

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D., Superintendent

The Napa County Board of Education will hold a regular meeting on Tuesday, February 7, 2023, at 3:30 p.m., at the Napa County Office of Education, 2121 Imola Avenue, Napa, CA. **Members of the public may attend the meeting in-person or virtually. Please view Public Participation information below.**

Board Member will be participating remotely from 2480 Third Avenue, Napa, CA 94559

This hybrid meeting will be conducted with a mixture of in-person and remote attendance.

<https://napacoe.zoom.us/j/85404848681>

1. ORGANIZATION

- A. Call to Order
- B. Flag Salute
- C. Public Participation

Members of the public are invited to participate in person or can join by computer, tablet, smartphone, or telephone. Remote access can be achieved by following the instructions below:

Join from PC, Mac, Linux, iOS or Android:

You are invited to a Zoom webinar.

When: February 7, 2023 03:30 PM Pacific Time (US and Canada)

Topic: NCOE February 7 Board Meeting

Join from a PC, Mac, iPad, iPhone or Android device:

Please click the link below to join the webinar:

<https://napacoe.zoom.us/j/85404848681>

Or One tap mobile :

US: +16699006833,,85404848681# or +16694449171,,85404848681#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 669 444 9171 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 346 248 7799 or +1 309 205 3325 or +1 312 626 6799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 646 558 8656 or +1 646 931 3860 or +1 689 278 1000 or +1 301 715 8592 or +1 305 224 1968

Webinar ID: 854 0484 8681

International numbers available: <https://napacoe.zoom.us/u/kFD1RNcZp>

- D. Welcome to Visitors
- E. Approval of Agenda
- F. Approval of Minutes – January 10, 2023

G. Public Comment

Members of the public wishing to provide public comment must request to be called upon using one of the following options:

- i. using the chat feature on the web conference to send a request to meeting hosts, or
- ii. using the hand raising feature in the participant panel on the web conference, or hand raising if in-person attendance, or,
- iii. emailing a request to jschultz@napacoe.org or smorris@napacoe.org.

Comments by the Public for Items on the Agenda: Anyone may provide public comment to the Board in support of, or in opposition to, any item being presented to the Board for consideration on the agenda during the Board’s consideration of the item. Individuals shall be allowed up to three minutes for their presentation.

Comments by the Public for Items NOT on the Agenda: Suggestions, comments, and requests may be presented to the Board at this time, for items not on the agenda, on those subjects over which the Board has jurisdiction. Normally, the Board will take no action on any topic at this time. Individuals shall be allowed up to three minutes for their presentations.

2. PRESENTATIONS

- A. Presentation – *I have Dreams* student artwork (Ms. Stepney, teacher, Donaldson Way Elementary School)
- B. Camille Creek *Students of the Month* – Rafael Betancourt Tamayo and Jesus Avila Tolento
- C. Presentation – *SpiritHorse Riding Center* (Christian Borrayo, Student, Camille Creek)

3. CORRESPONDENCE, COMMUNICATONS, AND REPORTS

The Superintendent and/or Board members may report miscellaneous items for information purposes.

4. CONSENT AGENDA ITEMS

Background information on these items is provided to the Board prior to the meeting. Action is taken by a common motion without discussion unless discussion of an item(s) is requested by a Board member(s).

- A. Temporary County Certificates: Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to employees whose credential applications are being processed. (Julie McClure, Associate Superintendent)
- B. Approval of Resolution 2023-02: Board Member Compensation. Napa County Board of Education Bylaw 9250(a) provides for compensation to its Board members for attending meetings. The Bylaw further provides for compensation to members who miss meetings of the Board while performing designated services for the county or absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Julie McClure, Associate Superintendent)

5. ACTION ITEMS

- A. Board Approval Juvenile Court and Community School Comprehensive School Safety Plan. The Board will be asked to approve the Juvenile Court and Community School Comprehensive School Safety Plan. (Nancy Dempsey, Director, Juvenile Court and Community Schools)
- B. Board Approval Juvenile Court and Community School (SPSA) School Plan for Student Achievement and the Napa County Juvenile Hall Court School (SPSA) School Plan for Student Achievement. The Board will be asked to approve the Juvenile Court and Community School (SPSA) School Plan for Student Achievement and the Napa County Juvenile Hall Court School (SPSA) School Plan. (Nancy Dempsey, Director, Juvenile Court and Community Schools)
- C. Second Reading and Board Approval BB 9250 Remuneration, Reimbursement and Other Benefits. The Board will be asked to approve BB 9250 Remuneration, Reimbursement and Other Benefits. (Julie McClure, Associate Superintendent)

6. SCHEDULED MATTER

Discussion, review, and direction regarding:

- A. Possible motion of support of state and federal legislative updates and positions on legislation. (Jennifer Kresge, Board Trustee)

7. INFORMATION ITEMS

- A. Personnel Activity Report: vacancies, listing of personnel appointments, terminations, transfers, etc. (Julie McClure, Associate Superintendent)
- B. Updated Brown Act Virtual Meeting Requirements (Josh Schultz, Deputy Superintendent)
- C. Financial Audit Status Update (Josh Schultz, Deputy Superintendent)
- D. First Reading BB 9150 Student Board Members (Julie McClure, Associate Superintendent)
- E. Update Ad Hoc Committee Mayacamas Charter School (Sindy Biederman, Board Member)

8. ADJOURN TO CLOSED SESSION

The Board will enter closed session for discussion and possible action as follows:

Conference with Legal Counsel Regarding Pending Litigation: Napa Valley Unified School District vs. California State Board of Education.

9. OPEN SESSION

10. REPORT FROM CLOSED SESSION

The Board will report on action taken in closed session.

11. FUTURE AGENDA ITEMS

12. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be March 7, 2023.

13. ADJOURNMENT

In compliance with the American with Disabilities Act, if special assistance is needed to participate in this meeting, contact the Napa County Office of Education (NCOE) at 253-6810. Notification forty-eight hours prior to the meeting will enable the NCOE to make reasonable arrangements to ensure accessibility to this meeting. I HEREBY CERTIFY THE AGENDA FOR THE STATED MEETING WAS POSTED ON THE NCOE WEBSITE AND IN NCOE'S DISPLAY CASE AT 2121 IMOLA AVENUE, NAPA, CA 94559, and the Napa Preschool site, Friday, February 3, 2023. Informational material is available for review at the NCOE.

Ellen Sitter, Recording Secretary
NCOE Board of Education

MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, January 10, 2023

Members present

Jean Donaldson, Don Huffman, Ann Cash, Janna Waldinger, Gerry Parrott, Jennifer Kresge

Remote Attendance: Sindy Biederman

1. ORGANIZATION

A. CALL TO ORDER

President Don Huffman called the meeting to order at 3:30 p.m.

B. FLAG SALUTE

The salute to the Flag was led by Jennifer Kresge.

C. PUBLIC PARTICIPATION

President Huffman read the instructions for public participation via teleconference.

D. WELCOME TO VISITORS

Visitors were welcomed to the meeting.

E. APPROVAL OF AGENDA

The Agenda was approved on a motion by Mrs. Kresge, and a second by Mrs. Waldinger. A roll call votes was taken: *Ayes* – Mr. Parrott, Mrs. Cash, Ms. Waldinger, Mrs. Kresge, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

F. APPROVAL OF MINUTES

On a motion by Ms. Waldinger and a second by Mrs. Kresge, the Minutes of December 13, 2022 were approved. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Cash, Mrs. Biederman, Mr. Huffman. *Noes* – None.

G. Public Comment was given.

2. PRESENTATION

A. Recognition – Dr. Nemko introduced the Community Projects Board Members and thanked them for their support over the years for the Napa County Reads program.

After a brief reception to honor the Community Projects Board, the meeting resumed at 4:00 p.m.

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

- Dr. Nemko showed pictures of State Superintendent of Public Instruction, Tony Thurmond's swearing-in in Sacramento last week. Dr. Nemko was asked

to say a few words, and a discussion ensued with Superintendent Thurmond about a countywide initiative called *Literacy for All*.

- Dr. Nemko reported that she visited the Napa Valley College Child Development Center last week to see the new playground equipment and the infant and toddler rooms. Dr. Nemko asked the teachers if they need anything for the children, and they asked for outdoor climbing equipment and little couches. These items are being considered with money donated by the Brogliatti Fund to the Superintendent's Fund.
- Dr. Nemko reported that we received an increase in the State Preschool Program budget from \$3,445,000. to \$4,707,000.
- Dr. Nemko reported we were notified that we received two additional mental health grants totaling \$200,000.
- Dr Nemko reported that we launched the Footsteps2Brilliance Winter Reading Challenge over the winter break for our NCOE PreK students as well as the TK-3rd grade Cool School students. Approximately 120 students participated and those from each grade level who read the most words received a backpack with books, art and school supplies. In addition, students who completed all of the activities on their gameboard received a Reading Champion certificate.
- Dr. Nemko reminded the Board of upcoming events in March:
Napa County Reads, March 9, in Calistoga. The author's visit will be streamed as he talks to students and an evening community event will follow.
- Eighth Grade Career Day, March 23 sponsored by the College and Career Readiness program. Every 8th grade student in the county will be bussed to the Expo and all the businesses that will be there will have an activity for the students.
- Astronaut Kate Rubins visit, March 28, Napa Valley College to discuss the Artemis Project.
- Dr. Nemko reported on the possibility of doing a countywide literacy initiative based on the science of reading, not only phonics but heavily phonics dependent. We have a reading grant that Lucy Edwards and her team run, and they have developed a plan for how we could deploy this endeavor. We will bring Chartwell and UCSF back, and someone from every school and all administrators will be trained.

4. CONSENT AGENDA ITEMS

A. On a motion by Ms. Waldinger and a second by Mrs. Biederman, the Board approved Consent Agenda Item 4.A. (Temporary County Certificates). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Cash, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

B. No action was taken on Consent Agenda Item 4.B. (Board Member Compensation).

5. ACTION ITEMS

A. On a motion by Ms. Waldinger and a second by Mrs. Cash, the Board approved the School Accountability Reports Cards (SARC). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Cash, Ms. Waldinger, Mrs. Kresge, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

6. SCHEDULED MATTER

Mrs. Kresge encouraged the Board to attend the CSBA governance meeting in March.

7. INFORMATION ITEMS

A. The Board accepted the Personnel Activity Report as presented.

B. Mr. Schultz clarified a few items on the annual Budget Calendar which has been put together to show the budget development process. The calendar also shows the two meetings in June to present the budget during a public hearing and the second meeting to adopt the budget. The calendar also has the May meeting showing the proposed budget, but we prefer to call it the preliminary budget to show the Board how the budget is moving forward.

C. Mr. Schultz reported no complaints under the Williams Uniform Complaints Procedures Quarterly Report.

D. This topic was tabled to the March meeting. Mr. Schultz will provide information to the Board on the updated Brown Act virtual meeting requirements.

Public Comment was given.

E. The Board requested that Board Bylaw 9250 Remuneration, Reimbursement and Other Benefits; and, Notification Procedure When Absent from a Scheduled Board Meeting be on the February agenda as a Second Reading and Board approval. The Board noted that it is the intention for Board members to attend every meeting in-person. When in-person attendance is not possible, the proposed procedure is for the Board member to notify the Sr. Executive Assistant to the Superintendent, via email 72 hours prior to the meeting, with the reason for missing the meeting and to indicate the service they plan to take on in place of the Board meeting. The Board member will then report back to the Board on the service they assumed at the next Board meeting during Correspondence, Communications, and Reports.

Public Comment was given.

F. Mr. Schultz reported on the Governor's Budget release for the next few years and noted that the budget looks good for core programs in education in terms of the Governor's proposal.

G. Mr. Schultz provided an overview of the Napa County School Districts First Interim and noted that all the districts received a positive certification.

H. Review CCBE Trustee Handbook tabled to the March agenda.

I. Mrs. Waldinger reported that the Ad Hoc committee on the Mayacamas Charter School is waiting to hear on the decision by the state regarding the legal action taken against the state.

8. ADJOURN TO CLOSED SESSION (5:40 p.m.)

The Board adjourned to closed session with respect to: Conference with Legal Counsel Regarding Pending Litigation: *Napa Valley Unified School District vs. California State Board of Education.*

9. OPEN SESSION (6:00 p.m.)

10. REPORT FROM CLOSED SESSION (6:00 p.m.)

The Board reported no action taken.

11. FUTURE AGENDA ITEMS (1) Second Reading Board Policy 9250 Remuneration, Reimbursement, and Other Benefits; and, (2) Student Trustee Board Bylaw 9150.

12. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be Tuesday, February 7, 2023 at 3:30 p.m.

13. ADJOURNMENT

There being no further business, the meeting was adjourned at 6:07 p.m.

Respectfully submitted,

Barbara Nemko, Secretary
es

Approved _____ Date _____

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, December 13, 2022**

Members present

Jean Donaldson, Don Huffman, Sindy Biederman, Gerry Parrot, Janna Waldinger

Remote Attendance: Jennifer Kresge

Absent: Ann Cash

1. ORGANIZATION

A. CALL TO ORDER

President Don Huffman called the meeting to order at 3:30 p.m.

B. FLAG SALUTE

The salute to the Flag was led by Julie McClure.

C. PUBLIC PARTICIPATION

President Huffman read the instructions for public participation via teleconference.

D. WELCOME TO VISITORS

Visitors were welcomed to the meeting.

E. APPROVAL OF AGENDA

The Agenda was approved on a motion by Mr. Donaldson and a second by Mr. Parrot. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

F. APPROVAL OF MINUTES

On a motion by Ms. Waldinger and a second by Mr. Donaldson, the Minutes of November 29, November 1 and September 6, 2022 were approved. A roll call vote was taken: *Ayes* – Mr. Parrott, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

Mrs. Kresge – *Aye* Sept 6 and *Abstain* November 1

G. Oath of Office

The re-elected Board members were sworn in.

H. Election of Officers

The Board elected the following officers for the coming year:

President – Don Huffman – nominated by Ms. Waldinger and seconded by Mrs. Biederman. *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

Vice President – Sindy Biederman – nominated by Ms. Waldinger and seconded by Mrs. Kresge. *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

Trustee Representative – Jennifer Kresge – nominated by Ms. Waldinger and seconded by Mrs. Biederman. *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

I. Establishment of Meeting Time/Date and 2023 Board Calendar

On a motion by Ms. Waldinger and a second by Mr. Huffman, the board agreed that the date and time of the meetings will remain the same: 3:30 p.m. on the first Tuesday of every month. Board Calendar for 2023 was approved. Ayes – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. Noes – None.

J. Public Comment was given.

2. PRESENTATIONS

There were no presentations.

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

- Dr. Nemko reported that AB 2058 Career Technical Education passed 76-0 and was scheduled to move forward. After a dispute between two legislators, the bill died at the end of the last session. It will be reintroduced for the current session.
- Dr. Nemko reported that retired Superintendent Dave Murphy of Davis Joint Unified School District, planned a bill to fund migrants after P2, and it did pass. NVUSD will have the opportunity to apply for K-6.
- Dr. Nemko reported that the Superintendent's Fund was approved to purchase two books each for 361 infant/toddlers and preschoolers. The books will be distributed to each child before the holiday break.
- Dr. Nemko reported that Camille Creek has held two de-escalation trainings and two fentanyl trainings.
- Dr. Nemko reported on the Spirit Horse Ranch program recommended by Mrs. Biederman to the Camille Creek students. Nine students grades 8-11 and three staff members participated at the Kenzo property where the most challenging students learned horsemanship, riding, and work on a project. Students on probation earned community service and points in the weekly Friday program can be redeemed for riding lessons.
- Dr. Nemko invited the Board to her swearing-in ceremony on December 28 at 5 p.m. at the Board of Supervisors Chamber room on 3rd street.
- Dr. Nemko shared Mrs. Cash election advertisement in the Napa Valley Marketplace magazine.
- Ms. Waldinger reported on a lecture at the Congregation Beth Shalom regarding the ethnic studies requirement.
- Ms. Waldinger reported on the subcommittee for the Mayacamas Charter School that she and Mr. Parrot attended. Mr. Huffman suggested that the Ad Hoc committee be added to the agenda as a monthly report.
- Mr. Donaldson reported on the Sheriff's Activities League. A Camille Creek student was sponsored in a half marathon.
- Mrs. Biederman reported on the meeting at Congregation Beth Shalom and asked how to get the lecture out to other people.
- Mrs. Biederman reported on the CSBA conference and CCBE breakfast that a Board Handbook was available online to purchase and noted it would be helpful for all Board members.
- Mr. Huffman requested that the new handbook for Board members be added to the next agenda.
- Mrs. Kresge reminded the Board that there is a Governance Workshop March 10-11, 2023, and the early bird sign-up ends February 3.
- Mr. Huffman reported on the need for supplies at the Camille Creek shop and

culinary classrooms, specifically the need for uniforms for culinary and a welding table for the shop. Mr. Huffman noted that he is in the process of asking for steel donations for a shop table.

