the reclassification process.

SBE has approved the use of the Summative ELPAC Overall Performance Level (PL) 4 as the statewide standardized English language proficiency (ELP) criterion for reclassification. According to CDE's, "English Language Proficiency Assessments for California Information Guide," districts are required to use Overall PL 4 to determine whether a student has met the ELP assessment criterion, as reflected in Item #1 below. All other reclassification criteria, as provided in Items #2-4 below, remain locally determined.

Additional guidance and resources regarding reclassification criteria are available on CDE's website. The district may expand the following list to reflect any additional criteria it has established.

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

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

CSBA NOTE: CDE's "Observation Protocol for Teachers of English Learners (OPTEL)," is a resource to support educators in monitoring and evaluating language use of English learner.

2. Evaluation by the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student, including, but not limited to, a review of the student's curriculum mastery and academic performance

3. Parent/guardian involvement, including:

   a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate

   b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

   c. Provision of an interpreter for the parent/guardian, when necessary

CSBA NOTE: Pursuant to Education Code 313, Item #4 requires comparison of student performance on an objective assessment of basic skills that provides an empirically established range of performance of English proficient students of the same age. A letter

from CDE to district superintendents, "Updated Reclassification Guidance for 2018-19," dated January 18, 2019, clarifies that the Smarter Balanced Summative Assessment may be used as a local measure of the fourth criterion for grades 3-8 and 11, or districts may select another local assessment for all grade levels. CDE correspondence and resources, available on its website, provide examples of appropriate measures.

4. Comparison of student performance on an objective assessment of basic skills in English against an empirically established range of performance in basic skills, based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

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

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

CSBA NOTE: Pursuant to 20 USC 6841, districts receiving federal Title III funding are required to report to CDE the number and percentage of English learners, including English learners with a disability, meeting state academic standards for each of four years after they are no longer receiving services under Title III. During the FPM process, CDE will review whether the district monitors the progress of reclassified students for a minimum of four years to ensure correct classification and placement of reclassified students and the provision of additional academic support as needed. A letter from CDE to district superintendents, "Monitoring Reclassified Students," dated December 20, 2019, describes the areas in which districts should monitor students to ensure academic progress of former English learner students.

Districts that do not receive Title III funding may revise the following paragraph to reflect district practice.

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure the students have not prematurely exited, any academic deficit incurred through participation in the English learner program has been remedied, and the students are meaningfully participating in the standard instructional program compared to students who had never participated in an English learner program. (5 CCR 11304; 20 USC 6841)

Program Evaluation

CSBA NOTE: The following section may be revised to reflect indicators agreed upon by the Governing Board and Superintendent or designee for measuring the effectiveness of the district's educational program for English learners. Education Code 52061 requires that the annual update of the LCAP include a review of progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes the district will make as a result of this review and assessment.

Pursuant to Education Code 313.2, CDE is required to annually determine the number of students in each district and school who are, or are at risk of becoming, long-term English learners and to report that information to districts and schools. Definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner" are contained in Education Code 313.1.

The definition of "long-term English learner" in Education Code 313.1 is an English learner who is enrolled in any of grades 6 to 12; has been enrolled in schools in the United States for six years or more; has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level; and a student in any of grades 6 to 9 who has scored far below basic or below basic on the prior year's English language arts standards-based achievement test administered pursuant to Education Code 60640, or a score determined by the Superintendent of Public Instruction on any successor test. This definition differs from the definition of long-term English learner pursuant to Education Code 52052 for purposes of state and local priorities set forth in the LCAP.

20 USC 6311 requires the inclusion of a performance indicator on English language proficiency within the state accountability system under Title I.

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

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

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

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 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 11300-11316	English learner education
5 CCR 11510-11517.5	California English Language Development Test
5 CCR 11517.6-11519.5	English Language Proficiency Assessments for California
5 CCR 853	Administration of CAASPP
5 CCR 854.9	CAASPP and unlisted resources for students with disabilities
Ed. Code 200	Prohibition of discrimination
Ed. Code 300-340	English language education for immigrant children
Ed. Code 310	Language acquisition programs
Ed. Code 313-313.5	Assessment of English proficiency
Ed. Code 361	Statewide implementation plan for the "EL Roadmap Policy"
Ed. Code 33050	Nonwaivable provisions
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 430-446	English Learner and Immigrant Pupil Federal Conformity Act
Ed. Code 44253.1-44253.11	Qualifications of teachers of English learners
Ed. Code 48345	Interdistrict instruction collaboration agreements
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code ~~52059.5~~52060-52077	Local control and accountability plan
Ed. Code 52160-52178	Bilingual Bicultural Act of 1976
Ed. Code 56305	CDE manual on English learners with disabilities
Ed. Code 60603	Definition; recently arrived English learner
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 60811.8	Newcomer student; definition
Ed. Code 62002.5	Continuation of advisory committee after program sunsets

Federal	Description

20 USC 1412	State eligibility
20 USC 1701-1721	Equal Educational Opportunities Act
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6801-7014	Limited English proficient and immigrant students
20 USC 7011	Definition of immigrant children and youth
20 USC 7801	Definition of English learner
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin

Management Resources	**Description**
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 40 (2000)
California Department of Education Publication	Summative English Language Proficiency Assessments for California, Assessment Fact Sheet, July 2023
California Department of Education Publication	Englisher Learner, Federal Program Monitoring Instrument
California Department of Education Publication	Monitoring Reclassified Students, December 2019
California Department of Education Publication	California Practitioners' Guide for Educating English Learners with Disabilities, 2019
California Department of Education Publication	English Language Proficiency Assessments for California Information Guide, July 2023
California Department of Education Publication	California Digital Learning Integration and Standards Guidance, May 2021
California Department of Education Publication	Reclassification Guidance for 2020-21 and Statewide Testing Window Extension, CDE Correspondence, June 14, 2021
California Department of Education Publication	Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
California Department of Education Publication	Accessibility Resources Matrix, 2022
California Department of Education Publication	Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015
California Department of Education Publication	English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

California Department of Education Publication	California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2017
California Department of Education Publication	EL Roadmap Policy (https://www.cde.ca.gov/sp/ml/elroadmappolicy.asp)
California Department of Education Publication	Common Core State Standards for Mathematics, 2013
California Department of Education Publication	English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve, 2014
California Department of Education Communication	Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing, June 2024 (https://www.cde.ca.gov/sp/ml/tkguidanceletter.asp)
California Department of Education Communication	Updated Reclassification Guidance for 2018-19 (https://www.cde.ca.gov/sp/ml/reclassguide1819.asp#:~:text=In%20January%202019%2C%20based%20on,administration%20for%20grades%20K%E2%80%9312.)
Commission on Teacher Credentialing Publication	Bilingual Authorization Educator Preparation Preconditions, Program Standards, and Bilingual Teaching Performance Expectations, December 2021
Court Decision	Valeria O. v. Davis (2002) 307 F.3d 1036
Court Decision	California Teachers Association v. State Board of Education et al. (9th Circuit, 2001) 271 F.3d 1141
Court Decision	McLaughlin v. State Board of Education (1999) 75 Cal.App.4th 196
Court Decision	Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698
CSBA Publication	English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
CSBA Publication	English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017
CSBA Publication	English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
CSBA Publication	English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, September 2016

CSBA Publication	English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
The Education Trust- West Publication	Unlocking Learning: Science as a Lever for English Learner Equity, January 2017
The Education Trust- West Publication	Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018
U.S. Department of Education Publication	English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), September 2016
U.S. Department of Education Publication	English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
U.S. Department of Education Publication	Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017
U.S. Department of Education Publication	Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
Website	Bilingual teacher training programs (https://www.ctc.ca.gov/credentials/leaflets/bilingual-teacher-training-programs-(cl-772))
Website	Bilingual teacher professional development program (https://www.cde.ca.gov/ci/pl/btpdp24.asp)
Website	California Department of Education home language survey (https://www.cde.ca.gov/ta/cr/documents/hls2020.pdf)
Website	California Department of Education, English Language Proficiency Assessments for California (ELPAC)
Website	California Digital Learning Integration and Standards Guidance, May 2021
Website	Observation Protocol for Teachers of English Learners (OPTEL) (https://www.cde.ca.gov/sp/ml/optel.asp)
Website	CSBA District and County Office of Education Legal Services
Website	National Clearinghouse for English Language Acquisition
Website	The Education Trust-West
Website	California Department of Education, English Learners
Website	California Association for Bilingual Education
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0200	Goals For The School District
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
3100	Budget
3100	Budget
3580	District Records
4112.22	Staff Teaching English Learners
4131	Staff Development
4231	Staff Development
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5126	Awards For Achievement
5126	Awards For Achievement
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention

6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
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
6142.91	Reading/Language Arts Instruction
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6159	Individualized Education Program
6159	Individualized Education Program
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
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
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
6175	Migrant Education Program
6175	Migrant Education Program
6190	Evaluation Of The Instructional Program

Regulation 6174: Education For English Learners

Status: ADOPTED

Original Adopted Date: 03/01/2017 **| Last Revised Date:** ~~06~~12/01/~~2023~~2024 **| Last Reviewed Date:** ~~06~~12/01/~~2023~~2024

Definitions

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

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

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

CSBA NOTE: Education Code 52052, as amended by SB 114 (Ch. 48, Statutes of 2023), has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner. This definition differs from the definition in Educate Code 313.1 and used for the evaluation of English learner programs

Long-term English learner means:

1. For the purpose of setting the local control and accountability plan (LCAP) priorities, a student who has not attained English language proficiency within seven years of initial classification as an English learner (Education Code 52052)

2. For the purpose of English language proficiency assessment, an English learner in grades 6-12 who has been enrolled in school in the United States for six years or more and who either: (Education Code 313.1)

   a. Has remained at the same English language proficiency level for two or more consecutive years, or has regressed to a lower proficiency level; or

   b. Is a student in grades 6-9 who has scored far below basic or below basic on the prior year's English language arts standards-based achievement test, or a score determined by the Superintendent of Public Instruction on any successor test

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

Identification and Assessments

CSBA NOTE: Education Code 52164.1 and 5 CCR 11307 require the district to administer a home language survey to all enrolled students. A sample home language survey form in English and Spanish is available on the California Department of Education's (CDE) website.

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

CSBA NOTE: When the home language survey indicates that a student's proficiency in English should be tested, Education Code 313 requires the district to administer a state assessment of English language proficiency. The English Language Proficiency Assessments for California (ELPAC) are used for initial identification of language proficiency and subsequently for annual assessment of language proficiency.

Although, pursuant to Education Code 313, as amended by AB 2268 (Ch. 15, Statutes of 2024), transitional kindergarten (TK) students are exempted from this assessment requirement, CDE's "Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing," recommends that districts continue to conduct the Home Language Survey during TK enrollment to identify whether the primary or native language of a student is a language other than English.

Since there may be implications with other state and federal laws, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel, as necessary.

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

CSBA NOTE: Pursuant to 5 CCR 11518.25, the district is required to provide English learners with disabilities with the designated supports and accommodations in accordance with the student's individualized education program or Section 504 plan.

The Individuals with Disabilities in Education Act (20 USC 1412) requires that students with disabilities be included in all state assessments, including the ELPAC as appropriate. Pursuant to 5 CCR 11518.30, students with the most significant cognitive disabilities who cannot participate in the assessment, even with appropriate accommodations, must be given an alternate assessment of English proficiency.

Pursuant to Education Code 56305, CDE has developed a manual, "California Practitioners' Guide for Educating English Learners with Disabilities," which provides guidance on identifying, assessing, supporting, and reclassifying English learners with disabilities.

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

CSBA NOTE: The remainder of this section specifies notifications that must be sent to parents/guardians regarding assessment results and available programs for English learners. CDE has developed sample notification letters, available on its website in multiple translations, to notify parents/guardians of the initial identification of a student as an English learner or as initially fluent English proficient and to notify them of the results of an annual assessment.

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 their parents/guardians must be written in English and in the primary language and may be answered by the parent/guardian in either language.

Based on the initial assessment, the student shall be classified either as ~~initially fluent in~~Initial Fluent English ~~proficient~~Proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the

student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

CSBA NOTE: The Summative ELPAC is annually administered to students who have been previously identified as English learners based on initial ELPAC results~~,~~ and is used to measure progress toward English language proficiency, to inform English learner programs and services, and to help determine if a student is ready to be reclassified. Education Code 313 provides that the summative ELPAC be conducted annually during a four-month period after January 1 as determined by the Superintendent of Public Instruction (SPI) with the approval of the State Board of Education~~.~~ (SBE). CDE's, "English Language Proficiency Assessments for California Information Guide," and the "Summative English Language Proficiency Assessments for California, Assessment Fact Sheet," clarify that the Summative ELPAC administration window is open from February 1 through May 31. The following paragraph is consistent with both Education Code 313 and CDE's guidance.

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

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

CSBA NOTE: The following paragraph is for use by districts that receive federal funds under either Title I or Title III for services to English learners~~,~~ and may be adapted for use by other districts. Pursuant to Education Code 440 and 20 USC 6312, districts receiving Title I or Title III funds are required to provide parents/guardians with notification of their child's identification as an English learner and placement in a language acquisition program.

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

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:

    a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction

    b. The manner in which the program will meet the educational strengths and needs of the student

    c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation

    d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable

    e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's ~~IEP~~individualized education program

    CSBA NOTE: Education Code 313.2 requires that the notice contain information in regard to (1) whether the student is a long-term English learner, or English learner at risk of becoming a long-term English learner, and (2) the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help them develop English proficiency and achieve academic standards. Districts may send an alternate notice if the definitions of long-term English learners and those at risk of becoming long-term English learners used by the district are broader than those defined in Education Code 313.1, the notice states that the definitions utilized by the district are broader, and the notice contains the information specified in Item #4 below.

    The definition of "long-term English learner" in Education Code 313.1 is an English learner who is enrolled in any of grades 6-12; has been enrolled in schools in the United States for six years or more; has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level; and a student in any of grades 6-9 who has scored far below basic or below basic on the prior year's English language arts standards-based achievement test administered pursuant to Education Code 60640, or a score determined by the SPI on any successor test. This definition differs from the definition of long-term English learner pursuant to Education Code 52052 for purposes of state and local priorities set forth in the local control and accountability plan (LCAP).

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the

educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards

5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

CSBA NOTE: Pursuant to 5 CCR 11311, districts are required to establish a process for schools to receive and respond to requests from parents/guardians of enrolled students, and those enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school. Each school is required to follow the process even when the district provides the language acquisition program at another school site. The following section includes the components of the process required by 5 CCR 11311 and may be expanded to reflect district practice.

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request~~.~~ ~~As needed, the school shall assist the parent/guardian in clarifying the request.~~ ~~All requests shall be maintained for at least three years from the date of the request.~~

   As needed, the school shall assist the parent/guardian in clarifying the request.

   All requests shall be maintained for at least three years from the date of the request in accordance with Board Policy 3580 – District Records.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program~~.~~

   If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in Item #2 is attained, the Superintendent or designee shall:

    a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English ~~learner parent advisory committee~~Learner Parent Advisory Committee and parent advisory committee, in writing, of the requests for a language acquisition program

    b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

    c. Within 60 calendar days of reaching the threshold number of parents/guardians described in Item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

~~d.~~ If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided. The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion

2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English

3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development

4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language

6. The process to request establishment of a language acquisition program not offered at the school

7. For any dual-language immersion program offered, the specific languages to be taught~~.~~

The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

Reclassification/Redesignation

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

CSBA NOTE: Education Code 313 and 52164.6 and 5 CCR 11303 require that the district's reclassification process include, at a minimum, the criteria specified in Items #1-4 below.

In 2019, SBE approved the standardization of criterion used to make decisions about reclassifying Englisher learners and approved the use of the Summative ELPAC Overall Performance Level (PL) 4 as the statewide standardized English language proficiency (ELP) criterion for reclassification. According to CDE's, "English Language Proficiency Assessments for California Information Guide," districts are required to use Overall PL 4 to determine whether a student has met the ELP assessment criterion, as reflected in Item #1 below. All other reclassification criteria, as provided in Items #2-4 below, remain locally determined.

Additional guidance and resources regarding reclassification criteria are available on CDE's website. The district may expand the following list to reflect any additional criteria it has established.

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

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

CSBA NOTE: Pursuant to Education Code 313.3, as amended by AB 181 (Ch. 52, Statutes of 2022), the date by which CDE is required to develop a standardized teacher observation protocol for use in evaluating a student's English language proficiency, as required by Item #2 below, as well as professional development tools to train teachers on the use of the protocol has been extended to December 31, 2023. CDE is currently developing the, "Observation Protocol for Teachers of English Learners (OPTEL)," a resource to support educators in monitoring and evaluating language use of English learner students.

2. Evaluation by the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student, including, but not

limited to, a review of the student's curriculum mastery and academic performance

3. Parent/guardian involvement, including:

a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate

b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

c. Provision of an interpreter for the parent/guardian, when necessary

CSBA NOTE: Pursuant to Education Code 313, Item #4 requires comparison of student performance on an objective assessment of basic skills that provides an empirically established range of performance of English proficient students of the same age. A letter from CDE to district superintendents, "Updated Reclassification Guidance for 2018-19," dated January 18, 2019, clarifies that the Smarter Balanced Summative Assessment may be used as a local measure of the fourth criterion for grades 3-8 and 11, or districts may select another local assessment for all grade levels. CDE correspondence and resources, available on its website, provide examples of appropriate measures.