- Dr. Nemko recommended that the Brogliatti fund annual gift of \$10,000 to the Superintendent's Fund be used, in part, to pay for uniforms for the Camille Creek culinary.
- Mrs. Kresge reported on the CSBA PACAR – Public Affairs Community Affairs Representative and proposed that the Board invite the representative to a meeting in the future.

4. CONSENT AGENDA ITEMS

- A. On a motion by Ms. Waldinger and a second by Mrs. Biederman, the Board approved Consent Agenda Item 4.A. (Temporary County Certificates). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.
- B. On a motion by Ms. Waldinger and a second by Mrs. Biederman, the Board approved Consent Agenda Item 4.A. (Board Member Compensation – Ann Cash). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

5. ACTION ITEMS

- A. On a motion by Ms. Waldinger and a second by Mrs. Kresge, the Board approved the First Interim Budget Report. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.
- B. On a motion by Mr. Huffman and a second by Mrs. Waldinger, the Board tabled Review Board Policy 9250 Remuneration, Reimbursement and other Benefits to the next meeting for a First Reading. A roll call vote to table Review Board Policy 9250 Remuneration, Reimbursement and other Benefits was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

The Board approved updating the compensation rate recorded in Board Policy 9250 Remuneration, Reimbursement and other Benefits. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

6. SCHEDULED MATTER

Mrs. Kresge reported on the 2023 new state law on COVID testing for students and staff.

7. INFORMATION ITEMS

- A. The Board accepted the Personnel Activity Report as presented.
- B. The Board agreed that Mrs. Kresge will be the CCBE County Board Member Voting Representative as voted tonight.
- C. The Board discussed ways to honor former Napa County Superintendent of Schools, Ed Henderson.

8. FUTURE AGENDA ITEMS (1) Update AB 361; (2) Update Ad Hoc Committee on Mayacamas Charter School; and, (3) Trustee Handbook.

9. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be Tuesday, January 10, 2023 at 3:30 p.m.

10. ADJOURNMENT

There being no further business, the meeting was adjourned at 6:30 p.m.

Respectfully submitted,

Barbara Nemko, Secretary
es

Approved _____

Date _____

APPROVED

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D.

Item 4-A
February 7, 2023

TITLE:

Temporary County Certificates

HISTORY:

Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to certificated employees whose credential applications are being processed. The applicant must make a statement under oath that he or she has duly filed an application for a credential and that to the best of his or her knowledge no reason exists why a certificate should not be issued.

CURRENT PROPOSAL:

Consider approval of Temporary County Certificates. Such certificate shall be valid for not more than one calendar year from the date of issuance. In no event shall a Temporary Certificate be valid beyond the time that the commission either issues or denies the originally requested credential or permit. Therefore, it is necessary to process these certificates in a timely manner. This authorization extends to all public school districts under the Napa County Office of Education jurisdiction.

FUNDING SOURCE:

Not Applicable

RECOMMENDATION:

It is recommended that the Napa County Board of Education approve the issuance of the Temporary County Certificates presented at this **February 7, 2023** meeting.

Prepared by: Sarah White
02/01/2023

**NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko Ph.D.**

TO: **Napa County Board of Education**
FROM: **Sarah White, Credentials Analyst**
RE: **Temporary County Certificates**

DATE: **February 7, 2023**
Item 4-A

FOR BOARD APPROVAL

NAPA COUNTY OFFICE OF EDUCATION

<u>NAME</u>	<u>TYPE</u>	<u>DOJ CLEARED</u>
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Waiver 72-HR

Public Notice

YES

NAPA VALLEY UNIFIED SCHOOL DISTRICT

<u>NAME</u>	<u>TYPE</u>	<u>DOJ CLEARED</u>
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Herrera, Tami	VTW ED SPECIALIST MMSN	9/16/2011
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Comprehensive School Safety Plan SB 187 Compliance Document

**2022-2023
School Year**

School: Napa County Community School (Camille Creek Community School)
CDS Code: 28102800000000
District: Napa County Office of Education
Address: 2097 Imola Ave
Napa CA 94559
Date of Adoption:

Approved by:

Name	Title	Signature	Date
Barbara Nemko	County Superintendent of Schools		
Don Huffman	Board Trustee (President)		
Janna Waldinger	Board Trustee		
Sindy Biederman	Board Trustee		
Ann Cash	Board Trustee		
Gerald Parrot	Board Trustee		
Jean Donaldson	Board Trustee		
Jennifer Kresge	Board Trustee		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Camille Creek Community School offices at 2097 Imola Ave. Napa, CA..

Safety Plan Vision

Students and staff will have a safe and secure campus where they are free from physical and psychological harm.

The director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Napa County Community School (Camille Creek Community School) Safety Committee

Anne Vallerga, Deputy Sheriff Mike Moore, Mike Florez (facilities), Sam Shweiky (teacher), and Dave Massaro (teacher), Damaris Vieyra (classified), and parent

Assessment of School Safety

UPDATE TO LAST SPRING'S REVIEW

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

School-wide discipline plan

Universal mental health screening

School Social Worker

Interventions Coordinator

School Resource Officer

Two probation officers assigned to school

Metal detector upon entry

Audio and video cameras

Scheduled safety drills

High adult to student ratio (~1:5)

Instructional aides supporting classroom teachers

Small class sizes (~15-20)

After-school program offered daily

Professional Development for up-to-date policies, procedures and practice to build a positive community and safe campus

Refocus Room - calm, quiet, comfortable setting for students to self-regulate in supervised setting

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school staff must complete a yearly mandated reporting training online through Target Solutions.

Definition:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4

Reasonable suspicion: Means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reporting:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting:

The reporting duties are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

All staff members are considered 'mandated reporters' and are required, as required by law, to contact County Child Protective Services (Local Calls: (707) 253-4261

Toll Free: (800) 464-4216) when child abuse is suspected.

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. LEAs must also develop a process to provide proof that employees received training. Our school administers Target Solutions – "Child Abuse: Mandated Reporter Training" (EDU) to all staff. Human Resources monitors compliance.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Fall drills 2022

10/20: Earthquake drill

11/10: Active Shooter/Lockdown (we have a staff meeting that afternoon, so it might be a good time to debrief).

12/14: Fire drill (staff mtg that afternoon for debrief as needed)

Spring drills 2023

02/09: Earthquake drill (staff debrief in afternoon)

03/23: Active Shooter/Lockdown (we have a staff meeting that afternoon, so it might be a good time to debrief).

05/04: (Tentative) Fire drill (city/county fire present with trucks for simulation) (staff mtg that afternoon for debrief as needed)

Public Agency Use of School Buildings for Emergency Shelters

NA

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Office referral

Depending on the issue at hand, and the needs of the student, students may be invited to check in with the assistant principal. From there, we offer a variety of interventions: students may discuss an incident or any issues, access a variety of resources to self-regulate, write a statement, and/or come up with a plan to prevent negative behaviors/incidents and strategies for positive behavior.

Refocus Room

In collaboration with a consultant from The Center for Optimal Brain Integration, staff are re-designing the Refocus Room to be more trauma-informed and restorative. This space will eventually be staffed/supervised and offer an option for students to take a "brain break," access supports, and practice well-being and regulation.

Suspensions

Students are suspended when behavior escalates to a level of becoming unsafe to self or others, when a student is out of any adult's control, or when a student commits a crime. Depending on the context and severity, suspensions may be in-school or out-of-school. All suspensions are initiated and approved by one of the school's administrators. Parents are notified of the incident/cause, consequence, and restorative next steps upon return to school or classroom with an objective empowering the student to learn and make positive choices, and to repair any harm. The probation department is notified when a student on probation is suspended, and appropriate entities notified when a homeless, special education, or other specific needs student is suspended.

Notice of Regulations

At the beginning of each school year, the program administrator of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 48900.1, 48980)

Definitions and Education Code:

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the County Board for students of the same grade level.
2. Referral to a certificated employee designated by the program administrator to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the program administrator or designee as provided in Education Code 48910.

Expulsions

Expulsion is an action taken by the County Board of Education and the County Superintendent of Schools for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used when there is a history of misconduct; when other forms of discipline, including suspension, have failed to bring about proper conduct, or; when the student's presence causes a continuing danger to other students. (Education Code 48915)

Grounds for Suspension and Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to Education Code 48900 subdivisions (a) to (r), inclusive, as follows:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900 is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d) but it is an offense for which suspension, or expulsion pursuant to subdivision (e) may be imposed.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Not applicable for students grades K-8)
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager of a communication, including, but not limited to, any of the following:

- (A) A message, text, sound, or image.
- (B) A post on a social network Internet Web site including, but not limited to.
- (C) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of causing, attempting to cause, or threatening to cause physical injury to another person.
- (D) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
- (E) Creating a false profile for the purpose of causing, attempting to cause, or threatening to cause physical injury to another person. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal

or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Education Code 489005.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

In addition to the reasons specified in Education Code 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Education Code 212.5.

For the purposes of this chapter, the conduct described in Education Code 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3

In addition to the reasons set forth in Education Code 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code 233.

48900.4

In addition to the grounds specified in Education Code 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7

(a) In addition to the reasons specified in Education Code 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

48915 : Expulsion

(a) Except as provided in subdivisions (c) and (e), the principal or the Superintendent of Schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4) Robbery or extortion.
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Education Code 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Education Code 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Education Code 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code 11053.
- (4) Committing or attempting to commit a sexual assault as defined in Education Code 48900(n) or committing a sexual battery as defined in Education Code 48900(n).
- (5) Possession of an explosive.

Suspension by Superintendent, Program Administrator or Program Administrator's Designee

The County Superintendent, program administrator or program administrator's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The County Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive as defined in 18 USC 921.

Suspension also may be imposed upon a first offense if the County Superintendent, program administrator or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion," if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process, or when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The County Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the program administrator, designee or the County Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the program administrator. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the County Superintendent, program administrator, designee or the County Superintendent determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. Administrative Actions: All requests for student suspension are to be processed by the program administrator or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the County Superintendent or designee.

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension: If the County Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the County Superintendent or designee may, in writing, extend the suspension until such time as the County Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the County Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by County Superintendent, Program Administrator or Program Administrator's Designee" above. (Education Code 48912)

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against any student, it shall

hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian

may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Authority to Expel

A student may be expelled only by the County Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion".

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the program administrator, County Superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Mandatory Recommendation for Expulsion

Unless the program administrator, County Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the program administrator, County Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Mandatory Recommendation and Mandatory Expulsion

The program administrator, County Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Students' Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the program administrator or County Superintendent or designee determines that one of the acts listed under "Grounds

for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the County Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the County Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the County Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of County Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the County Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five day's notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the County Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules that relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has

been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the County Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the County Board may meet in closed session to deliberate and determine whether or not the student

should be expelled. If the County Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

In accordance with the Code of Civil Procedure 1987, the subpoena must be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

3. Subpoenas: Before commencing a student expulsion hearing, the County Board may issue subpoenas, at the request of either the student or the County Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to their commendation for expulsion. After the hearing has commenced, the County Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (formerly 11525). (Education Code 48918(i))

Any objection raised by the student or the County Superintendent or designee to the issuance of subpoenas may be considered by the County Board in closed session, or in open session if so requested by the student, before the meeting. The County Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the County Board determines, or if the hearing officer or administrative panel finds and submits to the County Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the County Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion".

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn

declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)

- a. Any complaining witness shall be given five day's notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a non-threatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

- (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
- (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- (c) Permit one of the support persons to accompany the complaining witness to the witness stand.

6. Decision within 10 School Days: The County Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

7. Decision within 40 School Days: If the County Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the County Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the County Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the County Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the County Board as specified above in "Conduct of Expulsion Hearing".

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the County Board. If expulsion is not recommended, the student shall be immediately reinstated. The County Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. (Education Code 48918(e)).

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the County Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing.

The County Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the County Board may order. (Education Code 48918(f))

In accordance with County Board policy, the hearing officer or administrative panel may recommend that the County Board suspend the enforcement of the expulsion for a period of one year.

The County Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the County Board

Whether the expulsion hearing is conducted in closed or public session by the County Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the County Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the County Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately. The County Superintendent or designee shall place the student in any classroom program or other instructional program, rehabilitation program, or any combination of such programs following consultation with district personnel, including the teacher involved, and with the student's parent/guardian. (Education Code 48918(e))

Upon ordering an expulsion, the County Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the County Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the County Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The County Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(p), Education Code 48900.2-48900.4 and Education Code 48915(c). (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the courts. (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1. (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with County Board policy, when deciding whether to suspend the enforcement of an expulsion, the County Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The County Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This may include recommendations for an alternative independent study setting in which both the student and parent shall be required to meet with the teacher in a setting where other students are not present.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the County Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the County Board shall reinstate the student in a district school. Upon reinstatement, the County Board may order the expunging of any or all records of the expulsion proceedings.
6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education. The appeal must be filed within 30 days of the County Board's decision to expel.
7. The County Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the courts. (Education Code 48918(j))

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the County Board's decision to the courts. The appeal must be filed within 30 days of the County Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the courts. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Post-Expulsion Placements

The County Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site.
3. Not housed at the school site attended by the student at the time of suspension.

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #18 through #20 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades kindergarten through 6 shall not be combined or merged with programs offered to students in any of grades 7 through 12. (Education Code 48916.1)

Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the County Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The County Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the County Superintendent or designee shall verify that the provisions of this plan have been met.

School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to

comply with these regulations.

3. If the readmission is granted, the County Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the County Board's decision regarding readmission.
4. The County Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other program students or employees. (Education Code 48916)
5. If the County Board denies the readmission of a student, the County Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
6. The County Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the County Board's determination of the educational program that the County Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

Maintenance of Records

The County Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The County Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the program administrator or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The program administrator or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the program administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted in keeping with the procedural safeguards described in Section 1415(6)(k) of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

A program administrator, designee, or any other person reporting a known or suspected act described in this section is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the program

administrator or designee who is responsible for the failure of not more than five hundred dollars (\$500).

Notice to Parents/Guardian upon Release of a Minor Student to Peace Officer

When a program administrator or other official releases a student to a peace officer in order to remove the minor from school/program premises, the official shall take immediate steps to notify the student's parent/guardian or responsible relative regarding the student's release to the officer and the place to which the student is reportedly being taken except when the student is a victim of suspected child abuse in which case the County office of Education must provide the parent/guardian's address and telephone number to the officer. (Education Code 48906)

Suspension And Expulsion/Due Process (Students With Disabilities)

Districts or county office programs receiving funds under the Education of the Handicapped Act may not unilaterally exclude a dangerous or disruptive special education student from the classroom if the dangerous or disruptive behavior is caused by the student's disabling condition. A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) or a student with a Section 504 accommodation plan pursuant to the federal Rehabilitation Act of 1973 (29 USC 794) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

All the procedural safeguards established by the County office of Education policies and regulations shall be observed in considering the suspension of special education students, including the requirement that, depending on the disruptiveness of the conduct, some form of in-school intervention be used prior to suspension to show that suspension was imposed only when other means of correction failed to bring about proper conduct. (Education Code 48900.5)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the County Office program's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the County Office program had knowledge that the student was disabled before the behavior occurred. (20 USC 1415(k)(8))

The County Office program shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415(k)(8); 34 CFR 300.527)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services, in accordance with 34 CFR 300.7.
3. A current parent/guardian request is on file for an evaluation of the student for special education pursuant to 34 CFR 300.530-300.536.