4. Comparison of student performance on an objective assessment of basic skills in English against an empirically established range of performance in basic skills, based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

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

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

CSBA NOTE: Pursuant to 20 USC 6841, districts receiving federal Title III funding are required to report to CDE the number and percentage of English learners, including English learners with a disability, meeting state academic standards for each of four years after they are no longer receiving services under Title III. In the Federal Program Monitoring process, CDE reviews whether the district monitors the progress of reclassified students for a minimum of four years to ensure correct classification and placement of reclassified students and the provision of additional academic support as needed. A letter from CDE to district superintendents, "Monitoring Reclassified Students," dated December 20, 2019, describes the areas in which districts should monitor students to ensure academic progress of former English learner students.

~~Districts that do not receive Title III funding may revise the following paragraph to reflect district practice.~~

~~The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure the students have not prematurely exited, any academic deficit incurred through participation in the English learner program has been remedied, and the students are meaningfully participating in the standard instructional program compared to students who had never participated in an English learner program.~~ (~~5 CCR 11304; 20 USC 6841~~(5 CCR 11302)

Advisory Committees

CSBA NOTE: The following section should be revised to reflect district practice. Pursuant to 5 CCR 11308, an advisory committee on programs and services for English learners is required for any district with over 50 English learners and for each school with over 20 English learners. Duties of the advisory committees are specified in Education Code 52176 and 5 CCR 11308.

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of regular school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

CSBA NOTE: Pursuant to 5 CCR 11308, each school-level English Learning Advisory Committee (ELAC) is entitled to elect at least one member to the District English Learner Advisory Committee (DELAC). If there are more than 30 ELACs in the district, the district may use a system of proportional or regional representation. The following paragraph may be revised to reflect district practice.

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

CSBA NOTE: 5 CCR 11308 delineates the duties of the DELAC, as provided below. The list of DELAC duties on CDE's website omits Item #5, administration of the annual language census.

During the federal program monitoring process, CDE will review that the district has a policy in accordance with SBE's, "English Learner Roadmap Policy," that requires the DELAC to advise the Governing Board on the development of a district master plan.

The DELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. Developing a district master plan, including policy(ies), for education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting a districtwide needs assessment on a school-by-school basis
3. Establishing a district program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements
5. Administering the annual language census
6. Reviewing and commenting on the district's reclassification procedures
7. Reviewing and commenting on the required written parental notifications

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that DELAC and ELAC committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Local Control and Accountability Plan (LCAP) Advisory Committee

CSBA NOTE: The following section is applicable if the district's student enrollment includes at least 15 percent English learners, with at least 50 students who are English learners. Education Code 52063 requires that such districts establish an English ~~learner parent advisory committee~~Learner Parent Advisory Committee to review and comment on the district's ~~local control and accountability plan~~LCAP; see BP 0460 - Local Control and Accountability Plan. 5 CCR 15495 requires this committee to include a majority of parents/guardians of English learners~~. The English learner parent advisory committee is not required after July 1, 2024.~~

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English ~~learner parent advisory committee~~Learner Parent Advisory Committee shall be established to review and comment on the district's ~~local control and accountability plan (~~LCAP~~).~~. Such advisory committee shall provide input regarding the district's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs, in accordance with ~~BP~~Board Policy 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. If the DELAC acts as the ELAC pursuant to Education Code 52063 and 52062, the DELAC shall also review and comment on the development or annual update of the LCAP. (Education Code 52062, 52063; 5 CCR 11301, 15495)

The DELAC may also serve as the LCAP ~~English learner advisory committee~~ELAC, as specified in Board Policy 0460 – Local Control and Accountability Plan.

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Policy Reference Disclaimer:
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State	Description
5 CCR 11300-11316	English learner education
5 CCR 11510-11517.5	California English Language Development Test
5 CCR 11517.6-11519.5	English Language Proficiency Assessments for California
5 CCR 853	Administration of CAASPP
5 CCR 854.9	CAASPP and unlisted resources for students with disabilities
Ed. Code 200	Prohibition of discrimination
Ed. Code 300-340	English language education for immigrant children
Ed. Code 310	Language acquisition programs
Ed. Code 313-313.5	Assessment of English proficiency
Ed. Code 361	Statewide implementation plan for the "EL Roadmap Policy"
Ed. Code 33050	Nonwaivable provisions
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 430-446	English Learner and Immigrant Pupil Federal Conformity Act
Ed. Code 44253.1-44253.11	Qualifications of teachers of English learners
Ed. Code 48345	Interdistrict instruction collaboration agreements
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code ~~52059.5~~52060-52077	Local control and accountability plan
Ed. Code 52160-52178	Bilingual Bicultural Act of 1976
Ed. Code 56305	CDE manual on English learners with disabilities
Ed. Code 60603	Definition; recently arrived English learner

Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 60811.8	Newcomer student; definition
Ed. Code 62002.5	Continuation of advisory committee after program sunsets

Federal	**Description**
20 USC 1412	State eligibility
20 USC 1701-1721	Equal Educational Opportunities Act
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6801-7014	Limited English proficient and immigrant students
20 USC 7011	Definition of immigrant children and youth
20 USC 7801	Definition of English learner
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin

Management Resources	**Description**
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 40 (2000)
California Department of Education Publication	Summative English Language Proficiency Assessments for California, Assessment Fact Sheet, July 2023
California Department of Education Publication	Englisher Learner, Federal Program Monitoring Instrument
California Department of Education Publication	Monitoring Reclassified Students, December 2019
California Department of Education Publication	California Practitioners' Guide for Educating English Learners with Disabilities, 2019
California Department of Education Publication	English Language Proficiency Assessments for California Information Guide, July 2023
California Department of Education Publication	California Digital Learning Integration and Standards Guidance, May 2021
California Department of Education Publication	Reclassification Guidance for 2020-21 and Statewide Testing Window Extension, CDE Correspondence, June 14, 2021
California Department of Education Publication	Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
California Department of Education Publication	Accessibility Resources Matrix, 2022

California Department of Education Publication	Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015
California Department of Education Publication	English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
California Department of Education Publication	California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2017
California Department of Education Publication	EL Roadmap Policy (https://www.cde.ca.gov/sp/ml/elroadmappolicy.asp)
California Department of Education Publication	Common Core State Standards for Mathematics, 2013
California Department of Education Publication	English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve, 2014
California Department of Education Communication	Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing, June 2024 (https://www.cde.ca.gov/sp/ml/tkguidanceletter.asp)
California Department of Education Communication	Updated Reclassification Guidance for 2018-19 (https://www.cde.ca.gov/sp/ml/reclassguide1819.asp#:~:text=In%20January%202019%2C%20based%20on,administration%20for%20grades%20K%E2%80%9312.)
Commission on Teacher Credentialing Publication	Bilingual Authorization Educator Preparation Preconditions, Program Standards, and Bilingual Teaching Performance Expectations, December 2021
Court Decision	Valeria O. v. Davis (2002) 307 F.3d 1036
Court Decision	California Teachers Association v. State Board of Education et al. (9th Circuit, 2001) 271 F.3d 1141
Court Decision	McLaughlin v. State Board of Education (1999) 75 Cal.App.4th 196
Court Decision	Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698
CSBA Publication	English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
CSBA Publication	English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

CSBA Publication	English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
CSBA Publication	English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, September 2016
CSBA Publication	English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
The Education Trust- West Publication	Unlocking Learning: Science as a Lever for English Learner Equity, January 2017
The Education Trust- West Publication	Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018
U.S. Department of Education Publication	English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), September 2016
U.S. Department of Education Publication	English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
U.S. Department of Education Publication	Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017
U.S. Department of Education Publication	Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
Website	Bilingual teacher training programs (https://www.ctc.ca.gov/credentials/leaflets/bilingual-teacher-training-programs-(cl-772))
Website	Bilingual teacher professional development program (https://www.cde.ca.gov/ci/pl/btpdp24.asp)
Website	California Department of Education home language survey (https://www.cde.ca.gov/ta/cr/documents/hls2020.pdf)
Website	California Department of Education, English Language Proficiency Assessments for California (ELPAC)
Website	California Digital Learning Integration and Standards Guidance, May 2021
Website	Observation Protocol for Teachers of English Learners (OPTEL) (https://www.cde.ca.gov/sp/ml/optel.asp)
Website	CSBA District and County Office of Education Legal Services
Website	National Clearinghouse for English Language Acquisition

Website	The Education Trust-West
Website	California Department of Education, English Learners
Website	California Association for Bilingual Education
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0200	Goals For The School District
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
3100	Budget
3100	Budget
3580	District Records
4112.22	Staff Teaching English Learners
4131	Staff Development
4231	Staff Development
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5126	Awards For Achievement
5126	Awards For Achievement
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education

5148.3	Preschool/Early Childhood Education
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
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
6142.91	Reading/Language Arts Instruction
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6159	Individualized Education Program
6159	Individualized Education Program
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
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
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
6175	Migrant Education Program
6175	Migrant Education Program
6190	Evaluation Of The Instructional Program

Bylaw 9240: Board Training

Status: ADOPTED

Original Adopted Date: 12/01/1987 **| Last Revised Date:** 12/01/~~2016~~2024 **| Last Reviewed Date:** 12/01/~~2016~~2024

CSBA NOTE: The following optional bylaw may be revised to reflect district practice.

CSBA's Professional Governance Standards include expectations that each ~~individual~~ Governing Board member will participate in professional development and commit the time and energy necessary to be an informed and effective leader. See CSBA's ~~web site~~website for education opportunities ~~available through CSBA~~, including, but not limited to, ~~CSBA's~~the Institute for New and First-Term Board Members, Masters in Governance ~~program~~Program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, ~~Back-to-School Webcast,~~Policy Update Webinars, and Ethics Trainings, as well as other workshops and webinars on specific topics, and in-district governance consulting services.

The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall ~~be provided sufficient~~ participate in mandatory ethics training, as outlined below, and are encouraged to participate in ongoing opportunities for professional development ~~that helps~~sufficient to help them understand their responsibilities, stay abreast of new developments in education, and ~~develop boardsmanship~~improve governance skills.

CSBA NOTE: Government Code 53234-53235.2 requires a Board member, except for a member whose term of office ends before January 1, 2026, to receive specified training in ethics by January 1, 2026, and at least once every two years thereafter, and for the district to maintain records of such training. Additionally, Government Code 53235, as amended by AB 2631 (Ch. 201, Statutes of 2024), requires the Fair Political Practices Commission, in consultation with the Attorney General, to create, maintain, and make an ethics training course available to local agency officials, including Board members.

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter. (Government Code 53235)

Once completed, the Board member shall inform the Board president and Superintendent, who shall ensure that records are retained for each Board member's participation in the required ethics training.

The Board president and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members ~~which includes comprehensive information regarding Board roles, policies, and procedures and the district's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them~~consistent with Board Bylaw 9230 - Orientation.

The Board president shall work with the Superintendent or designee to include funds for professional development and associated reasonable travel expenses for the Board as a whole and for each individual Board member in the district's proposed annual budget.

Consistent with the availability of funds in the district's adopted annual budget, the Board president or designee shall annually develop, and bring to the Board for adoption at a Board meeting, a Board professional development calendar designed to assist the Board as a whole in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

~~All Board members are encouraged to continuously participate in advanced training offered by the California School Boards Association in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the district on issues that involve the entire governance team.~~

~~CSBA NOTE: CSBA recommends that board training and travel expenses be budgeted as separate items. While training is essential to maintain an effective, well-informed Board, travel expenses are incurred for a variety of reasons.~~

~~It is also recommended that the Board determine the manner in which board training activities that require the use of district funds will be selected or approved. Districts may allocate funds equally to each Board member and allow each member discretion to select activities that meet his/her needs, or may require that all activities or activities over a specified cost be approved by the full Board. The following paragraph may be revised to reflect district practice.~~

CSBA NOTE: The following paragraph permits individual Board members to identify and participate in additional professional development opportunities, with the only condition that there are funds available in the district's adopted annual budget for such purpose. It may be revised to reflect district practice.

~~Funds for board training shall be budgeted annually for the Board and each Board member. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the district's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. The Board shall annually develop a board training calendar~~

~~in order to schedule and track board training activities and to schedule opportunities for Board members to report on the activities in which they participated.~~

Consistent with the availability of funds in the district's adopted annual budget, individual Board members may identify and participate in additional professional development opportunities, and shall timely inform the Board president and the Superintendent upon doing so. Additionally, the Superintendent or designee shall establish timelines and procedures for how an individual Board member shall request that the district pay for such professional development opportunities, whether in advance or by reimbursement.

Board members are encouraged to consider participating in the professional development opportunities offered by CSBA such as the Institute for New and First-Term Board Members, Masters in Governance Program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Policy Update Webinars, and Ethics Trainings.

Individual Board members are encouraged to share the knowledge or skills acquired from individual professional development opportunities with the full Board, thereby benefiting the Board and district.

CSBA NOTE: Pursuant to Government Code 54952.2, a "meeting" subject to Brown Act requirements does not include the attendance of a majority of the Board's members at a conference or similar public gathering, provided that a majority of the members do not discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the Board. Also see BB 9320 - Meetings and Notices.

Consistent with Board Bylaw 9320 - Meetings And Notices, Board members may attend a professional development opportunity as part of a conference or similar public gathering ~~with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In~~, such ~~cases,~~as the Annual Education Conference and Trade Show hosted by CSBA, so long as a majority of the Board members ~~shall~~do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction~~, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.~~

~~Board members shall report to the Board, orally or in writing, on the board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and district.~~

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State	Description
Gov. Code 53234-53235.2	Ethics Training
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952.2	Meeting; defined

Management Resources	Description
CSBA Publication	Professional Governance Standards for School Boards
CSBA Publication	Call to Order: A Blueprint for Great Board Meetings
Website	CSBA District and County Office of Education Legal Services
~~Website~~	~~California County Boards of Education~~
~~Website~~	~~National School Boards Association~~
Website	CSBA

Cross References

Code	Description
0000	Vision
0100	Philosophy
0200	Goals For The School District
1112	Media Relations
2111	Superintendent Governance Standards
2140	Evaluation Of The Superintendent
3100	Budget
3100	Budget
6000	Concepts And Roles
9000	Role Of The Board
9005	Governance Standards
9100	Organization
9121	President
9150	Student Board Members

9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9230	Orientation
9250	Remuneration, Reimbursement And Other Benefits
9250-E(1)	Remuneration, Reimbursement And Other Benefits
9320	Meetings and Notices
9400	Board Self-Evaluation

Bylaw 9270: Conflict Of Interest

Status: ADOPTED

Original Adopted Date: 07/01/2010 **| Last Revised Date:** ~~03~~12/01/~~2023~~2024 **| Last Reviewed Date:** ~~03~~12/01/~~2023~~2024

~~CSBA NOTE: The determination as to whether a conflict of interest exists must be analyzed under two separate sets of statutes:~~CSBA NOTE: Pursuant to Government Code 87300, the Governing Board is **mandated** to adopt a conflict of interest code, as specified in "Conflict of Interest Code" below. Additionally, pursuant to Government Code 1126, the Board is **mandated** to adopt policy regarding incompatible offices and activities, as specified in "Incompatible Offices and Activities" below.

Determining whether a conflict of interest exists requires an analysis under (1) the conflict of interest provisions of the Political Reform Act (PRA) (Government Code 87100-87505), ~~detailed in the section below entitled~~as specified in "Conflict of Interest under the Political Reform Act," ~~and~~ (2) Government Code 1090-1098, ~~detailed in the section below entitled~~as specified in "Conflict of Interest under Government Code 1090 - Financial Interest in a Contract~~." Even when a conflict does not exist pursuant to those statutes, a violation might still occur under~~," and (3) the common law doctrine against conflict of interest~~; ~~see the section below entitled~~, as specified in "Common Law Doctrine Against Conflict of Interest~~."

~~Because the~~" below. Additionally, different conflict of interest law provisions apply to different officials and ~~definitions are quite complex~~positions. Therefore, it is strongly recommended that districts consult ~~with~~ CSBA's District and County Office of Education Legal Services or district legal counsel, and staff from the Fair Political Practices Commission (FPPC), as soon as a potential conflict is ~~presented~~identified.

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no "District Official," defined as a Board member~~, district employee,~~ or ~~other person in a~~ position designated ~~position~~in the district's conflict of interest code, shall participate in the making of any decision for the district when the decision will or may be affected by the ~~Board member's, district employee's, or other designated persons~~District Official's financial, family, or other personal interest or consideration~~.~~

~~Even if a prohibited conflict of interest does not exist~~, as defined by law.

Additionally, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity

within the third degree, as determined by ~~the~~ common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

CSBA NOTE: The following paragraph reflects the common law definition of "relative within the third degree."

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner, unless the individual is widowed or divorced.