(cf. 6164.4 - Identification of Individuals for Special Education)

4. The teacher of the student or other County Office program personnel has expressed concern about the behavior or performance of the student to the County Office program's director of special education or to other personnel in accordance with the County Office program's established child find or special education referral system. -The County Office program would be deemed to not have knowledge as specified in items #1-4 above if, as a result of receiving such information, the County Office program either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. (34 CFR 300.527)

If it is determined that the County Office program did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415(k)(8))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (34 CFR 300.527)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR 300.519. (Education Code 48903; 34 CFR 300.520)

Suspending a student for more than (10) consecutive days constitutes a change in placement and is prohibited without parental consent or by court order.

Suspension and Expulsion/Due Process

(Students with Disabilities)

(5144.2 (c)

When traditional disciplinary measures such as counseling, study carrels, detention or restriction of privileges fail to diffuse the threat posed by a dangerous handicapped student, school/program officials may use the ten day suspension period to seek parental consent for another placement. The County Office may seek to include in any potentially dangerous special education students Individual Education Plan the parent/guardian's advance approval for an appropriate disciplinary plan to be used in the event that dangerous or disruptive conduct should occur. Clarifying language in the IEP may be used to avoid the need to seek parental consent or court action within ten days of a suspension.

The program director or designee shall monitor the number of days, including portions of days that students with valid individualized education programs (IEP) have been suspended during the school year.

Services During Suspension

Students suspended for more than ten school days in a school year shall continue to receive services during the term of the suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC 1412(a)(1)(A); 34 CFR 300.520) If a student with disabilities is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code 48915.5)

(cf. 3541 .2 - Transportation for Students with Disabilities)

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting, including home placement, for up to forty-five days when he/she commits one of the following acts: (20 USC 1415(k)(1); 34 CFR 300.520)

1. Carries a weapon to school or to a school function. A weapon refers to a "dangerous weapon" as defined in 18 USC 930 and includes any device that is capable of causing death or serious bodily injury. The term does not include a pocket knife with a blade of less than 2 1/2 inches in length. "Carries a weapon" also covers instances in which the student is found to have a weapon that he or she obtained while at school (34 CFR 300.51)

2. Knowingly possesses or uses illegal drugs while at school or a school function

3. Sells or solicits the sale of a controlled substance while at school or a school activity as identified in 21 USC 812(c), Schedules 1-V The student's alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(2)) A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415(k)(2); 34 CFR 300.521, 300.522)

1. Determines that the County Office program has established by substantial evidence, meaning beyond a preponderance of the evidence, that maintaining the current placement of the student is substantially likely to result in injury to the student or others

2. Considers the appropriateness of the student's current placement

3. Considers whether the County Office program has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services

4. Determines that the interim alternative educational setting proposed by school personnel who have met with the student's special education teacher allows the student to:

a. Progress in the general curriculum and continue to receive those services and modifications, including those described in his/her IEP, to enable the student to meet the goals of the IEP

b. Receive services and modifications designed to address the behavior and ensure that the behavior does not recur

The student may be placed in the interim alternative educational setting for up to forty-five days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415(k)(2))

If in the opinion of school/program officials as special education student is a serious danger to the safety of students and staff and a more structured and closely supervised placement is deemed warranted, and the student's parent/guardian do not agree to a change in placement, the State or Federal Court may be petitioned to order that the student's placement be changed while expulsion proceedings and due process challenges to expulsions take place. (USC 1415(e)(3); Education Code 56505(d))

During court proceedings the County Office has the burden of proving that due process procedures would serve no purpose due to the imminent threat of danger if the student is not quickly removed.

Under truly exigent circumstances, home placement may be requested of the court.

Behavioral Assessment and Intervention Plan

Not later than ten business days after a student has been suspended for more than ten school days or placed in an alternative educational setting, the County Office program shall convene an IEP team meeting to conduct

a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC 1415(k)(l); 34 CFR 300.520)
(cf. 6159 - Individualized Education Program)
(cf. 6159.4- Behavioral Interventions for Special Education Students)

As soon as practicable after developing the behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral interventions to address the behavior and shall implement those interventions. (34 CFR 300.520)

Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than ten consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated: (20 USC 1415(k)(4); 34 CFR 300.523)

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504 on the day the decision to take action is made. In no case shall this notice be served less than forty-eight hours before the meeting. If the parent/guardian refuses written permission for the evaluation to proceed, the IEP Team may seek a fair hearing and proceed without such consent if the proposed evaluation is approved as a result of the due process hearing. Parental consent is not required as a condition for expulsion proceedings or the decision to expel. (Education Code 48915.5)
2. Immediately if possible, but in no case later than ten school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.
3. Unless a parent/guardian has requested a postponement in writing, the meeting may be conducted without the parent/guardian's participation.
4. A parent/guardian's request that the meeting be postponed shall be granted for up to three additional school days. The County Office of Education shall extend any suspension of the student for the period of postponement.
5. At this review, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to the disciplinary action, all relevant information that has been acquired within three years of the date of the alleged misconduct, including: (20 USC 1415(k)(4); 34 CFR 300.523)
 - a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/ guardians, including:
 - (1) A review of the student's school progress and behavior, if available, including, but not limited to, a review of the student's individualized education program, teacher progress reports and comments, school health records, and school discipline records.
 - (2) A review of the ability of the student to conform his/her behavior to the prescribed standards, and determination of the relationship, if any, between the student's behavior and his/her handicapping condition.
 - b. Observations of the student
 - c. The student's IEP and placement
6. In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral intervention strategies were provided consistent with the student's IEP and placement. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his/her ability to control the behavior subject to the disciplinary action. (20 USC 1415(k)(4); 34 CFR 300.523)
7. If the team determines that the student's behavior was a) not a manifestation of his/her disability, and b) the student was appropriately placed at the time misconduct occurred, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education. (20 USC 141 S(k)(4); 34 CFR 300 .524)
If the team determines that the student's behavior was a manifestation of his/her disability, then the student's placement may be changed only via the IEP process. (20 USC 1415(k)(4))

Due Process Appeals

If the parent/guardian disagrees with a decision of the IEP Team that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415(k)(6); 34 CFR 300.525)

If the State's special education due process hearing is initiated by the parent/guardian due to a disagreement with the IEP Team recommendation, the County Office of Education shall cooperate with the State

Department of Education toward achieving an expeditious resolution to the disagreement. If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational

setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless:

1. He/she has been suspended. Such suspensions may not exceed five consecutive school days of a single incident of misconduct unless extended by five (5) additional days when the student poses an immediate threat to the safety of others (Education Code 48911)

2. The student and his/her parents/guardians agree to a change in placement (Code 48911, 34 CFR 300.526)

3. A court order has been obtained permitting such a change in placement.

4. The change is a 11minor11 change in program or services rather than a "significant" change in placement.(Doe v. Maher)

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting), pending the due process

proceedings, the Superintendent or designee may request an expedited due process hearing. (34 CFR 300.526)

Services During Expulsion

Expelled students shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a){l}{A); 34

CFR 300.121, 300.520)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the program director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The program director or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902) Within one school day after a student's suspension or expulsion, the program director or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Legal Reference:

EDUCATION CODE

35146 Closed sessions re: suspensions

35291 Rules of governing board

48203 Reports of severance of attendance of disabled students

48900-48925 Suspension and expulsion

49076 Access to student records

56000 Special education; legislative findings and declarations

56320 Educational needs; requirements

56321 Development or revision of individualized education program

56329 Independent educational assessment

56340-56347 Individualized education program teams

56505 State hearing

PENAL CODE

245 Assault with deadly weapon

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act

626.10 Dirks, daggers, knives, razors, or stun guns
UNITED STATES CODE, TITLE 18
930 Weapons
1365 Serious bodily injury
UNITED STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards
UNITED STATES CODE, TITLE 21
812 Controlled substances
UNITED STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially:
300.530-300.537 Discipline procedures
COURT DECISIONS
Schaffer v. Weast, (2005) 546 U.S. 549
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305
Management Resources:
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>
U.S. Department of Education, Office of Special Education Programs:
<http://www.ed.gov/about/offices/list/osep>
Regulation NAPA COUNTY OFFICE OF EDUCATION
approved: January 6, 2004 Napa, California

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Education Code 49079)

(E) Sexual Harassment Policies (EC 212.6 [b])

The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons otherwise authorized to transact business or perform their acts or services on behalf of the Napa County Office of Education, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. All school staff are mandated to complete a yearly training in sexual harassment online via Target Solutions.

This policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies.

Instruction/Information

The Superintendent or designee shall ensure that all County Office students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment nor any form of sexual conduct or communication because of their actual or perceived sexual orientation, gender identity or expression, gender, or association with a person or group with one or more of these actual or perceived characteristics
3. Encouragement to immediately report observed instances of sexual harassment if they feel they are being harassed or if they witness harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher, program supervisor or designee, or any Napa County Office of Education administrator. A County Office of Education employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the program director or designee.

Any County Office of Education employee who observes any incident of sexual harassment involving a student shall report this observation to the program director or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the program director or any other County Office of Education employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The program director or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. If a situation involving sexual harassment is not promptly investigated and remedied by the site supervisor or designee or administrator, a complaint of harassment may be filed in accordance with the County Office's uniform complaint procedures or procedures for complaints concerning County Office employees. The County Superintendent or designee shall determine which procedure is appropriate.

Where the program director or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The program director or designee shall also advise the victim of any other remedies that may be available. The program director or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include

suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy NAPA COUNTY OFFICE OF EDUCATION

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

STUDENT DRESS STANDARD

To support bright futures for all students, and in supporting their preparation to meet the demands of life after high school whether in the workforce or pursuing further education, Camille Creek encourages casual, professional attire. In Spring 2023, students will have input on updating the dress code.

DRESS CODE IS STRICTLY BUSINESS CASUAL

Students are to wear collared, sleeved, shirts of an appropriate size (i.e. polos); well-fitted pants, skirts or dresses of an appropriate length; appropriate shoes (no slippers.) Dress shorts may be worn. Denim may be worn.

No oversized clothing or outer clothing; No Dickies; No Ben Davis; No Nike Cortez shoes; No ripped jeans; No high knee socks with shorts; No hats or hoods may be worn inside.

Jackets, coats or sweatshirts must be of an appropriate size. No blankets as wraps may be worn.

No cleavage or undergarments may show. Clothes must fit appropriately – not too small and not too big

Sunglasses may be used during outdoor activities.

No red, blue or gang affiliated markings on clothing or accessories such as numbers, city, area codes, teams, team logos, symbols, designs -- on clothing, shoes or accessories (blue denim is acceptable) including undergarments.
No clothing or accessories that denote hate, violence, bigotry, profanity, prejudice, sex, drugs, alcohol, or negative influences.
T-shirts and shorts may be worn for PE or during the after school program but must adhere to the same rules as above.

It is not possible to list everything that constitutes unacceptable appearance or inappropriate clothing and personal possessions. The California Education Code allows school staff to make decisions regarding clothing or items that are disruptive to the learning environment. We work closely with law enforcement to apprise ourselves of gang related items.

If a student comes to school in inappropriate clothing, he/she will be asked to remove the item and to replace it with a generic item from the school -- or have a parent bring appropriate clothing to wear. The student will not be allowed to place the item in his or her backpack, nor turn it inside out. The student's parent or Probation Officer must pick up the clothing item. The student will not be given the item to take home. Repeat incidents of non-compliance with this dress code will result in in house suspensions.

A "lending closet" collection of donated, appropriate clothing of various sizes is available free of cost to any student. The school also offers new polo shirts and Camille Creek hoodies to students free of charge.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

All visitors must check in at the office.

Neighborhood passes:

Students must obtain a walking pass to walk to or from school and only if they live in the neighborhood.
Students are responsible for keeping their passes or obtaining passes as needed prior to school dismissal.

Transportation in private vehicles :

Students shall wait in designated areas for transportation.
Students and drivers must drive vehicles safely, obeying all traffic laws.
Students must have parent/guardian permission to ride in any vehicle of someone outside the family.
Student drivers must submit copy of driver's license.
Music in vehicles should be at a low volume.

Bus Stop:

Wait in line patiently
Be aware of others' personal space
Students should be prepared with the right bus fare or pass before coming to or leaving from school.
Use kind words and appropriate language
Keep hands and feet to oneself

Boarding the bus:

Students should enter the bus one at a time, not crowding the door of the bus
Wait in line patiently, no cutting in line
Refrain from profanity at all times

On the bus:

Stay in your seat, do not move while bus is moving.
Keep hands and feet to self.
Refrain from eating or drinking on the bus.

Follow directives of bus driver:

Refrain from negative or derogatory comments on the bus.
Follow all bus rules as per signed contract.

Exiting the bus:

Get off only at your regular stop at the bus station unless pre-approved by parent/guardian.
Exit the bus in an orderly fashion.

Do not push the bar for the bus to stop unless you are exiting the bus at that stop.
Follow directives of the driver.

Skateboards and bicycles:

Walk skateboards and bicycles on campus.

Park bikes in bike rack.

Skateboards and bicycles shall be free of all inappropriate symbols or words.

Skateboards need to be stored away during school hours.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Culture

Element:

To provide a school culture that is conducive to learning.

Opportunity for Improvement:

In the post-pandemic return to in-person schooling, students have reflected the national trend of heightened social-emotional challenges and maladaptive behaviors. The discipline plan is currently being reviewed to reflect more positive, trauma-informed, restorative practices.

In the 2019-2020 school year, the suspension rate was 18.1%. During the remote-learning peak of the Covid pandemic in 2020-2021, it was 5%. Upon full return to campus in 2021-2022, the suspension rate rose to 32.6%. Extreme behaviors included possession of vape pens (both nicotine and THC, tagging, and disruption/defiance.

In addition to discipline, Camille Creek is committed to building a positive, safe environment by promoting engaging, meaningful learning opportunities for students through electives, CTE pathways, work experience, Mariposa, Leadership, Bridging Brothers, and volunteer opportunities. In the classroom, inclusive practices like UDL are being implemented. Therapy and counseling are available on campus directly and through partner relationships with Aldea and other agencies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide CTE and internship opportunities	Work with CCR and Interventions Coordinator to increase vocational offerings. Students currently have access to Construction and Welding and Culinary programs.	NCOE/College and Career Department, Napa Valley College, community businesses and agencies	Director	WASC/LCAP self study
Continue 5 year implementation of UDL	Train new staff in UDL basics	Trained teachers/UDL texts	Director	WASC/LCAP self study
Staff trained in RJ, PBIS, Trauma Informed Practices	Continue to employ LCSW/probation officer to act as RJ facilitator, offer staff professional development	Center for Optimal Brain Integration consultant, RJ-related trainings, NCOE, LACOE, Northbay Insurance	Director, Asst. Principal	WASC/LCAP self study
Increase number of behavior and cognitive groups on campus	Men's Group, Mariposa, and Cognitive Behavior Groups groups.	Rooms and Group leaders	Director, Social Worker, Interventions Coordinator	WASC/LCAP self study
Increase engaging activities such as art, construction, welding, etc.	Continue to provide access to Nimbus Arts for all students each Tuesday afternoon. Students have access to our welding classes daily	Nimbus Arts, CCR, community agencies and businesses	Director, Interventions Coordinator	WASC/LCAP self study

Component:

Attendance

Element:

Increase attendance rate

Opportunity for Improvement:

The majority of our students come to us with significant truancy issues. Our goal is to reach 90% attendance consistently.

In 2020-2021, the attendance rates was 85.8%. We believe it was under 90% dues to Covid. Chronic absenteeism was 61.1%. In 2021-2022, the attendance rate was mostly steady, holding at 84.18%, with chronic absenteeism slightly down at 58.9%. Of those, nearly half (42.5%) were excused absences. As illness and more precautionary practices contributed to absenteeism, along with ongoing challenges around transportation, motivation, housing, and other issues.