Conflict of Interest Code

CSBA NOTE: The ~~Governing~~ Board is required to adopt a conflict of interest code in compliance with Government Code 87300-87313. ~~Board members and employees designated in the district's conflict of interest code are required by Government Code 87500 to annually file a Statement of Economic Interest/Form 700 to disclose any assets and income which may be materially affected by official actions.~~Pursuant to Government Code 87303, the district's conflict of interest code is required to ~~Under the PRA, there are two separate categories of Form 700 disclosure requirements. For the first category pursuant to Government Code 87302, which is applicable to most school districts, the disclosure requirements are determined by the district and set forth in the district's conflict of interest code. The second category, pursuant to Government Code 87200, is only applicable to Board members and designated employees who "manage public investments"; see section below entitled "Additional Requirements for Boards that Manage Public Investments." Those Board members and designated employees, referred to by the FPPC as Government Code 87200/Article 2 filers, must file broader disclosure statements pursuant to the disclosure requirements specified in law and FPPC regulation.~~

~~Pursuant to Government Code 87303, the district's conflict of interest code must~~ be approved by the appropriate code reviewing body. For districts located entirely in one county, the code reviewing body is the board of supervisors of the county in which the district is located. The FPPC is the code reviewing body for those school districts located in more than one county.

Pursuant to 2 CCR 18730, the requirements of the Government Code are satisfied if a district adopts a conflict of interest code that incorporates 2 CCR 18730 by reference, along with a list of ~~designated positions~~District Officials and disclosure categories. The accompanying exhibit ~~(E 9270)~~ contains a sample resolution that includes an appendix with ~~designated positions~~District Officials and disclosure categories which, once adopted by the Board, will comprise the terms of the district's conflict of interest code that should be submitted to the code reviewing body.

The Board shall adopt ~~for the district~~ a conflict of interest code for the district that incorporates the provisions of 2 CCR 18730 by reference, ~~specifies~~delineates the ~~district's designated positions~~District Officials, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. ~~(Government Code 87303)~~

Upon direction by the code reviewing body, the Board shall review ~~the district's~~its conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new ~~designated positions,~~ District Officials or changes to the duties ~~assigned to existing positions, amendments, or revisions~~of District Officials, the ~~amended code~~Board shall amend the code, which shall then be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. ~~(Government Code 87311)~~

~~Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)~~ (Government Code 87311)

Conflict of Interest under the Political Reform Act

CSBA NOTE: The FPPC has adopted an eight-step analysis, detailed in Government Code 87100-87500, 2 CCR 18700-~~18755~~18707, and interpretive opinions, to determine whether a conflict of interest exists under the PRA~~.~~ for a District Official. When such a conflict exists, the ~~affected district official must~~individual with a conflict is required to disclose the interest and not participate in the decision, as specified below. Because Family Code 297.5 grants a registered domestic partner the same rights, protections, and benefits as a spouse under state law, analysis of a conflict of interest with ~~regards~~regard to a Board member's spouse is also applicable to a registered domestic partner.

~~A district official, including a Board member, designated employee, or other person in a designated position~~A District Official shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the ~~district official~~District Official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the ~~district official, the district official's~~District Official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A ~~district official~~District Official makes a governmental decision when, acting within the authority of the office or position, the ~~district official~~District Official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before ~~another district~~

~~official~~other District Officials for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

CSBA NOTE: 2 CCR 18705 permits a ~~Board member~~District Official who is financially interested in a contract to participate in making a decision on the contract if (1) the ~~Board member~~District Official discloses the existence of the conflict and describes with particularity the nature of the financial interest in the contract~~;~~, (2) gives a summary description of the circumstances under which the ~~Board member~~District Official believes the conflict may arise~~;~~, and (3) either the ~~Board member,~~ District Official, or another ~~Board member, or a district employee~~District Official, discloses the legal basis for concluding that no alternative source of decision exists for the district. ~~In general, this rule will permit a district to acquire an essential supply or service. CSBA strongly recommends that CSBA's District and County Office of Education Legal Services or district legal counsel be consulted when situations arise involving the rule of necessity, as strict compliance is required.~~

However, a ~~district official shall participate~~District Official is not prohibited from participating in the making of a contract in which the ~~district official~~District Official has a financial interest if such participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

CSBA NOTE: ~~Pursuant to~~ Government Code 84308, as amended by SB ~~1439~~1181 (Ch. ~~848~~785, Statutes of ~~2022), elected district officers, such as Board members,~~2024) and ~~"agency heads", which likely include Superintendents, are prohibited from participating in decisions involving parties who have provided campaign contributions~~SB 1243 (Ch. 1017, Statutes of ~~more than $250 in the prior 12 months to the officer's campaign committee. Such officers are also prohibited from~~2024), imposes specified disclosure requirements and restrictions on accepting, soliciting, or directing campaign contributions of more than $~~250~~500 by board members and superintendents from a party or participant ~~who has a financial interest in a Board~~to a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined, or from an agent of such a party or participant, with limited statutory exceptions. Some disclosure requirements and restrictions apply before the district's decision~~, to any campaign committee~~ on the proceeding is made, some apply while the decision is pending, and ~~for 12 months~~some apply after the decision ~~is made. These provisions do not apply to labor contracts, competitively bid contracts, and personal employment contracts~~has been made.

~~To avoid improper influence over~~ Prior to the ~~Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract,~~ district ~~officers, which includes Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308) A district officer is prohibited from accepting, soliciting, or directing~~rendering a ~~contribution of more than $250 from any party or participant to~~ decision in a proceeding before the district involving a contract, license, permit, or other entitlement for use, ~~including~~ as defined by Government Code 84308, a ~~contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, if the~~ Board member ~~knows or has reason to know that the party or participant has a financial interest in the Board's decision.~~

2. ~~Any district officer who~~whose campaign committee received a contribution of more than $~~250~~500 from any party or participant to the proceeding, or from an agent of such a party or participant, in the ~~preceding~~prior 12 months, and the party who made such a contribution, shall both publicly disclose that fact on the record of the proceeding ~~prior to the Board rendering a decision in the proceeding. If the district officer~~. Additionally, if a Board member willfully or knowingly received ~~the contribution~~a contribution to the Board member's campaign committee of more than $500 from any party or participant to such a proceeding, or from an agent of a party or participant, in the prior 12 months, and knows or has reason to know that the participant has a financial interest in the ~~Board's~~district's decision, the ~~district officer~~Board member shall not make, participate in making, or in any way attempt to use the Board member's official position to influence the ~~Board's~~district's decision~~.~~

3. ~~A district officer who receives~~ in the proceeding. However, a ~~contribution that would otherwise require disqualification as described in Item #2 above~~Board member may make, participate in making, or attempt to use the ~~proceeding~~Board member's official position to influence the decision if the contribution is returned within 30 days ~~from~~after the ~~time~~decision was made or after the ~~district officer~~Board member knows or should have known about the contribution and the proceeding~~.~~

4. ~~A district officer who unknowingly accepts, solicits, or directs a contribution of more than $250 during the 12 months after the date of the Board's final~~, whichever is later.

All Board members and the Superintendent are prohibited from accepting, soliciting, or directing a contribution of more than $500 to a candidate or ballot measure campaign committee from any party or participant to a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, or from an agent of a party or participant, while the proceeding is pending before the district and for 12 months following the date the district renders a final decision in the proceeding, if the Board member or Superintendent knows or has reason to know that the participant has a financial interest in the district's decision ~~on the proceeding may cure the violation by returning the~~ . However, if a Board member or the Superintendent does accept, solicit, or direct such a contribution during those 12 months but did not do so knowingly or willingly, the Board member or the Superintendent may cure the violation by ensuring that the contribution, or the portion exceeding $~~250,~~500, is returned within ~~14~~30 days of accepting, soliciting, or directing the contribution~~, provided the district officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution.~~. The ~~district officer~~Board member or Superintendent shall maintain records of curing the violation.