The family liaison team meets weekly and calls home daily for absent students to confirm reasons and connect families to support and resources. Camille Creek will monitor how their efforts impact attendance in addition to other strategies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Target chronic truants and intervene to support greater success in attendance.	Schedule meeting with support staff for all truants. Define ways to support family and student.	Interventions Coordinator, SARB, Truancy Court, parent classes and other supports	Interventions Coordinator, Director	WASC/LCAP self study
Incentivize student attendance.	Provide fun school activities, engaging curriculum, nurturing environment.	Nimbus Arts, CTE, Leadership plans, all staff	Director, Interventions Coordinator	WASC/LCAP self study
Increase opportunities for learning that engage students outside or the classroom.	Provide CTE courses, art enrichment, UDL, community service.	CTE, Nimbus Arts, UDL training	Director, Asst. Teachers, Teachers	WASC/LCAP self study
Increase school-family connections.	Conduct home visits; weekly calls to parents/guardians.	Parent Liaisons, Social Worker, Interventions Coordinator	Director	WASC/LCAP

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Napa County Community School (Camille Creek Community School) Student Conduct Code

Discipline Plan

Principles and Beliefs

Mistakes happen – they are a part of life

Mistakes should be an opportunity for self-reflection

We will hold our students accountable for their mistakes so that they can learn self-discipline

We will support our students in learning from their mistakes (e.g. restorative practices)

We will not be punitive

Children need consistency to best learn rules and limits in order to become self-regulating

Children learn best from the people with whom they have strong and positive relationships

Schools and classrooms should be positive and emotionally safe places

Students are empowered when we believe in them without limits or reservations so that they begin to believe in themselves

Camille Creek Agreements

Unconditional respect

Use kindness and a positive tone

Be sensitive and receptive to others

Work through issues with others privately and respectfully

Be patient

Check for clarity, and follow-up

Be inclusive

Be compassionate

Be timely and punctual

When faced with a challenge, be resourceful to solve it

Own your own actions, especially your mistakes, without justification or blame of self and others

Conduct Code Procedures

Common behavior incidents

Tardiness

Violation of Dress Code

Inadvertent Swearing

Out of seat without permission

- Disruptive or distracting behavior
- Throwing things
- Work or directive refusal
- Sleeping
- Disrespectful comment or conversation
- Out of class/ wandering without permission
- Swearing in anger
- Threatening words or actions
- Bullying
- Roughhousing/possible harm to self or others
- Destruction of property

Teachers can use a verbal or physical cue as a warning for first time, and/or use discretion for office referral/administration support if unable to correct/promote positive behavior within classroom. Incidents are recorded in SWIS and/or Powerschool.

Staff and administration will communicate consequences to students and families with consistency, kindness and an objective of repairing harm / promoting positive behavior / preventing future incidents. Consequences may include (but are not limited to): restorative / mediated conflict resolution, service projects, campus beautification, after-school hours, vaping cessation class, academic/learning activities related to hate speech or other issues, loss of privileges, etc.

(J) Hate Crime Reporting Procedures and Policies

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

NCOE strictly adheres to a no-tolerance policy regarding hate crimes on campus. Hate crimes are immediately reported to law enforcement and charges filed if appropriate. This information is included in the student orientation process.

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is reviewed yearly by the safety committee, updated as necessary, and sent to the board for review and approval.

Safety Plan Appendices

Emergency Contact Numbers

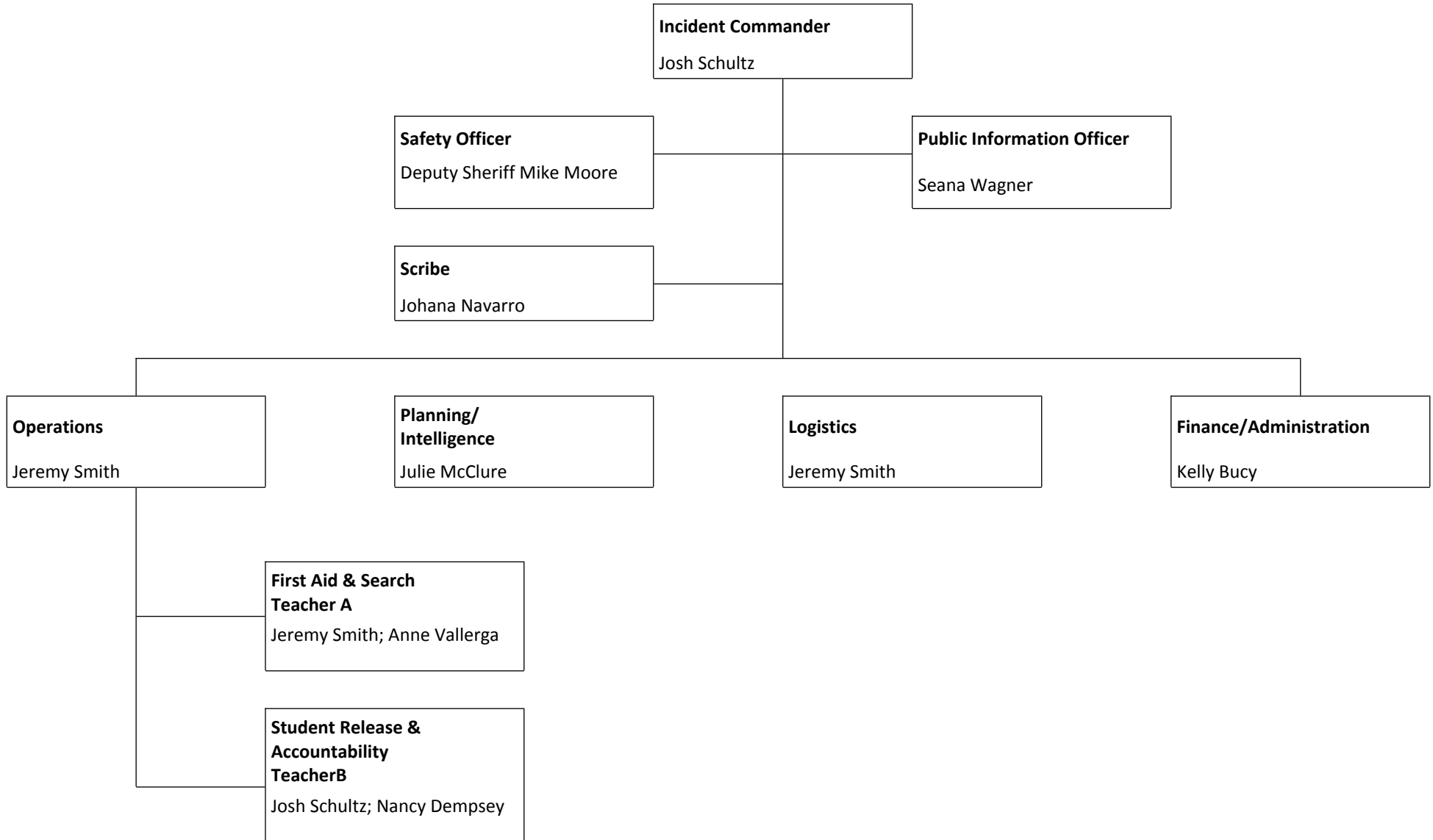
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Emergencies	911	
Other	24-hours Mental Health	707-253-4711	
City Services	Animal Control Services	707-253-4452	
Emergency Services	Child Protective Services	707-253-4744	
Law Enforcement/Fire/Paramedic	Napa County Sheriff	707-253-4451	
Law Enforcement/Fire/Paramedic	Napa Police Department	707-257-9223	
Public Utilities	Napa Water Division	707-257-9544	
Public Utilities	PG&E	800-743-5000	
Emergency Services	Poison Control	800-222-1222	
Local Hospitals	Queen of the Valley Medical Center	707-252-4411	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Meeting with school site safety team to review	2/1/23 8:30am	
Meeting with law enforcement and administrators	2/1/23 12pm	
Administrative Review	2/2/23 8am	
NCOE Board of Directors Review	2/7/23 4pm	

Napa County Community School (Camille Creek Community School) Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

In the event of an aircraft crash on or near the school grounds, students would be alerted to shelter in place if their classroom is intact and not breached by the aircraft or on fire. Administration or law enforcement would then oversee evacuation procedures.

Animal Disturbance

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure:

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Isolate the students from the animal. Close doors and use tables as a means to isolating the animal.

If the animal is outside, keep students inside and institute a LOCKDOWN.

If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.

Contact the General Services and/or Animal Control (707-253-4452) for assistance in removing the animal.

If the animal injures anyone, seek medical assistance from the school nurse.

Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

If the animal is outside, keep students inside. Lock doors and keep students away from the windows.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Notify the principal if there are any injuries.

Armed Assault on Campus

All students must go through the metal detector before entering the school building. Students have been taught the run, hide, fight method in dealing with an active shooter situation.

Biological or Chemical Release

A Biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen. Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery or chemical plant.

Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building Procedure

- 1) School Administrator initiates EVACUATE BUILDING. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind and uphill, if possible, of affected room or building.
- 2) School Administrator calls "911" and the Napa County Office of Environmental Management 707-253-4471, providing exact location and nature of emergency.
- 3) School Administrator notifies District Superintendent of situation.
- 4) Access to potentially contaminated areas is restricted.
- 5) Site Security Team turns off local fans in area of release, closes windows and doors, and shuts down building's air system, if this can be done without exposure to released substance.
- 6) Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Affected individuals remain isolated until cleared for release by Napa Interagency HazMat Team or County Health Officer. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment (HazMat suit, mask, etc.).

- 7) Student Care Team provides list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.
- 8) Any affected areas will not be reopened until Napa Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized Procedure

- 1) School Administrator determines appropriate Immediate Response Action, which may include SHELTER-IN-PLACE or EVACUATE BUILDING while directing staff to remove students from affected areas to area upwind and uphill from the release.
- 2) Site Security Team establishes safe perimeter around affected area and ensures personnel do not re-enter area.
- 3) School Administrator calls "911" and Napa County Office of Environmental Management 253-4471, providing exact location and nature of emergency.
- 4) School Administrator notifies District Superintendent of situation.
- 5) Site Security Team turns off local fans in area of release, closes windows and doors and shuts down air handling systems of affected buildings, if this can be done without exposure to released substance.
- 6) See #6 in first scenario. '
- 7) Student Care Team provides list of all people in areas of contamination, especially those who may have had actual contact with substance.
- 8) Any affected areas will not be reopened until Napa Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 3: Substance Released In Surrounding Community Procedure

- 1) School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates SHELTER-IN-PLACE.
- 2) Upon receiving SHELTER-IN-PLACE notification, Site Security Team turns off local fans in area; closes and locks doors and windows; shuts down all buildings' air handling systems; seals gaps under doors and windows with wet towels or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
- 3) Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers communicate their locations to School Administrator, using the PA system or other means without leaving building.
- 4) School Administrator calls "911" and Napa County Office of Environmental Management 253-44 71, providing exact location and nature of emergency.
- 5) School Administrator notifies District Superintendent of situation.
- 6) School remains in SHELTER-IN-PLACE condition until Napa Interagency HazMat Team or appropriate agency provides clearance, or staff is otherwise notified by School Administrator.

Bomb Threat/ Threat Of violence

Bomb Threat/ Threat Of violence

1. If phone call, attempt to keep the caller on the line
2. CAII 911 - OFF THE AIR - DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALK-TALKIES
3. Principal notifies (or assigns a designee to notify) general services x6828, teachers, support staff, superintendent X6810, and other district administrators.
4. PA announcement, "Please do a quick 1-minute scan of your classroom or office for anything unusual." (A Professional/law enforcement officer will decide if it is a bomb-device or not)
5. Follow the directions of law enforcement, They will search perimeter, public areas, room etc. and assist with crowd control. Have extra school maps available for law enforcement.
6. Principal activates SEMS Plan (Standardized Emergency Management System), as needed
7. Secure campus Perimeter
8. Evacuate, if deemed necessary. Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.
9. Take roll and alert command center of any student not accounted for (telephone, intercom, walkie talkie, and/or email).
10. All clear will be signaled by Principal. Only law enforcement can authorize all clear.
11. Principal debriefs staff, parents/community, and students.
12. Student Release Procedures (only send students home before end of day if directed by Superintendent)

- a. Use signs to designate "Request Student Pick-up Area (or Gate) and Release Students Area (or Gate).
- b. Use signs to direct parents how to line -up (e.g. alpha, grade levels, or room numbers),
- c. Release younger students first.
- d. Use "student Emergency Release" form to document each student release and use "Emergency Cards" to authorized adults who can pick-up student. (RETAIN RECORDS)
- e. provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical Area; if necessary

Bus Disaster

The NCOE Community School uses public bus service. Students will follow protocol and instruction from the VINE personnel.

Should an accident or incident occur involving a school van, drivers should follow the following steps:

1. Stop. Do not leave the scene of an accident. Use your hazard lights to indicate the bus is stopped.
2. Do not move the bus. Document the position of all vehicles involved. Unless you are in danger of another situation that could cause more harm, stay put until directed by police or a supervisor.
3. Assess the situation. Evaluate the scene so you can create a plan to react accordingly. Decide what immediate action needs to be taken, such as injuries that need assistance, or children to evacuate.
4. Reassure the students. Keeping the children calm will help you handle the situation more effectively.
5. Notify dispatch. Make your message clear and urgent. Start by stating the bus number and that it's an emergency. This will allow dispatch to pin down your bus even if there is no other information available.
Apply first aid, but only within your limits of training. Never move an injured child unless they are in imminent danger. Put your attention on life-threatening injuries first, and do not exceed the limits of your first aid training.
6. Protect the scene. Use reflectors, flares, and cones to warn oncoming traffic. If children are evacuated, make sure they are in a safe place.
7. Account for all passengers. If possible, document where each passenger was located at the time of the accident. Make a list of all passengers on board and provide emergency responders with this list.
8. Document what happened. Use an accident investigation kit located in the bus to document the details. Find witnesses on the scene to gather their names, phone, and address. Capture key information such as other vehicles and drivers involved and write a description of the accident.
9. Do not release students. Unless evacuation is necessary, children are safer waiting on the bus rather than outside. Do not release to Good Samaritans, neighbors, or anyone else. Do not allow children to walk away on their own.
10. Cooperate with authorities. As emergency services arrive, you can let them take over the scene.
11. Don't make statements at the scene. Be respectful and polite, but do not place or take the blame for the accident. What you say at the scene can be admissible in court. Do not discuss any information with anyone other than law enforcement, your supervisor, your insurance company, your company attorney, or your school district. Refer the media to your Seana Wagner, NCOE director of communications.

Disorderly Conduct

Disorderly Conduct

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to: disrupt school activities; cause injury to staff and students; and/or damage property. Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

INSIDE SCHOOL:

STAFF ACTIONS:

Report disruptive circumstances to principal/site administrator.

Avoid arguing with participant(s).

Have all students and employees leave the immediate area of disturbance.

Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.

Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building. Set up a communication exchange with the students, staff and principal. Try to restore order. If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

OUTSIDE SCHOOL:

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads. Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations and actions.

Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to DUCK AND COVER, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. Even a mild tremor can create a potentially hazardous situation.

The following procedures should be implemented in response to all earthquakes, regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess situation, then act. Remember, most injuries or deaths are direct result of falling or flying debris.

- 1) Upon first indication of an earthquake, teachers direct students to DUCK, COVER, AND HOLD ON.
- 2) Move away from windows and overhead hazards to avoid glass and falling objects.
- 3) When shaking stops, School Administrator initiates EVACUATE BUILDING. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
- 4) Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
- 5) If injury or damage is suspected, School Administrator calls "911".
- 6) Site Security Team attempts to suppress fires with extinguishers.
- 7) Site Security Team notifies school personnel of fallen electrical wires.
- 8) Site Security Team turns off school's main gas supply, if leak is detected.
- 9) School Administrator directs Site Security Team to post guards a safe distance away from building entrances to prevent access.
- 10) Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 11) Medical Team checks for injuries and provides appropriate first aid.
- 12) If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
- 13) School Administrator contacts District Superintendent to determine additional actions that may be necessary. Actions will be communicated to Napa County Office of Education.
- 14) School Administrator contacts Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains log of their findings, by building, and provides periodic report to Incident Commander.

- 15) Any affected areas are not reopened until Local District Facilities Director provides clearance and School Administrator gives authorization to do so.
- 16) School Administrator initiates OFF-SITE EVACUATION, if warranted.

Explosion or Risk Of Explosion

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.

Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

Advise the District Superintendent of school status.