~~The provisions in~~ (Government Code 84308 ~~as specified~~)

For a Board member or the Superintendent, a proceeding becomes "pending" when an item involving the contract, license, permit, or other entitlement for use, as defined by Government Code 84308, is placed on a Board agenda for discussion or decision or when it is reasonably foreseeable that the proceeding will come before the district for a decision. For a party or participant, and the agent of a party of participant, a proceeding becomes "pending" when an application is filed with the district, or, if the proceeding process does not require an application, when the proceeding is before the district for a decision or other action. (Government Code 84308)

The contributions disclosure requirements and restrictions above do not apply to contracts that are

required to be competitively bid, labor contracts, ~~competitively bid contracts, and~~ personal employment contracts~~.~~, contracts valued under $50,000, contracts where no party receives financial compensation, or contracts with another governmental agency. (Government Code 84308)

~~Additional Requirements for Boards that Manage Public Investments~~Form 700

~~CSBA NOTE: The following optional section is for use only by districts in which the Board and/or designated employees are considered to be "officials who manage public investments" and who are required to file a full financial disclosure statement in accordance with Government Code 87200. It should be deleted by all other districts. See the accompanying exhibit for further information.~~

~~According to the FPPC, officials who manage public investments are boards or designated employees who manage the investment of district surplus or special reserve funds in permitted securities and investments pursuant to Education Code 41015. Those boards that direct the investment of these funds, formulate or approve policies for the investment of these funds, even if they delegate day-to-day investment decisions to staff, or approve investment transactions involving these funds are considered officials who manage public investments.~~

~~The Board does not manage public investments when the district does not have any surplus or special reserve funds to invest and merely deposits all funds it receives (1) in the county treasury pursuant to Education Code 41001-41002.5 or (2) in a fund where a Tax and Revenue Anticipation Note (TRANs) is issued. Board members and superintendents in these types of situations are not considered to have discretion regarding the investment of the district's money and are therefore not officials who manage public investments.~~

CSBA NOTE: Government Code 87500 requires all District Officials to annually file a Form 700 (also known as a Statement of Economic Interest). Under the PRA, there are two separate categories of Form 700 disclosure requirements.

For the first category, pursuant to Government Code 87302, which is applicable to most school districts, the disclosure requirements are determined by the district and set forth in its conflict of interest code. The second category, pursuant to Government Code 87200, is applicable to Board members, district employees, or district consultants who "manages public investments." Individuals in such positions, referred to by the FPPC as Government Code 87200/Article 2 filers, are required to file broader disclosure statements in accordance with the disclosure requirements specified in law and FPPC regulation. See "Additional Requirements for Boards that Manage Public Investments" below.

Each District Official shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. An individual who ceases to be a District Official shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date the individual ceased to be a District Official. (Government Code 87302)

Additional Requirements for Boards that Manage Public Investments

CSBA NOTE: The following optional section is for use only by districts with Government Code 87200/Article 2 filers and should be deleted by all other districts. See the accompanying exhibit for further information.

According to the FPPC, Government Code 87200/Article 2 filers are those positions which manage the investment of district surplus or special reserve funds in permitted securities and investments pursuant to Education Code 41015. Such filers include board members on boards that direct the investment of these funds, formulate or approve policies for the investment of these funds, even if the boards delegate day-to-day investment decisions to staff, or approve investment transactions involving these funds. Such filers do not include board members on boards where the district does not have any surplus or special reserve funds to invest and merely deposits all funds it receives (1) in the county treasury pursuant to Education Code 41001-41002.5 or (2) in a fund where a Tax and Revenue Anticipation Note (TRANs) is issued.

Any Board member, district employee, or district consultant who manages public investments ~~pursuant to~~, as defined by Government Code 87200, and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required~~.~~

2. Not discuss or vote on the matter, or otherwise act in violation of Government Code 87100~~. The~~

   ~~2.~~ For a Board member , the Board member shall not be counted toward achieving a quorum while the item is discussed.

   ~~However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. The Board member may listen to the public discussion and deliberations of the matter with members of the public.~~

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded~~, unless~~

   ~~3.~~ However, the Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, may speak on the issue during the time that the general public speaks on it. Additionally, for a Board member, if the matter has been placed on the ~~portion of the agenda reserved for uncontested matters.~~

   ~~If the item is on the~~ consent calendar, the Board member shall ~~either make a motion to remove~~abstain from voting on the consent calendar or, if the Board removes the item from the consent calendar ~~or~~, the Board member shall abstain from voting on the ~~consent~~

~~calendar~~item. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

4. If ~~the Board's~~a decision is made during closed session, disclose the interest orally during the open session preceding the closed session~~.~~

~~4.~~ This disclosure shall be limited to a declaration that the recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the ~~Board's~~ decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

CSBA NOTE: Pursuant to Government Code 1090, if a ~~Board member~~District Official has a financial interest in a contract, it is an absolute bar for that district to enter into the contract. The Attorney General has opined in 69 Ops.Cal.Atty.Gen. 255 (1986) that, unlike the PRA, the prohibitions in Government Code 1090 cannot, in most instances, be resolved by having the financially interested ~~Board member abstain~~District Official recuse themselves from participating in the matter. However, there are two categories of exceptions~~. If a financial interest meets the definition of a "noninterest" as specified in Government Code 1091.5, then the restrictions in Government Code 1090 do not apply and the district can enter into the contract. Secondly, if a Board member's interest is deemed a "~~, "~~remote interest"~~ pursuant Government Code 1091, then the district can enter into the contract as long as certain conditions~~" and "noninterest", both of which are ~~satisfied, as~~ specified below.

~~While the~~The prohibitions in ~~the PRA only~~Government Code 1090 generally apply to ~~designated employees, the prohibitions in Government Code 1090 apply to all district employees and consultants. California appellate courts have ruled in McGee v. Balfour Beatty Construction LLC and Davis v. Fresno Unified School District that Government Code 1090 applies to consultants, including corporate consultants, who fill the roles and positions of officers, employees, and agents of the district.~~District Officials. However, the Attorney General has opined in 63 Ops.Cal.Atty.Gen. 868 (1980) that, in contrast to a Board member, an employee's financial interest would not prohibit the district from entering into a contract as long as the employee has not participated in the making of the contract, such as in discussions and planning, as detailed below.

Government Code 1090 does not define financial interest, but courts have held that, for the purposes of this statute, the definition of "financial interest" is not the same as the definition in the PRA which requires a "material financial effect" in order for a conflict to exist. ~~Because the determination of whether a financial interest exists involves a review of statutes, court decisions, and Attorney General opinions as they apply to the particular facts at issue, the analysis can be complex and CSBA's District and County Office of Education Legal Services or district legal counsel should be consulted as appropriate.~~

Violators of Government Code 1090 may be subject to a fine or, unlike the PRA, even criminal charges and/or imprisonment.

~~Board members, employees, or district consultants~~A District Official shall not be financially interested in any contract made by the ~~Board on behalf of the~~ district, including in the development, ~~preliminary~~internal discussions, negotiations, ~~compromises~~modifications, planning, ~~reasoning~~deliberation of issues, and specifications and solicitations for bids. If a ~~Board member~~District Official has such a financial interest in a contract made by the ~~Board~~district, the contract is void. (Government Code 1090)

Remote Interest Exception to Government Code 1090

~~CSBA NOTE: The district may enter into a contract when a Board member's interest is a "remote interest" as defined in Government Code 1091. Generally, this issue arises when the district wishes to enter into a contract with the Board member's employer. When the~~CSBA NOTE: When the "remote interest" conditions specified in Government Code 1091 are satisfied (e.g., Board member is an employee of a nonprofit organization~~, the employer has at least 10 employees, and the Board member has been employed more than three years~~), then the district may enter into the contract as long as the affected Board member discloses the remote interest and abstains from the matter.

~~Board members who willfully fail to disclose a remote interest in a contract may be subject to a fine or imprisonment pursuant to Government Code 1097.~~ The "remote interest" exception only applies to Board members and not to other District Officials.

A Board member shall not be considered to be financially interested in a contract in which there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member ~~or district official~~ to enter into the contract. (Government Code 1091)

Noninterest Exception to Government Code 1090

CSBA NOTE: Pursuant to Government Code 1091.5, certain financial interests are defined as "noninterests," meaning a conflict of interest does not exist and the district can enter into the contract. The "noninterest" exception applies to all District Officials.