Notify emergency response personnel of any missing students.

Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Release should be implemented. If so, notify staff, students and parents.

If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

Initiate DROP, COVER AND HOLD ON.

If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

Check to be sure all students have left the school site. Remain with students throughout evacuation process.

Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

Render first aid as necessary.

Do not return to the building until the emergency response personnel determine it is safe to do so.

If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Determine if EVACUATION of school site is necessary.

Contact local fire department (call 911) to determine the correct action for your school site.

If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.

Direct inspection of premises to assure that all students and personnel have left the building.

Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.

Monitor radio station for information.

Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
Remain with students until the building has been inspected and it has been determined safe to return to

Fire on School Grounds

Procedure:

1. Upon discovery of fire, teachers or staff direct all occupants out of building, signal fire alarm, and report fire to School Administrator.
2. School Administrator immediately initiates EVACUATE BUILDING. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls "911 " providing exact location of fire.
5. Site Security Team suppress fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team notifies appropriate utility company of damages.
9. School Administrator notifies district superintendent of fire. Napa County Office of Education is informed of situation.
10. If needed, Transportation Unit requests buses for staff and student evacuation.
11. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administrator issues authorization.
12. All fires, regardless of size, which are extinguished by school personnel, require a call to fire department to indicate "fire is out" and to request fire department to respond for investigation.

Flooding

Procedure:

1. School Administrator initiates appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. School Administrator notifies "911" and describes nature and extent of flooding.
3. If School Administrator issues EVACUATE BUILDING or OFF-SITE EVACUATION act on, staff and students evacuate affected buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/sheller site to account for students. Teachers notify Student Care Team of missing students.
5. School Administrator notifies District Superintendent of emergency situation. Napa County Office of Education is informed of situation.
6. School Administrator initiates OFF-SITE EVACUATION, if warranted.

Loss or Failure Of Utilities

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

Notify utility company. Provide the following information:

1. Affected areas of the school site
2. Type of problem or outage
3. Expected duration of the outage, if known Determine length of time service will be interrupted.

Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service. If disruption in service will severely hamper school operation, notify students and staff by appropriate means. Use messengers with oral or written word as an alternate means of faculty notification.

Notify District Office of loss of service.

Implement plan to provide services without utilities or with alternate utilities.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Notify District Superintendent.

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name-tags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the principal /designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

There are four key components that need to be addressed in the aftermath of a traumatic event:

- Cognitive: deal with the need to understand what happened from a factual basis
- Affective: deal with the need to open lo the possibility of feeling (grieving)
- Memorialize: deal with the need lo acknowledge what happened and feel like an action was taken to address the problem
- Move on: the strategies below are designed to include these key components.

The School Districts Mental Health Crisis Teams have been trained and can support schools by providing support and assistance to teachers, who play a critical role in student post traumatic event psychological recovery. Following a traumatic event the principal should contact district administration for access to Crisis Team support. If possible, the Crisis team should meet with the principal and then hold an all staff meeting the hour before classes resume. The purpose of this meeting is to review the response plan, provide information and identify needed support. Key recovery strategies include:

(1) Maintain routine as much as possible - even if business such as assignments, curriculum etc. must be modified. Routine supports recovery!

(2) Communication Is Critical: Recovery is a team approach. Administration, teachers, parents and students need lo be informed. Structured events can mitigate rumor, misinformation and can curtail panic reactions.

(3) Take the Initiative: Students may withdraw or have other difficulties recovering from the crisis and fail to seek help. Actively reach out to students and parents when appropriate.

(4) Seek Consultation: It is impossible to prepare for every scenario that may occur or every concern students may have. Consult the school's mental health professional or have him/her visit your class to give information and answer students' questions.

(5) Provide Information about the Event: Be truthful and share information In a developmentally appropriate way. Consider these guidelines when talking with students:

- Schedule time with students to listen to their concerns about the incident. Correct any misconceptions they may have about recovery. Schedule this discussion early in the day and when there is enough time to address all concerns. Discourage discussions about details of any death or disturbing aspects of the event.
- Work with the students in planning memorial tributes or displays. Inform them about any applicable school procedures or restrictions.
- Encourage students to participate in pro-social service activities (volunteer days, fund raising events). Help students to assemble cards, letters, and memory books for the families of the victims, but ensure that the content of such materials is appropriate.

(6) Reassure Students: In the days and weeks after the incident, students may continue to show signs of emotional distress or concern. Reassure them that they can come to you with such concerns and/or inform them of the procedures in place to get help.

(7) Report Safety Concerns: Be alert to safety concerns about subsequent incidents or rumors, and report any such rumors or threats immediately to the school's Safety Officer or administration.

(8) Help Manage Grief: If a student is struggling with the death of a friend or loved one, provide appropriate emotional support. After identifying the needs of the student, notify the school's mental health professional of the situation and modify academic assignments as needed.

(9) Know Common Signs of Distress: Watch and listen for any students who show signs of distress or changes in behavior and refer them to the appropriate professionals.

(10) Provide Information on Available Services: All families, students, and staff need to know the location of school and community services and the steps required to access these services. If you are unsure of the appropriate and available resources, refer the individual in need to those who may have that information. Have psycho-educational and informational materials available for parents in order to address their questions.

Suspected Contamination of Food or Water

Procedure:

1. School Administrator isolates suspected contaminated food/water to prevent consumption, and restricts access.
2. School Administrator notifies "911", County Health Officer 253-4566, Local District Office, Office of Environmental Management 253-4471, school food services, and local water utility.
3. School Administrator provides list of all potentially affected students and staff.
4. Medical Team assesses need for medical attention and provides first aid as appropriate.
5. School Administrator maintains log of affected students and staff and symptoms, food/water suspected to be contaminated, quantity and character of products consumed, and other pertinent information.
6. Save ALL food and food containers, even those items that have been placed in the trash/garbage inside or outside of the building.
7. School Administrator confers with County Health Officer, Office of Environmental Management, and local water utility before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

Unlawful Demonstration or Walkout

Upon learning of a walkout, protest or student demonstration, administration may engage in dialogue with students, parents, employees, local law enforcement, and other relevant stakeholders regarding appropriate free speech within the school environment and appropriate student protests. Administration may meet with stakeholders to discuss alternatives that do not disrupt the instructional day or impact safety of campus or students.

Student Freedom of Speech

Students have free speech rights under the First Amendment. Students in California have additional free speech rights in accordance with Education Code section 48907:

(a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities...

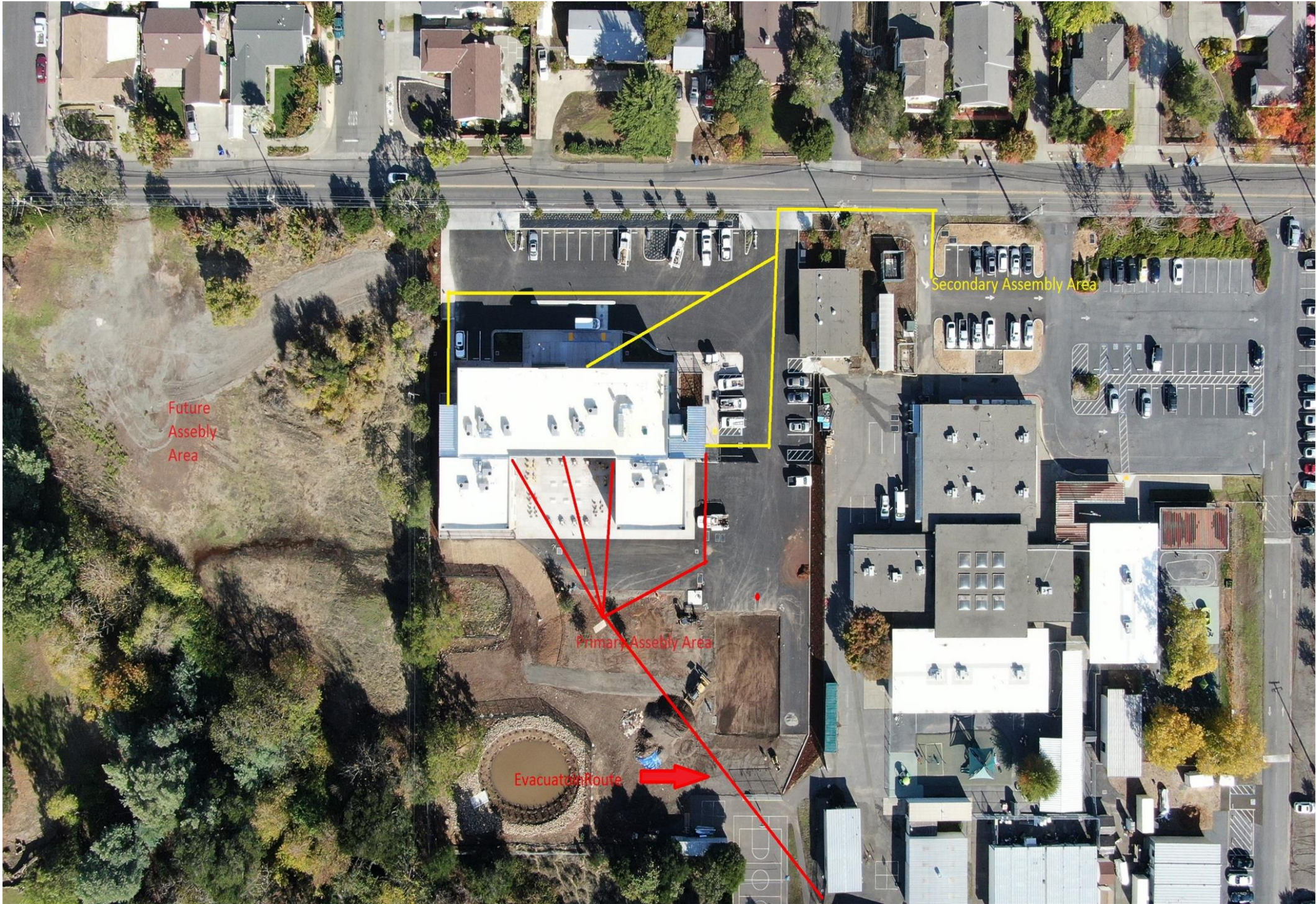
However, student free speech is subject to limitations:

...expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

STAFF / ADMINISTRATION:

- School employees may not advocate, direct, or encourage students to walk out of class during instructional time or to leave campus or miss an instructional day.
- If students leave campus during the instructional day to demonstrate, then school staff should strongly consider NOT accompanying students off campus as this may result in the assumption of liability for actions that occur with the students off campus.
- The parents of students who leave campus during instructional time should be contacted and informed their child has left school and the need for them to retrieve their child.
- Administration will inform law enforcement if there appears to be the risk of danger to the students leaving campus during the instructional day.
- Staff will not physically intervene to prevent a student from leaving campus.
- Staff will not permit media agencies to engage with students. All media inquiries should be referred to Seana Wagner, communications director for NCOE.

Emergency Evacuation Map



Future
Assembly
Area

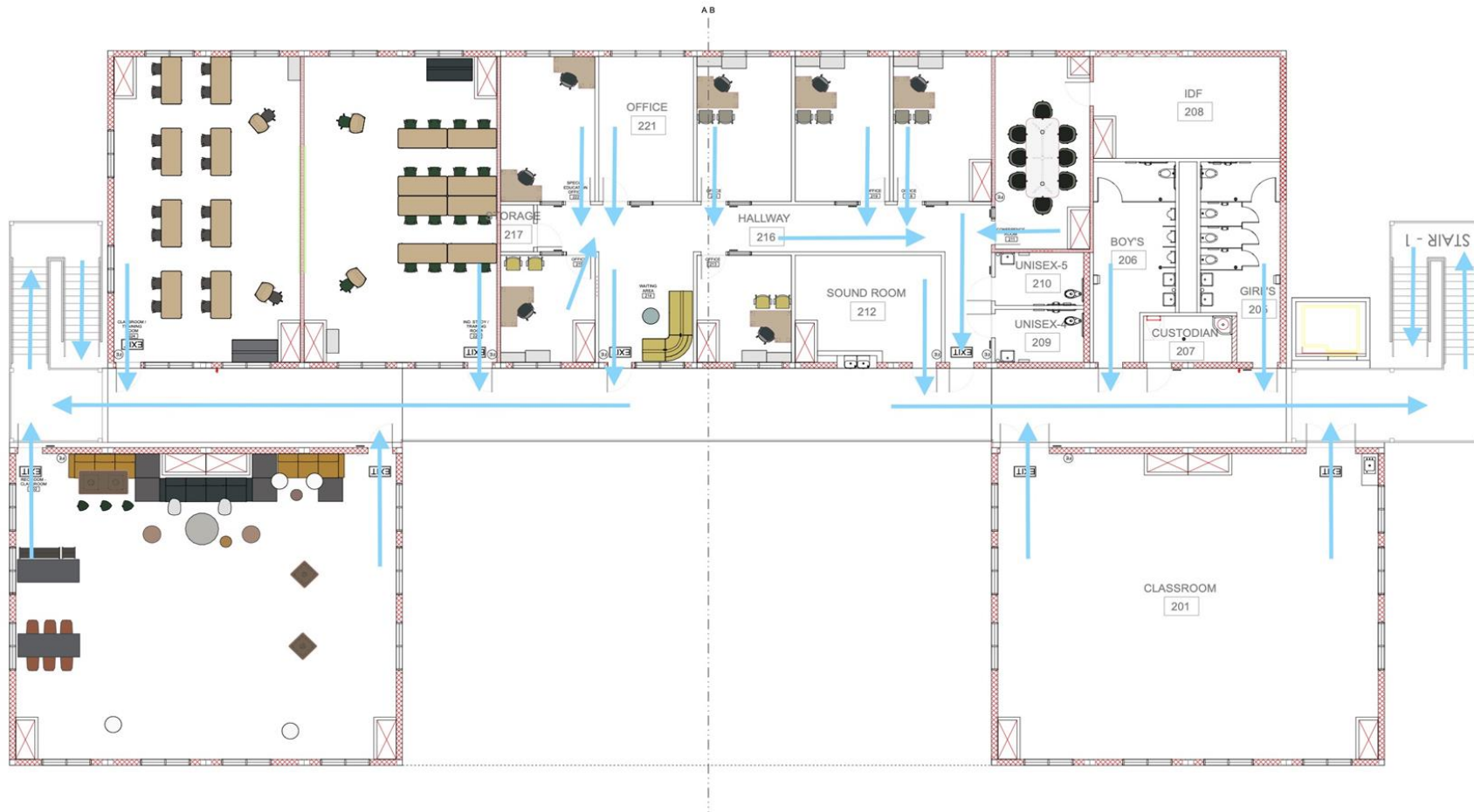
Secondary Assembly Area

Primary Assembly Area

Evacuation Route

FLOOR 02

CAMILLE CREEK EMERGENCY EVACUATION PLAN



EVACUATION AREA

EXTERNAL EMERGENCY NUMBERS

NAPA COUNTY EMERGENCY TELEPHONE NUMBERS	
AGENCY	Phone
FIRE & MEDICAL EMERGENCIES	911
24-hours Mental Health	707-253-4711
Animal Control Services	707-253-4452
Child Protective Services	707-253-4744
Napa County Sheriff	707-253-4451
Napa Police Department	707-257-9223
Napa Water Division	707-257-9544
NCOE's Company Nurse	877-778-2576
PG&E	800-743-5000
Poison Control	800-222-1222
Queen of the Valley Medical Center	707-252-4411
St. Helena Hospital	707-963-3611

SONOMA COUNTY EMERGENCY TELEPHONE NUMBERS	
AGENCY	Phone
FIRE & MEDICAL EMERGENCIES	911
24-Hour Crisis Stabilization Unit	707-576-8181
Animal Control Services	707-565-7100
Child Protective Services	707-565-4274
Kaiser Santa Rosa Medical Center	707-393-4000
NCOE's Company Nurse	877-778-2576
Petaluma Police Department	707-778-4372
Petaluma Valley Hospital	707-778-1111
PG&E	800-743-5000
Poison Control	800-222-1222
Sonoma County Sheriff	707-565-2121
Sonoma County Water Agency	707-526-5370

ICS CONTACT INFORMATION

Role	Name	Cell
Incident Commander	Josh Schultz	707-484-3723
Incident Commander Alt.	Julie McClure	707-318-1363
Incident Commander Alt.	John Zikmund	707-294-7011
Training/Support	Johana G. Navarro	707-738-8828
Training/Support Alt.	Yuliana Moreno	707-812-9184
Public Information Officer	Seana Wagner	707-483-1274
Operations/Logistics Lead	Jeremy Smith	707-590-5324
Operations/Logistics Alt.	Mikhael Florez	707-365-1341
Planning Lead	Julie McClure	707-318-1363
Finance & Administration	Kelly Bucy	707-331-8964

OTHER NCOE SITES

Directors from other NCOE sites will communicate with the Incident Commander to make decisions unless it is an immediate emergency at sites off the NCOE main campuses.

NCOE Site	Name	Cell
Camille Creek	Nancy Dempsey	707-363-6111
College & Career Readiness	Gillie Miller	707-372-8603
Community Programs	Sara Sitch	707-321-5061
Early Childhood Services	Kelsey Petithomme	707-253-6932
RPDC	Connie Silva	707-738-9616

PREPAREDNESS

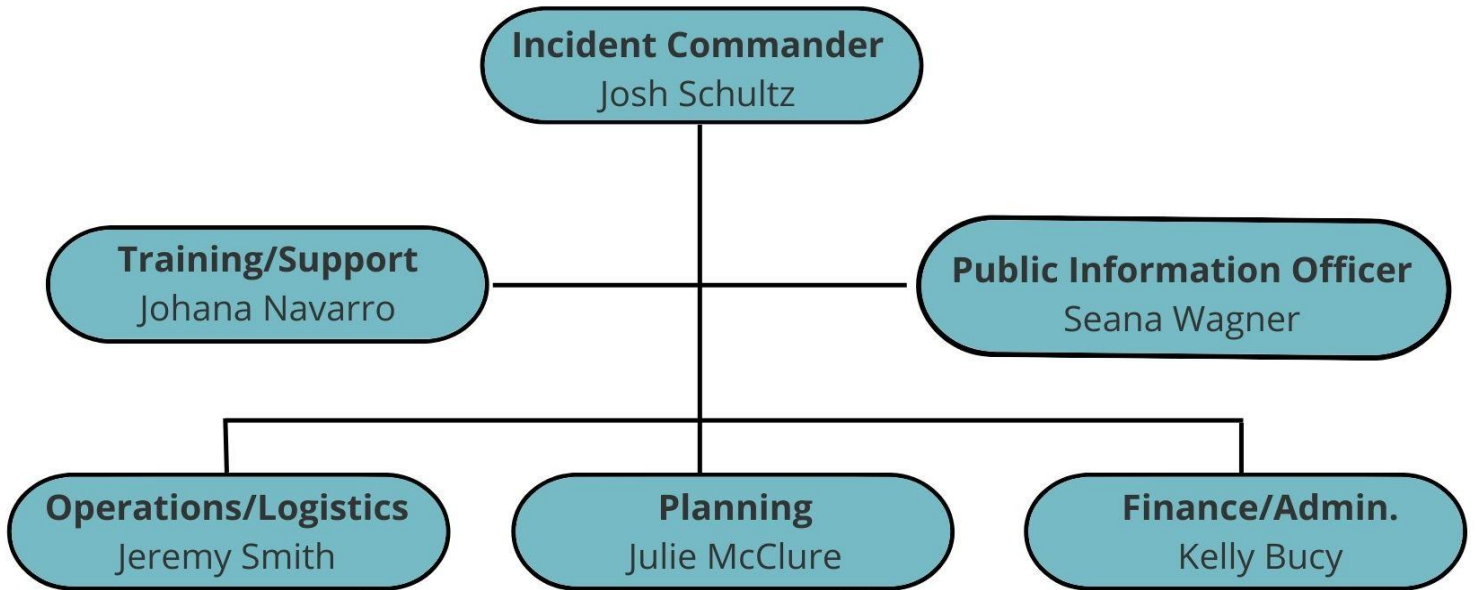
Preparedness focuses on readiness in responding to emergencies. This section focuses on NCOE's Incident Command System (ICS) structure, including key roles and responsibilities during emergencies.

NCOE'S INCIDENT COMMAND SYSTEM (ICS)

NCOE uses an Incident Command System (ICS) structure to respond to emergencies. ICS represents organizational "best practices" and is a part of the National Incident Management System (NIMS) which guides all levels of government, non-government, and private sector to prevent, prepare, respond, and recover from emergencies. ICS is a standardized approach used for complex emergencies of all sizes, allowing better coordination and use of resources.

ICS consists of an organizational structure with functional elements. Depending on the complexity of the emergency, the structure is flexible and elements are activated by the Incident Commander as needed. Please see the chart that follows for NCOE's ICS structure, followed by a detailed description of the roles for each function. Once an emergency occurs and the Incident Commander activates each function, the assigned person reports and receives work assignments from the Incident Commander.

NCOE'S ICS ORGANIZATIONAL CHART



NCOE'S ICS ROLES AND RESPONSIBILITIES

INCIDENT COMMANDER (IC)

Primary: Josh Schultz

Backup: (1) Julie McClure (2) John Zikmund

Responsibilities: The Incident Commander function is typically staffed by the organization's leader or designee. In the absence of the primary designee, the Incident Commander role can be filled by an assigned alternate designated in the chain of command. When multiple jurisdictions are involved in emergencies, the Incident Commander will work as part of a Unified Command (UC) which will allow agencies with different legal, geographic, and functional authorities to work together effectively. During an emergency, the Incident Commander is responsible for the overall management of the incident. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources (law enforcement, fire department, etc.), ensure accurate documentation of all response actions, and effectively communicate response strategies to others participating on the response team.

- Assess the incident and ensure welfare and safety of personnel.
- Establish the scope of the Incident Command System (ICS) and delegate functional responsibilities, including the Safety and Liaison roles if needed, and expand or contract the ICS based on the needs resulting from the incident.
- Establish and determine the time and location of planning meetings.
- Coordinate with related first responders/emergency personnel. Review the current situation status and initial incident objectives. Ensure that all local, State, and Federal agencies impacted by the incident have been notified.
- Supervise Incident Command and general staff response to the emergency.
- Brief staff and identify incident objectives and any policy directives for the management of the incident. Authorize protective action statements (i.e. evacuation order, shelter in place, etc.) as necessary.
- Determine the status of disaster declaration and delegation of authority.
- Authorize changes in standard operating procedures if necessary.
- Establish parameters for resource requests and releases, including requests for critical resources. Confirm who has ordering authority within the organization.
- Work with the Public Information Officer and authorize release of information to media.

PUBLIC INFORMATION OFFICER (PIO)

Primary: Seana Wagner

Alternate: Julie McClure (Johana Navarro support backup)

Responsibilities: Responsible for the formulation and release of information about the incident, as well as serving as the point of contact for news media.

- Obtain briefing from Incident Commander:
 - Determine the current status of the incident.
 - Determine the point of contact for the media.
 - Establish an area for media presence (if needed).
- Obtain current incident status reports from Planning.
- Obtain approval for the release of information from IC. Observe constraints on the release of information imposed by the IC and Policy Group. Confirm the process for the release of information concerning incident-related injuries or deaths.
- Confirm details to ensure no conflicting information is released.
- Coordinate information releases with other impacted agencies.
- Prepare an initial information summary as soon as possible after activation. If no information is available, consider the use of a general statement. See sample statements in the [“NCOE Crisis Communications Procedures” document](#).
- Assess the need for special alert and warning efforts, including the hearing impaired and non-English speaking populations.
- Establish a schedule for media briefings if needed.
- Establish contact with local and national media representatives as appropriate.
- Monitor and record all media interviews.
- Correct erroneous or misleading information being provided to the public via the media.
- Establish a schedule for staff updates.
- Post information in Incident Command Post (ICP) and other appropriate locations for Command and General Staff.
- Order necessary resources for equipping and staffing the communication function from Logistics.
- Coordinate with Planning for the activation and staffing of a phone/email bank to handle “rumor control”, receive requests, and answer questions from the public.
- Provide IC-approved general statements to be read. Inquiries should be tracked, and follow-up noted.
- Track and retain copies of all media coverage. Provide all media releases, bulletins, and summaries to Planning to be included in the final incident package.
- Attend planning meetings and be prepared to discuss communication issues.

OPERATIONS/LOGISTICS LEAD

Primary: Jeremy Smith

Alternate: Mikhael Florez

Responsibilities: Under the supervision of the Incident Commander, the Operations/Logistics Lead provides immediate response and guidance during an emergency. Tasks can include performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of staff.

- Check-in with the Incident Commander for a situation briefing.
- Assess, identify and mitigate hazards during and immediately following an on-site disaster/emergency.
- Responsible for security for the duration of the incident, or until the arrival of first responders that assume responsibility.
- Obtain necessary equipment and supplies.
- Assign staff and team leaders to operational duties, brief them on the situation and supervise their activities ensuring they are following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- As information is received from Operations staff, update the Incident Commander regarding tasks and priorities.
- Secure facilities and identify the location of existing and potential hazards:
 - Verify the shut-off of utilities as necessary.
 - Facilitate emergency vehicle access to the site.
 - Oversee/Monitor campus security/perimeter control.
 - Secure site and buildings from unauthorized access.
 - Check radios and flashlights.
 - Check the gas meter and, if gas is leaking, shut down the gas supply.
 - Survey buildings for potential hazards, post warning signs/yellow caution tape.
 - Lock gates and major external doors.
 - Facilitate the orderly distribution of food and water.
 - Set-up sanitary facilities.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Make arrangements to provide shelter for staff.
- Track who is responsible in each department for ensuring emergency procedures are followed and staff are accounted for in the case of an emergency.
- Serves as the Safety Officer (monitors incident operations and matters relating to operational safety, including the health and safety of incident personnel) if appointed by the Incident Commander.

FINANCE / ADMINISTRATION LEAD

Primary: Kelly Bucy

Alternate: Aaron Johnson

Responsibilities: The Finance/Administration Lead is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. The Finance/Administration role is responsible for the maintenance of financial records. This position reports directly to the Incident Commander.

- Maintain continuity of day-to-day business, including payroll processing, Accounts payables processing, purchase orders, and CalCard information.
- Obtain briefing from Incident Commander:
 - Anticipate duration/complexity of the incident and determine the level of the fiscal process required.
 - Assess the potential for legal claims arising out of incident activities.
 - Identify applicable financial guidelines and policies, constraints and limitations.
 - Identify financial requirements for planned and expected operations.
 - Determine agreements are in place for land use, facilities, equipment, and utilities.
 - Determine agency/local guidelines and processes needed for recovery.
- Attend planning meetings and be prepared to discuss:
 - Financial and cost-analysis input.
 - Financial summary on labor, materials, and services.
 - Forecasts on costs to complete operations.
 - Cost benefits analysis, as requested.
 - Obtain information on the status of the incident, planned operations, changes in objectives, use of personnel, equipment, and local agencies.
- Gather continuing information on:
 - Equipment time and Personnel needed.
 - Incident and Injury reports.
 - Potential and existing claims.
 - Status of supplies.
- Meet with assisting and cooperating agencies, as required.
- Initiate, maintain, and ensure completeness of documentation needed to support claims for injury and property damage. Injury information should be kept on contracted personnel formally assigned to the incident, as well as paid employees and mutual aid personnel.
- Assist Operations/Logistics in resource procurement.

PLANNING LEAD

Primary: Julie McClure

Alternate: John Zikmund

Responsibilities:

Under the supervision of the Incident Commander, during an emergency, the Planning function involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This knowledge and understanding about the situation at hand is vital to the effective management of a response.

- Check in with the Incident Commander for a situation briefing.
- Prepare and document [Incident Action Plan \(IAP\)](#)
- Assume duties as needed until staff is available and assigned.
- Collect, organize and analyze situation information.
- Collaborate with Incident Command to track area-wide information on major incidents, road closures, utility outages, etc. to inform next steps.
- Consider possible scenarios and plan accordingly.
- Maintain a time log of the incident, noting all action and reports.
- Log in all written reports and maintain for reference.
- Collaborate with Operations/Logistics to check staff roster and ensure everyone is accounted for on all impacted campuses and update periodically.
- Report missing persons to the Incident Commander.
- Coordinate with Incident Command and Human Resources staff to determine the need for temporary employees and resources.
- Work with Incident Commander and Operations to ensure work/rest guidelines are being met, as applicable.
- Coordinate personnel/volunteers in response and recovery efforts.
- Advise in decisions to close a school/office. Work with the Incident Commander and PIO to evaluate community factors, including an understanding of the circumstances of other local School Districts.
 - For example, by default, if any District closes where we have programs, programs on those campuses will close.
 - A site closing does not automatically mean that staff will be off. In some situations staff will report to an alternative site or be assigned remote work.
- Serves as the Liaison Officer (point of contact for external organizations) if appointed by the Incident Commander.

TRAINING/SUPPORT LEAD

Primary: Johana G. Navarro

Alternate: Yuliana Moreno

Responsibilities: This function is staffed by the Safe Schools and Prevention Services Program Manager. During an emergency, they will assist all ICS functions as needed.

- Check in with the Incident Commander for a situation briefing.
- Assume the duties as needed until staff is available and assigned.
- Provide training for NCOE staff on EOP procedures and other emergency readiness training as needed.

DEPARTMENT DIRECTORS

Department Directors have an important role in their department's emergency readiness.

Directors are responsible for the following:

- Assign a staff member from their department to be the department's primary contact for emergency response.
- Maintain a ["GRAB & GO" BAG](#) for the department and any additional sites, in case of emergency.
- Develop a process to encourage staff to check their contact information in Escape so information is up-to-date in case of an emergency.
- Develop a roster which includes work schedules to account for staff members during an emergency.
- Ensure a system is in place to swiftly contact staff and student families (if applicable) in the event of an emergency.
- Ensure defined evacuation route(s) clear from any obstacles (boxes, furniture, etc.) in case of an emergency.
- Ensure department staff are receiving training and participating in drills.
- Follow up with department staff to ensure they understand the process for emergency communication when a situation occurs.
- Communicate with the ICS system during an emergency situation through Cabinet.
- Remind employees that as public employees, they are declared to be disaster service workers subject during emergencies and may be assigned to duty by their superiors. (Government Code, Chapter 8, Division 4, Title 1, Sections 3100 and 3101).
- Identify staff who have CPR/First Aid training.

In addition, Department Directors in charge of programs housed at other NCOE sites will communicate with the Incident Commander to make decisions about those sites, unless it is an immediate emergency at sites off the NCOE main campuses.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa County Community	28 10280 2830099	11/16/2022	2/7/2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act

(ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program

Improvement into the SPSA.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Site Council, ELAC, and all stakeholders meet throughout the school year to address school improvement by using the continuous improvement methodology: Plan/Defining the Problem; Do/Implementation and Measurement for Improvement; Study/Investigating the Data; Act/Determining Next Steps.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At our stakeholder meetings, specific needs are identified. Identified needs are: parent education and support; teachers trained in student data evaluation; integrate the skills of CTE/Vocational offerings with academic skills; college and career support and internship opportunities; more robust enrichment and expanded learning programs; more frequency in art instruction; music and other performing arts instruction; sports; professional development; ELL support, and more flexibility in student scheduling.

Our students' surveys identify their interest in having job skills training, writing practice and support with life skills, math and finance; a gym, more sports, and vocational training (of high interest were welding, construction, culinary, and graphic arts.) Students shared in focus groups feeling connected to adults on campus, appreciating extra support, and appreciating a small school campus. Students added that they wanted to see more consistency in rules and consequences and that they wanted to have a voice in campus policy. Students would like race, racism, and discrimination talked about regularly.