One of the noninterests listed in Government Code 1091.5 is when a Board member's spouse has been employed by the district for at least one year prior to the Board member's election or appointment. If the spouse has not been employed by the district for at least one year prior to the Board member's election or appointment, the ~~exception does not apply and Government Code 1090 prohibits the district from entering into a new contract to hire the spouse.~~ ~~(~~Attorney General opined in 80 Ops.Cal.Atty.Gen. 320 (1997)~~)~~

~~Attorney General opinions~~) that the exception does not apply. The Attorney General, in 92 Ops.Cal.Atty.Gen. 26 (2009) and 87 Ops.Cal.Atty.Gen. 23 (2004), and case law have further clarified the application of this noninterest exception when a previously employed spouse changes to a

different position during the Board member's term. Generally, these opinions have held that a lateral transfer or change of classification that does not require Board approval (e.g., second year probationary teacher automatically achieving permanent status, step increase) is the same employment not requiring a new contract and thus constitutes a noninterest. ~~(92~~

However, the Attorney General has also opined in 69 Ops.Cal.Atty.Gen. ~~26 (2009), 87 Ops.Cal.Atty.Gen. 23 (2004)) However,~~255 (1986) that when a new contract is involved (e.g., promotion from classroom teacher to principal, substitute employee becoming a probationary employee), the exception in Government Code 1091.5 does not apply and the action would be prohibited under Government Code 1090 because Board approval of the contract is required. ~~(Thorpe v. Long Beach Community College District, 69 Ops.Cal.Atty.Gen. 255 (1986))~~

~~Because this area of law is complex, it is strongly recommended that CSBA's District and County Office of Education Legal Services or district legal counsel be consulted if a Board member's spouse is an employee of the district or when analyzing whether an interest is a noninterest or remote interest.~~

~~In addition, a Board member~~A District Official shall not be considered to be financially interested in a contract ~~in which~~if the interest is a ~~"noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed~~reimbursement for actual and necessary expenses incurred in the performance of official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other ~~applicable circumstance~~"noninterest" specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

CSBA NOTE: Even when there is not a conflict pursuant to the PRA ~~(Government Code 87100-87505)~~ or Government Code 1090, the Attorney General has found that special situations may still exist under the common law doctrine against conflict of interest which, unlike the statutes, extends to noneconomic interests. In 92 Ops.Cal.Atty.Gen. 19 (2009), the Attorney General opined that a redevelopment board member should abstain from voting on a loan agreement where the recipient of the loan was a corporation owned by the board member's adult son. Although the board member was not financially interested in the contract under the PRA or Government Code 1090, the Attorney General determined that abstention was ~~necessary in order to avoid a conflict between the member's official and personal interests and to avoid the appearance of impropriety.~~

~~Districts are encouraged to consult CSBA's District and County Office of Education Legal Services or legal counsel if situations arise that raise the question as to whether such a conflict exists.~~advisable under the common law doctrine against conflict of interest.

A ~~Board member~~District Official shall abstain from any official action in which the ~~Board member's~~District Official's private or personal interest may conflict with official duties pursuant to the common law doctrine against conflict of interest.

Incompatible Offices and Activities

CSBA NOTE: Government Code 1099 and 1126 prohibit Board members and employees from engaging in any employment or activity which is inconsistent, incompatible, in conflict with, or inimical to their duties with the district. Government Code 1126 mandates that the district ~~to~~ adopt procedures regarding this prohibition. See BP 4136/4236/4336 - Nonschool Employment for language implementing this mandate relative to employees.

The Attorney General ~~opinions have~~ indicated in 105 Ops.Cal.Atty.Gen. 69 (2022), 85 Ops.Cal.Atty.Gen. 60 (2002), 68 Ops.Cal.Atty.Gen. 171 (1985), and 65 Ops.Cal.Atty.Gen. 606 (1982) that it would be incompatible for Board members to serve on other elected or appointed boards, councils, or commissions that have interests which may conflict with the interests of the district ~~(105 Ops.Cal.Atty.Gen. .60 (2002); 68 Ops.Cal.Atty.Gen. 171 (1985); 65 Ops.Cal.Atty.Gen. 606 (1982)).~~ If a Board member is sworn into an incompatible office, then the Board member's position in the prior office is automatically terminated.

Pursuant to Education Code 35107, an employee of a school district may not be sworn into office as an elected or appointed member of that district's Board unless the ~~Board member~~employee resigns ~~as an employee.~~. If the employee does not resign, the employment automatically terminates when the employee is sworn into office. See BB 9220 - Governing Board Elections.

The determination as to whether an activity or office is incompatible is complex and requires a case-by-case analysis of the particular activities or duties of the office; therefore, it is recommended that CSBA's District and County Office of Education Legal Services or district legal counsel be consulted as appropriate.

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

CSBA NOTE: Pursuant to 2 CCR ~~18730~~18940.2, the gift ~~limitation~~limit is ~~currently $590. This amount is adjusted in odd-numbered years by~~ $630 for the ~~FPPC.~~term January 1, 2025 through December 31, 2026. Pursuant to Government Code 89503, Board members and candidates are subject to gift ~~limitation~~limits for gifts from all sources ~~except when~~unless exempted by law or regulation. For those Board members who file a Form 700 based on the disclosure categories specified in the district's conflict of interest code pursuant to Government Code 87302 (see the accompanying exhibit), the gift limit is only applicable ~~as~~ to those individuals and entities that are disclosed on the Form 700.

Several exceptions exist within the Government Code's definitions of gifts, income, interest in real property, and investment; see Government Code 82028, 82030, 82033, and 82034. If questions arise as to such exceptions, the district may seek clarification from the FPPC through email to advice@fppc.ca.gov or consult CSBA's District and County Office of Education Legal Services or district legal counsel.

~~Board members and designated employees~~District Officials may accept gifts only under the conditions and limitations specified in law including, but not limited to, Government Code 89503

and 2 CCR 18730.

~~The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)~~

~~In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)~~

CSBA NOTE: ~~Board members and designated employees~~District Officials may, in the circumstances described in Government Code 89506, receive payments, advances, or reimbursements for travel and related lodging and subsistence, which will not be subject to the gift limit set in Government Code 89503.

Gifts of travel and related lodging and subsistence shall be subject to the current gift ~~limitation~~conditions and limitations, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a ~~Board member or designated employee~~District Official, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States~~.~~

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code~~.~~

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for ~~Board members and designated employees.~~District Officials. (Government Code 89506)

Honoraria

~~Board members and designated employees~~District Officials shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Advice

Any District Official, who, in good faith, believes that they may be subject to the requirements of this Bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of this Bylaw to any particular instance or situation, may seek advice from the district's legal counsel with the permission of the Superintendent, Board President, or majority of the Board.

Training

CSBA NOTE: Government Code 53234-53235.2 require a Board member, except for a member whose term of office ends before January 1, 2026, to receive specified training in ethics by January 1, 2026, and at least once every two years thereafter, and for the district to maintain records of such training. Additionally, Government Code 53235, as amended by AB 2631 (Ch. 201, Statutes of 2024), requires the FPPC, in consultation with the Attorney General, to create, maintain, and make an ethics training course available to local agency officials, including Board members.

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter as specified in Board Bylaw 9240 – Board Training.

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2 CCR 18700-18760	Conflicts of Interest
2 CCR 18722-18740	Disclosure of interests
2 CCR 18753-18756	Conflict of interest codes
2 CCR 18940.2	Gift limit amount
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 35107	School district employees

Ed. Code 35230-35240	Corrupt practices
Ed. Code 35233	Prohibitions applicable to members of governing boards
Ed. Code 41000-41003	Moneys received by school districts
Ed. Code 41015	Investments
Fam. Code 297.5	Rights, protections, and benefits of registered domestic partners
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 1125-1129	Incompatible activities
Gov. Code 53234-53235.2	Ethics training
Gov. Code 81000-91014	Political Reform Act
Gov. Code 82011	Code reviewing body
Gov. Code 82019	Definition; designated employee
Gov. Code 82028	Definition; gift
Gov. Code 82030	Definition; income
Gov. Code 82033	Definition; interest in real property
Gov. Code 82034	Definition; investment
Gov. Code 84308	Campaign Disclosure
Gov. Code 87100-~~87103.6~~87505	~~General prohibitions~~Political Reform Act; conflict of interest
~~Gov. Code 87200-87210~~	~~Disclosure~~
~~Gov. Code 87300-87313~~	~~Conflict of interest code~~
~~Gov. Code 87500~~	~~Statement of economic interests~~
Gov. Code 89501-89503	Honoraria and gifts
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Website	CSBA

Cross References

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3400	Management Of District Assets/Accounts
3430	Investing
3430	Investing
3470	Debt Issuance And Management
3600	Consultants
4112.8	Employment Of Relatives
4117.2	Resignation
4136	Nonschool Employment
4212.8	Employment Of Relatives
4217.2	Resignation
4236	Nonschool Employment
4312.8	Employment Of Relatives
4317.2	Resignation
4336	Nonschool Employment
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
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
7214	General Obligation Bonds
7214	General Obligation Bonds
9000	Role Of The Board
9005	Governance Standards
9140	Board Representatives
9200	Limits Of Board Member Authority
9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9222	Resignation
9230	Orientation
9240	Board Training
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9323	Meeting Conduct

Exhibit 9270-E(1): Conflict Of Interest

Status: ADOPTED

Original Adopted Date: 07/01/2010 **| Last Revised Date:** ~~05~~12/01/~~2016~~2024 **| Last Reviewed Date:** ~~05~~12/01/~~2016~~2024

RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE

CSBA NOTE: The Governing Board is required to adopt a conflict of interest code in compliance with Government Code 87300-87313 of the Political Reform Act ~~(PRA).~~ . Pursuant to 2 CCR 18730, the requirements of the Government Code are satisfied if a district adopts a conflict of interest code that incorporates 2 CCR 18730 by reference along with a list of District Officials, defined as a Board member or position designated ~~positions~~in the district's conflict of interest code, and disclosure categories. ~~Board members and designated employees must~~District Officials are required to annually file a Form 700 (also known as a Statement of Economic Interest~~/Form 700~~) pursuant to the disclosure requirements of the district's conflict of interest code.