Parents' comments from the Site Council Meeting and 2 parent surveys were very positive. Parents reported feeling connected with the school and appreciate the communication received from the school staff about their student. Parents share student and family needs include mental health support, finances, need for food and meals, transportation and housing difficulties. Parents requested student engagement activities to include more art and creative pathways such as creating school merchandise, graphic arts, student clubs, sports field, and school soccer team.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and informal classroom observations are conducted in each classroom several times a year. Our administrators provide more formal observations while our peer to peer observations provide more formative feedback. We pay two long time Camille Creek teachers to mentor the new teachers. Through our self study which includes classroom observations, we have come to the following conclusions: in order for our students to learn the academic skills they will need to complete high school and go onto further training and/or college, we must offer curriculum that our students find engaging and relevant; in order for our students to have positive and healthy relationships, we must model and teach the social and emotional skills we want our students to possess; in order for our students to discover and improve their individual creativity and talents, we must provide enrichment and vocational training opportunities; in order for our students' families to fully support their students, we must provide support for the families.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Napa Juvenile Court and Community Schools use a variety of assessments to modify instruction. State assessments include CAASPP, CST in Science, and the ELPAC. Local assessments include STAR math and reading. Classroom assessments include transcript evaluation, formative and summative assessments, rubrics, and presentation.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Historical data has shown that the majority of our students come to us several grade levels behind in both math and reading. In 2021-2022 school year, 77% of our students did not meet standards in English and 97% did not meet standards in Math. Upon entry, we give students both a Lexile test in reading as well as a Quantile test in math. Since our students come with a wide range of abilities and gaps, we provide a response to intervention program in math that is individualized for each student. This computer based program is used with students three times weekly to build skills and help move the students closer to grade level performance. We then reassess using the benchmark tests and provide supplemental support as necessary. Teachers, this year, will be using Achieve3000 Literacy 3 times weekly which provides high interest current event content at their Lexile stretch level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our current credentialed teachers at the both our court and community schools are highly qualified under ESSA. One classroom is currently being overseen by a long term substitute on a temporary certificate due to teacher shortage. Teachers participate in one hour biweekly professional development.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Four teachers are fully credentialed for their assignment. One classroom is currently being taught by a long term substitute on a temporary certificate. All teachers participate in one hour biweekly professional development in the following areas: English literacy, math, SEL, and trauma informed practices. All teachers have access to instructional materials including, Chromebooks, online curriculum, books, texts, Promethean board, etc.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers are required to complete professional development including but not limited to Restorative Practices, Achieve Literacy, Freckles Math, Reading with Relevance, trauma informed practices, and feedback and assessment. Staff may also choose additional professional development to attend individually.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers will be beginning to use the data inquiry cycle in the areas of English and Math Teachers meet weekly with administration to collaborate and share best practices. Administrator and peer reviews assist in providing feedback to teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet bi-weekly to collaborate and review and assess student performance.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers meet regularly to discuss, share and develop together curriculum that aligns with content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NCOE Juvenile Court and Community Schools adhere to recommended minutes for instruction in reading/language arts and mathematics. Common Core standards allow for the reinforcement of language arts standards in many content subjects.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

NCOE Juvenile Court and Community Schools allow for flexibility in pacing schedule to meet students' individual needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students and teachers have access to standards based textbooks and online materials. Each student has a school issued Chromebook.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

In addition to standards based texts, students have access to response to intervention program Achieve3000 Literacy and Freckle math as well as Edmentum Virtual Learning, Nearpod, and Reading with Relevance.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students have access to a multi tiered system of supports: Achieve3000 Literacy and Freckle Math. Teachers provide scaffolding to students to access grade level content and meet with struggling students individually or in small groups for intervention. Upon entry to the program, the staff provide universal screening for all students and interview families. We also use a variety of other interventions such as: Student Study Team meeting (SST), 504 plan, special education assessment or mental health referrals.

Evidence-based educational practices to raise student achievement

NCOE Juvenile Court and Community Schools use research based educational practices with the goal of inspiring our students to invest in their own learning. We provide a multi-tiered support system in an effort to fill in the gaps and move them to grade level performance, high school graduation and preparation for further education and/or training.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school provides one to one Chromebooks to use at school and can be checked out for home use. All school supplies are provided by the school. Probation Officer and School Resource Officer are provided by our community agencies to provide campus safety. Two parent liaisons, attendance specialist/interventions coordinator, and full time social worker are employed to work with families and students on social/emotional and logistical support. We hold regular parent meetings, make home visits, and conduct drop in meetings daily.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents participate in ELAC and Site Council meetings. Parents, students, community representatives, faculty, and staff are invited to two stakeholder meetings each year. Parent surveys are conducted twice yearly and students are surveyed every spring. Regular contact with parents and the feedback they give help inform our program decisions.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We use categorical funds to provide bilingual school social worker, materials, equipment, supplies, enrichment, supplemental curriculum, professional development in ELA and math.

Fiscal support (EPC)

NCOE provides funding for our program through the LCFF general fund as well as other sources of categorical and grant funds. Title 1 funding is used to supplement educational services for neglected or delinquent youth.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In response to the high needs of our parents and families, we know we must provide parent support and outreach and for that reason parent Involvement, including for the SPSA, looks very different from other schools. School wide parent meetings are poorly attended. However, parents are willing to participate in meaningful feedback when we reach out to them via phone, text, surveys and email. Parents were surveyed two times in the 2021-2022 school year. All families have been assigned a bilingual/bicultural Case Manager who checks in weekly. Discussions include, student attendance and progress, technology, mental health support, and other resources. Parents are asked to give feedback on various decisions and procedures.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our Title 1 monies are used school wide, with the exception of homeless youth for whom we provide bus passes. Our schools are small, 100-120 students in our community school and 5-20 in our court school. Classroom sizes are 18 students or less. All students are provided with the same academic and enrichment opportunities; all students have access to school resources such as school social worker, interventions coordinator, after school program, etc. Furthermore, all students are assessed (math/English, mental health/depression, bio-psycho-social) and are provided resources as needed, e.g. clothing, counseling, special education support, etc.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	1.1%	1.2%	0	1	1
African American	1.01%	4.3%	2.5%	1	4	2
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	70.71%	79.8%	80%	70	75	63
Pacific Islander	0%	1.1%	%	0	1	
White	20.2%	11.7%	14%	20	11	11
Multiple/No Response	2.02%	%	2.5%	6		2
	Total Enrollment			99	94	79

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	2		
Grade 7	5	1	2
Grade 8	10	5	3
Grade 9	8	15	4
Grade 10	18	16	16
Grade 11	28	27	17
Grade 12	28	30	37
Total Enrollment	99	94	79

Conclusions based on this data:

1. All students are referred to our programs by the county's school districts. Our demographics reflect the students with whom they have not had success. For that reason, our approach must be different from other schools. Our school culture must be welcoming and nurturing, and our academics must be culturally relevant and engaging.
2. We have a higher population of juniors and seniors. When we look at these students' individual data, we see they have often been floundering for years. We see a need for earlier intervention. NCOE is working to implement interventions at the earliest stages of truancy, behavior issues and/or learning difficulties.
3. Our students are predominately Hispanic, and male, economically disadvantaged and performing well below grade level. Our responses need to be sensitive, meaningful, culturally relevant and strategic to their needs so that we may have the largest impact in the short time we have them.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	25	24	27	25.3%	25.3%	34.2%
Fluent English Proficient (FEP)	2	2	2	2.1%	2.1%	2.5%
Reclassified Fluent English Proficient (RFEP)	27	29	14	27.3%	31%	18%

Conclusions based on this data:

1. The majority of our students are Hispanic/Latino. For that reason, it is crucial we find culturally relevant curriculum as well as have bilingual/bicultural school staff who work not just with our students but with their families.
2. Historically we have more juniors and seniors. We have a short time with these students and have a need to maximize our impact. Our Aspirations Chart/Schoolwide Outcomes were developed with this fact in mind.
3. We have identified a need for targeted EL curriculum and EL best practices professional development.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*					
Grade 7	5	*	6	5	0	6	5	0	6	100		100
Grade 8	14	4	7	14	0	6	14	0	6	100	0.0	86
Grade 11	20	32	23	19	0	20	19	0	20	95	0.0	87
All Grades	40	37	37	39	0	33	39	0	33	97.5	0.0	89

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*			*			*		
Grade 7	*			*			*			*			*		
Grade 8	2433.			7.14			0.00			0.00			92.86		
Grade 11	2476.		2450.	5.26		5	15.79		10	10.53		20	68.42		65
All Grades	N/A	N/A	N/A	5.13		3.03	7.69		6.06	7.69		15.15	79.49		75.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	0.00			14.29			85.71		
Grade 11	10.53			21.05			68.42		
All Grades	5.13		9.09	17.95		27.27	76.92		63.64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	7.14			7.14			85.71		
Grade 11	0.00			36.84			63.16		
All Grades	2.56		3.03	25.64		12.12	71.79		84.85

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	7.14			50.00			42.86		
Grade 11	0.00			52.63			47.37		
All Grades	2.56		3.03	51.28		42.42	46.15		54.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	7.14			14.29			78.57		
Grade 11	5.26			31.58			63.16		
All Grades	5.13		6.06	25.64		39.39	69.23		54.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our students are in need of earlier intervention. Our students are with us for an average of 18 months. We have too little time to bridge the gap between performance and grade level.
2. CAASPP data is less meaningful for our population as it is not a yearly test for high school students and does not allow us to track our work with them from year to year..
3. We do not rely on CAASP scores to inform our students larger capabilities as they reflect their reading comprehension only. These scores do not reflect their ability to learn vocational, social, or creative skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*					
Grade 7	4	*	6	4	0	6	4	0	6	100		100
Grade 8	14	4	7	14	0	6	14	0	6	100	0.0	86
Grade 11	20	32	23	19	0	18	19	0	18	95	0.0	78
All Grades	39	37		38	0		38	0		97.4	0.0	83

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*			*			*		
Grade 7	*			*			*			*			*		
Grade 8	2381.			7.14			0.00			0.00			92.86		
Grade 11	2404.		2410.	0.00		0	0.00		0	5.26		5.56	94.74		94.44
All Grades	N/A	N/A	N/A	2.63		0	2.63		0	2.63		3.23	92.11		96.77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	7.14			0.00			92.86		
Grade 11	0.00			5.26			94.74		
All Grades	2.63		0	5.26		6.45	92.11		93.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	7.14			21.43			71.43		
Grade 11	0.00			5.26			94.74		
All Grades	2.63		0	15.79		35.48	81.58		64.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	7.14			7.14			85.71		
Grade 11	0.00			26.32			73.68		
All Grades	2.63		0	18.42		32.26	78.95		67.74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our students are in need of earlier intervention than we have time to give them to bridge the gap between performance and grade level.
2. These scores do not reflect their ability to learn vocational, social, or creative skills.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*	1487		*	1516		*	1457		*	1	4
8	*	1527		*	1555		*	1498		5	2	5
9	*	1503		*	1513		*	1493		7	5	4
10	*	1520		*	1509		*	1530.3		6	8	9
11	*	1521		*	1529		*	1513		4	10	5
12	*	1539		*	1562		*	1516		5	1	4
All Grades										30	27	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*	*		*	*			100		*			*	1	4
8	*	*		*	50		*	50		*	*		*	2	5
9	*	*		*	*		*	80		*	20		*	5	4
10	*	12.5		*	12.5		*	50		*	25		*	8	9
11	*	10		*	10		*	50		*	30		*	10	5
12	*	*		*	*		*	100		*	*		*	1	4
All Grades	6.67	7.41	3.23	26.67	11.11	19.35	56.67	59.26	45.16	10.00	21.74	32.26	30	27	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*	*		*	100		*	*		*	*		*	1	4
8	*	50		50	*		*	*		*	*		*	2	5
9	*	*		60	*		*	20		20	*		*	5	4
10	*	12.5		*	37.5		*	25		*	25		*	8	9
11	*	10		*	40		*	40		*	10		*	10	5
12	*	*		*	100		*	*		*	*		*	1	4
All Grades	23.33	11.11	12.90	36.67	48.15	45.16	33.33	25.93	22.58	6.67	14.81	19.35	30	27	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*	*		*	*		*	*		*	100		*	1	4
8	*	*		*	*		*	50		*	50		*	2	5
9	*	*		*	*		*	40		*	60		*	5	4
10	*	12.50		*	12.50		*	12.50		*	62.50		*	8	9
11	*	*		*	10		*	20		*	70		*	10	5
12	*	*		*	*		*	*		*	100		*	1	4
All Grades	3.33	3.70	0	3.33	7.41	3.23	63.33	22.22	45.16	30.00	66.67	51.61	30	27	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*	*		*	*		*	100		*	1	4
8	*	*		*	100		*			*	2	5
9	*	*		*	80		*	20		*	5	4
10	*	*		*	62.50		*	37.50		*	8	9
11	*	10		*	30		*	60		*	10	5
12	*	*		*	100		*	*		*	1	4
All Grades	3.33	3.70	0	46.67	55.56	67.74	50.00	40.74	32.26	30	27	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		62.96			25.93			11.11			27	
7	*	100		*			*			*	1	4
8	*	100		*			*	*		*	2	5
9	*	60		*	20		*	20		*	5	4
10	*	37.5		*	50		*	12.5		*	8	9
11	*	70		*	20		*	10		*	10	5
12	*	100		*	*		*	*		*	1	4
All Grades	80.00	65.22	57.14	16.67	26.09	35.71	3.33	8.70	7.14	30	27	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*	*		*	*		*	100		*	1	4
8	*	*		*	*		*	100		*	2	5
9	*	*		*	20		*	80		*	5	4
10	*	12.50		*	25		*	62.50		*	8	9
11	*	*		*	20		*	80		*	10	5
12	*	*		*	*		*	100		*	1	4
All Grades	3.33	3.70	0	33.33	18.52	29.03	63.33	77.78	70.97	30	23	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*	*		*	*		*	100		*	1	4
8	*	*		*	50		*	50		*	2	5
9	*	*		*	40		*	60		*	5	4
10	*	*		*	75		*	25		*	8	9
11	*	*		*	60		*	40		*	10	5
12	*	*		*	100		*	*		*	1	4
All Grades	0.00	0.00	0	93.33	59.26	63.33	6.67		36.67	30	27	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of our students are considered long term English learners.
2. We have a high percentage of students who are both English language learners and qualify for special education services.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
79	89.9	34.2	1.3
Total Number of Students enrolled in Napa County Community.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	34.2
Foster Youth	1	1.3
Homeless	19	24.1
Socioeconomically Disadvantaged	71	89.9
Students with Disabilities	17	21.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	2.5
American Indian	1	1.3
Asian		
Filipino		
Hispanic	63	79.7
Two or More Races	2	2.5
Pacific Islander		
White	11	13.9

Conclusions based on this data:

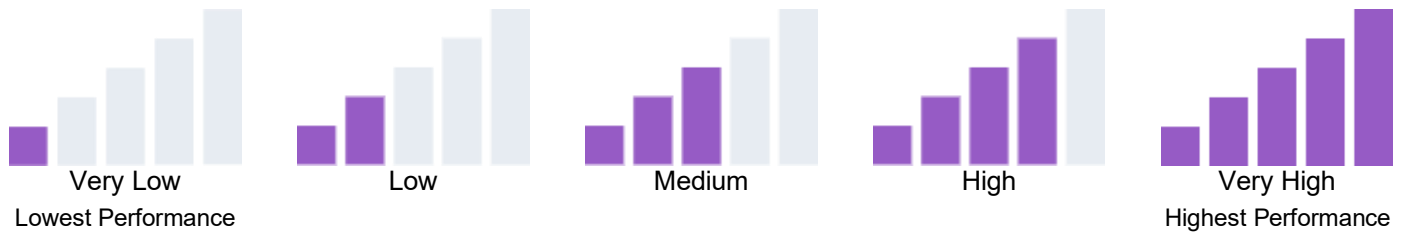
1. The majority of our students come from low socioeconomic families.
2. We have a higher proportion of students with disabilities and homeless students compared to the average California state rates. Disabilities: NCOE 22% - CA average(2020-2021) 15%; Homelessness: NCOE 24% - Napa CO average 1.2%

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate Very Low	Suspension Rate Very High
Mathematics No Performance Level	Chronic Absenteeism No Performance Level	
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

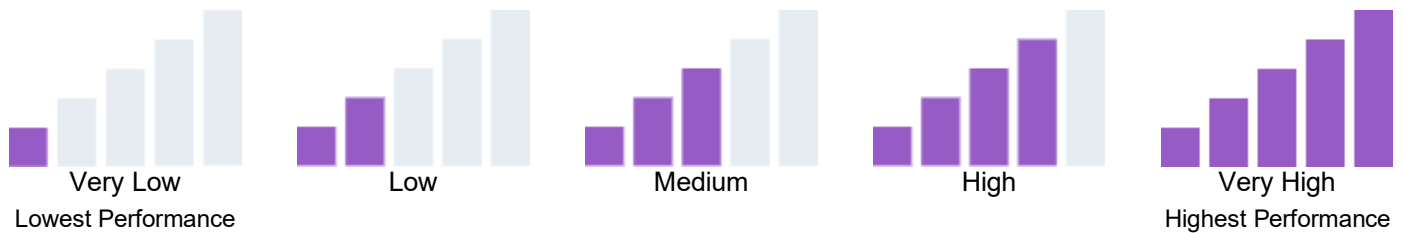
1. Our 4-year cohort graduation data is meaningless as our students are referred to us because they are significantly behind in credits. The DASS allows us to see a one year cohort data but does not reflect students who graduate in their fifth year which many of our students do.
2. Our suspension rates fluctuate. (This is in line with the fact that our student population is different from year to year.). However, we are in a several year downward trend.
3. We need to provide CTE courses as well as codify that which we are already doing to meet the requirements of college and career readiness.