Government Code 87303 requires a district's conflict of interest code to be approved by a code reviewing body. For school districts located entirely in one county, the code reviewing body is the board of supervisors of the county in which the district is located. The Fair Political Practices Commission ~~(FPPC)~~ is the code reviewing body for school districts with jurisdiction in more than one county.

The code reviewing body needs to review only the portion of the district's conflict of interest code that ~~specifies~~delineates the ~~district's designated positions~~District Officials and the disclosure categories as detailed in the following sample ~~Resolution~~resolution, including its Appendix, and not the other legal requirements related to conflict of interest reflected in the accompanying sample bylaw. The ~~Resolution~~resolution, including the Appendix, should be adopted by the Board and, as necessary, forwarded to the code reviewing body. Pursuant to Government Code 87306.5, the code reviewing body is required to notify the district in even-numbered years of the need to review the district's conflict of interest code. Upon such notification, the district should review the Appendix and make any necessary changes. In some counties, the code reviewing body requires that a resolution be adopted during each review and that the Board's resolution and amended ~~appendix~~Appendix be submitted to that body. In other counties, only the ~~appendix~~Appendix needs to be submitted. In both cases, districts need not submit BB 9270 - Conflict of Interest to the code reviewing body.

In addition to the biannual review, districts should modify the Appendix and submit it, and the resolution, if required, to the code reviewing body when any changed circumstances within the district require amendments to the Appendix, such as the creation of a new ~~designated~~

positionsDistrict Official or a change of duties assigned to existing positionsof a District Official.

The following resolution should be modified to reflect district practice as well as any specific requirements of the district's code reviewing body.

WHEREAS, the Political Reform Act, Government Code 87300-87313, requiresrequire each public agency in California, including each school district, to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the _____ School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments

WHEREAS, a district is permitted to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporationcreate its conflict of interest code by incorporating by reference of the terms of that regulation2 CCR 18730, along with an agency-specific appendix designating positions and a list of District Officials to whom the code applies and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with , in accordance with Government Code 87300 and 87306; and

WHEREAS, the Governing Board of the _____ School District ("District") has previously adopted a local conflict of interest code in this manner; and

WHEREAS, the District has recently reviewed its positionslist of District Officials, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and.

NOW THEREFORE BE IT RESOLVED that the _____ School District , the Governing Board of the District adopts the following Conflict of Interest Code, including itsthe accompanying Appendix of Designated EmployeesDistrict Officials and Disclosure Categories.

PASSED AND ADOPTED THIS _____ day, and

BE IT FURTHER RESOLVED, any earlier resolutions, bylaws, and/or appendices containing the District's conflict of interest code are hereby rescinded and superseded by this Resolution and Appendix.

[Add final resolution language template including date of _____, _____ at a meeting, by the followingpassage, vote: count, and requisite signatures]

AYES:_____ NOES:_____ ABSENT:_____

Attest:

_____
Secretary/President

Conflict of Interest Code ("Code") of the _____ School District ("District")

The provisionsPolitical Reform Act (PRA) (Government Code 81000-87505) requires the District to adopt a conflict of interest code. 2 CCR 18730 contains the terms of a conflict of interest code, which may be amended by the Fair Political Practices Commission (FPPC) to conform to amendments in the PRA. Therefore, the terms of 2 CCR 18730 and any amendments to it duly adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, areFPPC are hereby incorporated by reference. This Code and the attached Appendix, designating positions and establishing disclosure categories, shall constitute the district's conflict of interest code. Governing Board members and designated employees of the district.

District Officials, defined as those positions listed herein, shall file a Form 700 (also known as a Statement of Economic Interest/Form 700) in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic InterestForm 700 shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

CSBA NOTE: The following list must be modified to reflect the specific disclosure categories in the district.

1. Category 1: A personDistrict Official designated "Category 1" shall disclose:the following:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.

1. Category 2: A personDistrict Official designated "Category 2" shall disclose:the following:

a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.

b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

For a principal in this category, the principal's department is the principal's entire school.

CSBA NOTE: Item #3 below is for use only by districts in which the Board and Superintendent "manage public investments." All other districts must delete item #3.

Government Code 87500 requires public officials and designated employees to annually file a Statement of Economic Interest/Form 700 to disclose any assets and income which may be materially affected by official actions. Under the PRA, there are two separate categories of Form 700 disclosure requirements. For the first category pursuant to Government Code 87302, which is applicable to most school districts, the disclosure requirements are determined by the district and set forth in the district's conflict of interest code. The second category, pursuant to Government Code 87200, is only applicable to Board members and Superintendents who "manage public investments." Those Board members and designated employees, referred to by the FPPC as Government Code 87200/Article 2 filers, must file broader disclosure statements pursuant to the disclosure requirements specified in law and FPPC regulation. See section in accompanying bylaw entitled "Additional Requirements for Boards that Manage Public Investments" for a further discussion of this issue.CSBA NOTE: Category #3 below is for use only by districts in which certain positions "manage public investments," as defined by Government Code 87200; see the accompanying Board Bylaw. All other districts should delete Category #3.

2. Full Disclosure: Because it has been determinedCategory 3 (Applicable to positions that the district's Board members and/or Superintendent "manage public investments," they and other personsas defined by Government Code 87200): A District Official designated for "full disclosure"Category 3" shall disclose, in accordance with Government Code 87200:87210, the following:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

CSBA NOTE: The district should modify the following list must be modified to reflect the specific designated positions and applicable disclosure categories in the district. For districts in which the Board and Superintendent "manage public investments," the disclosure category for Board members and the Superintendent in the list below must be modified to "Full Disclosure."

Designated PositionDistrict Officials	Disclosure Category
Governing Board Members	1
Superintendent of Schools	1
Deputy Superintendent	1

Disclosures for Consultants

CSBA NOTE: The definition of designated employees in Government Code 82019 includes consultants. To preclude amending the conflict of interest code whenever retaining a consultant in a decision-making capacity, the following section provides that the Superintendent or designee shall make case-by-case determinations of the disclosures necessary, depending on the range of duties to be performed by the consultant.

Consultants are designated employeesThe Superintendent or designee shall annually determine, on a case-by-case basis, which district consultants, if any, shall constituent District Officials and who

~~must~~shall disclose financial interests ~~as determined on a case-by-case basis by the Superintendent or designee~~. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation

2. Adopt or enforce a law

3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement

4. Authorize the district to enter into, modify, or renew a contract that requires district approval

5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract

6. Grant district approval to a plan, design, report, study, or similar item

7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704~~, subsections (a) and (b),~~ or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

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9240	Board Training
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9321-E(1)	Closed Session

9321-E(2)	Closed Session
9323	Meeting Conduct

AGENDA - February 20, 2025

ORGANIZATIONAL BUSINESS (5 min.)
10.1 Proposed List of Agenda Items for Future Board Meetings

Department/Category: DISTRICT ORGANIZATION AND BOARD OPERATION

Background Information:
The Board requested that a list of topics for future Board agendas be published monthly to inform the public of proposed Board reports, items that will be discussed, and items to be voted on by the Board.

Reports:

To assist the Board in planning, the topics listed below are tentatively scheduled for the months indicated. Dates may vary due to the availability of necessary information. The reports are in addition to regular information and action items such as personnel and business items which appear on the agenda every month.

March 13, 2025: Regular Board Meeting
- Board Policy Updates: Approval
- Preliminary Elimination of Particular Kinds of Services
- Student Services: DAG Report
- Learning Department Report
    - Homework Policy
- Deputy Superintendent Report
- Superintendent Report: LRP

April 17, 2025: Regular Board Meeting
- Board Policy Updates: First Read
- Uniform Complaint Quarterly Report
- Learning Department Report
    - Math Curriculum K12
- Deputy Superintendent Report
- Superintendent Report: LRP

May 22, 2025: Regular Board Meeting
- Board Policy Updates: Approval
- Deputy Superintendent Report
- Superintendent Report: LRP

June 5, 2025: Regular Board Meeting
- Board Policy Updates: First Read

- Uniform Complaint Quarterly Report
- Learning & Instruction: LCAP Hearing
- Business Services: Budget Hearing
- Deputy Superintendent Report
- Superintendent Report: LRP

Financial Impact:

There is no impact to the general fund as a result of this report.

Superintendent's Recommendation:

Presented for discussion.

LCAP Goals:

Moved_____. Seconded_____

Ayes_____ Noes_____ Absent_____ Abstain_____ Student_____