School and Student Performance Data

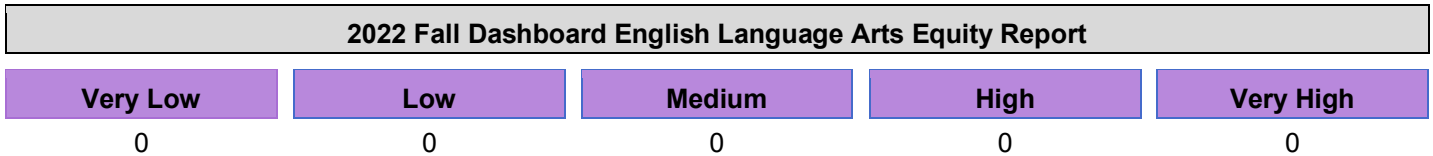
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

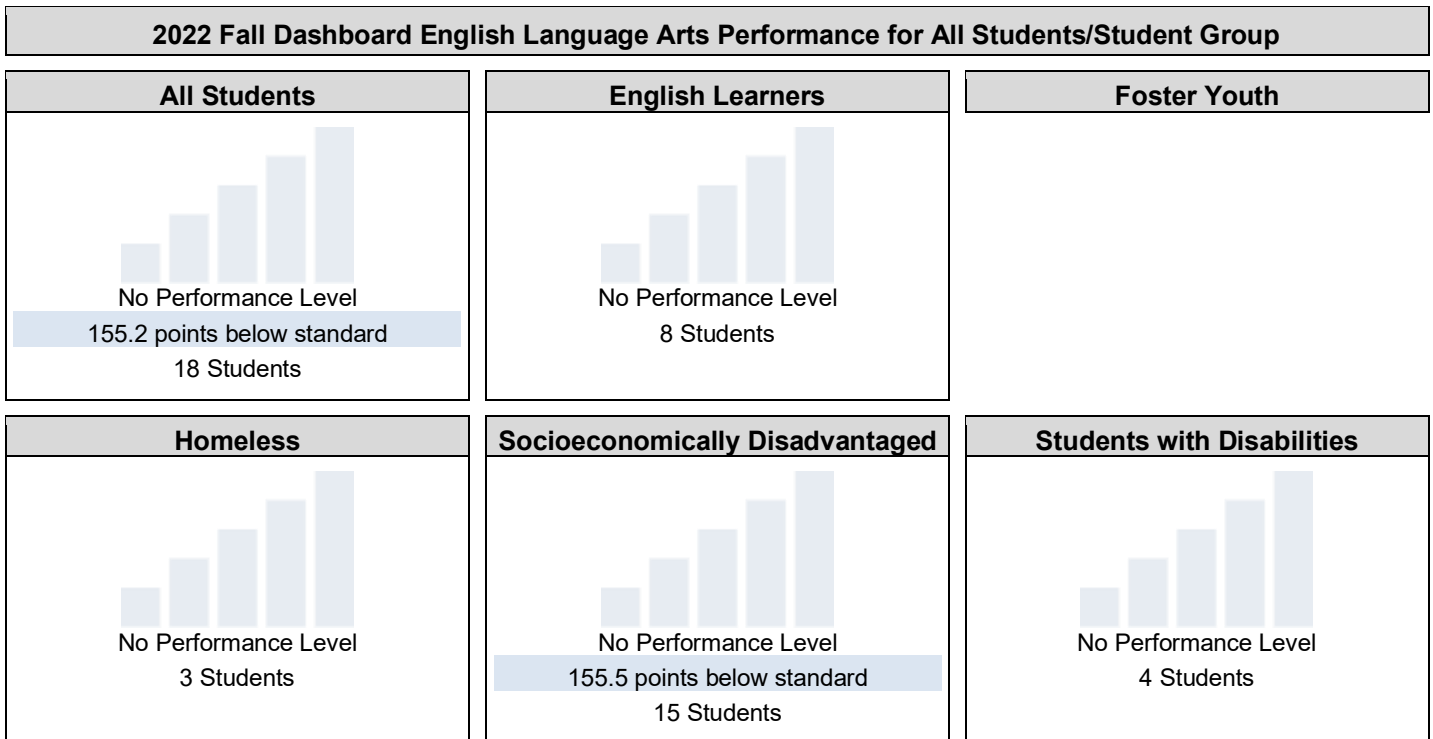
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



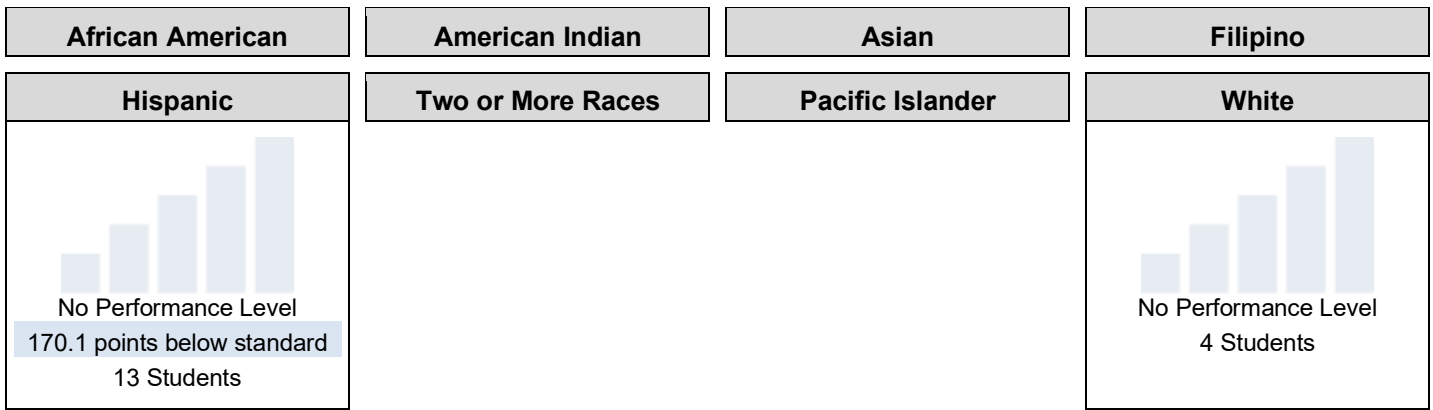
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	1 Student	9 Students

Conclusions based on this data:

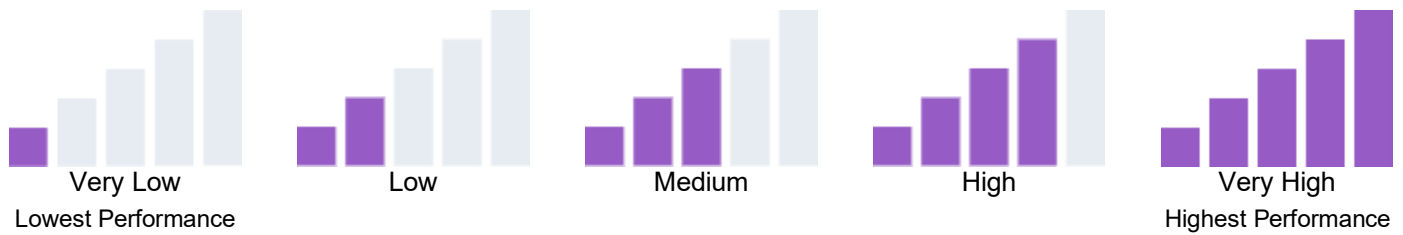
1. Due to the small population tested and the fact that there is a three year gap between the 8th and 11th grade testing, we cannot look at year to year data in order to make meaningful conclusions. The overwhelming majority of our students enter our program in their junior or senior year below basic in English

School and Student Performance Data

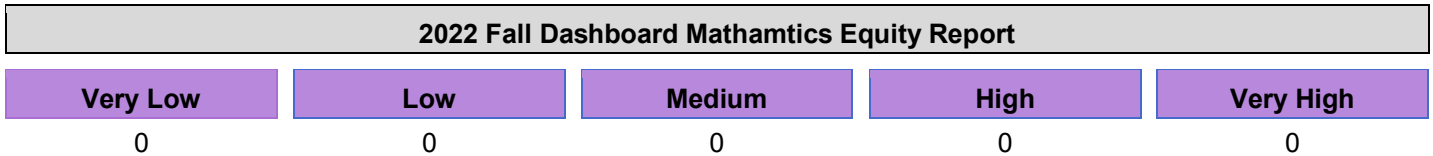
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

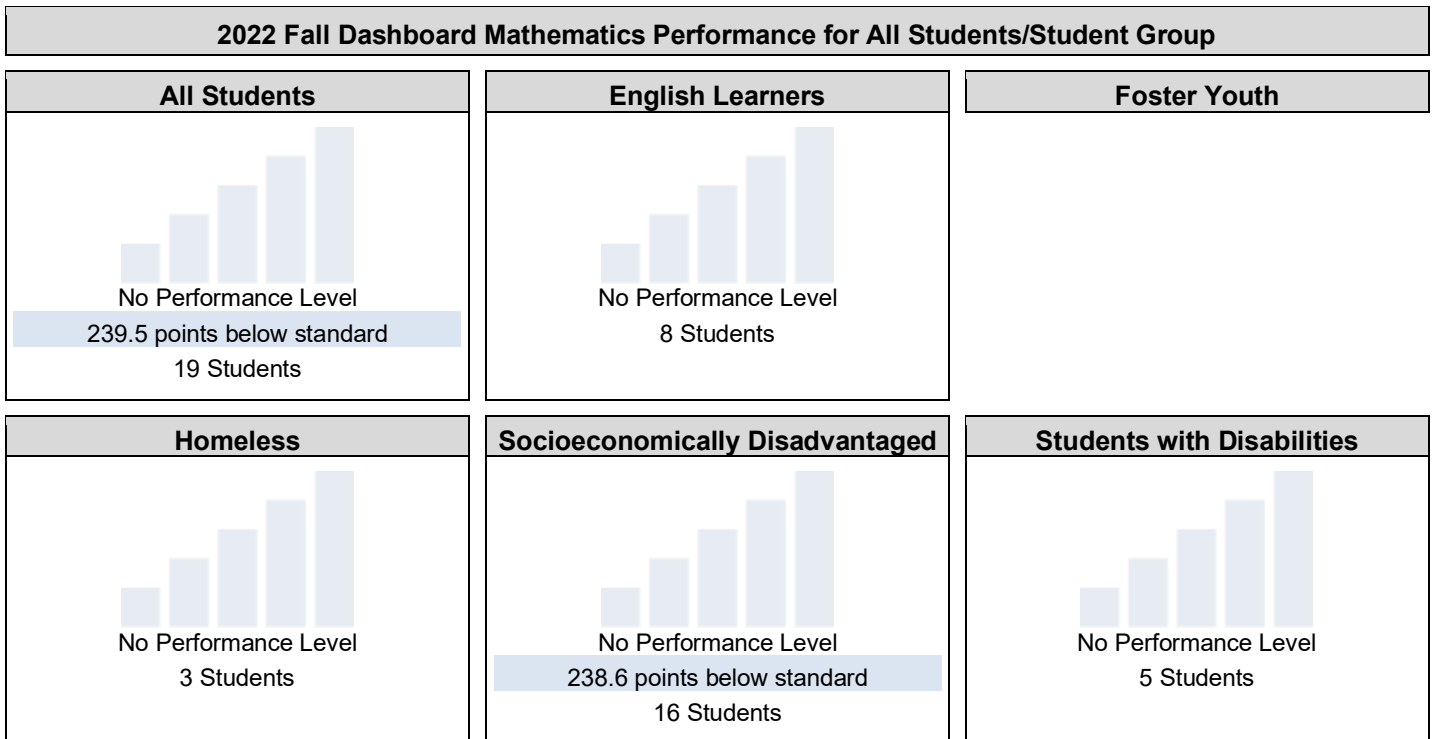
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



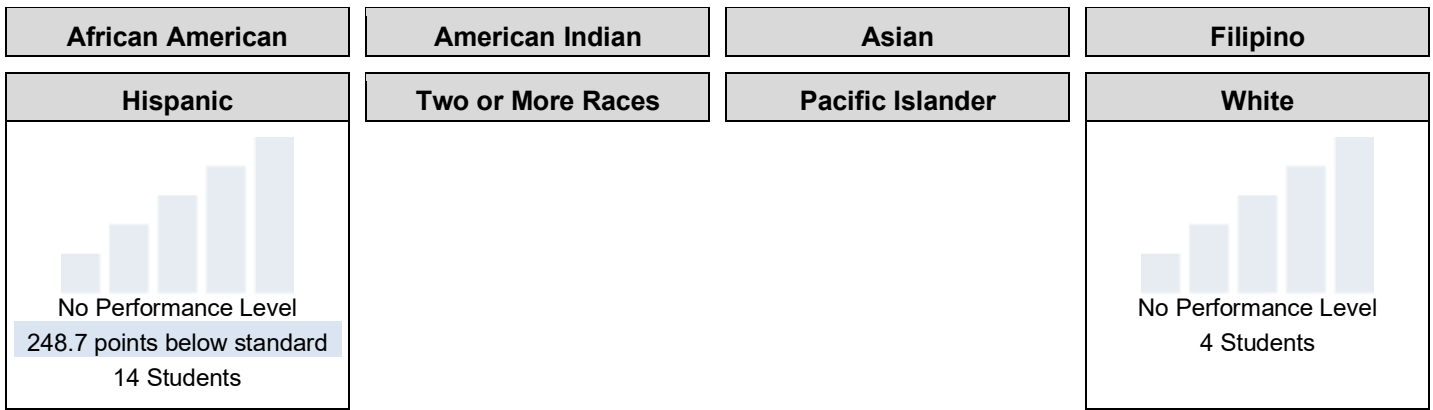
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	1 Student	9 Students

Conclusions based on this data:

1. Due to the small population tested and the fact that there is a three year gap between the 8th and 11th grade testing, we cannot look at year to year data in order to make meaningful conclusions. The overwhelming majority of our students enter our program below basic in math in their junior or senior years.

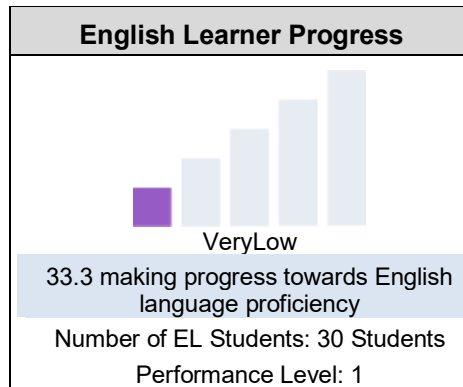
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	12	0	10

Conclusions based on this data:

1. Because our students are not the same from one year to the next, it is most useful to analyze the ELPAC data on an individual basis. .
2. Many of our EL students are also students with an IEP and struggle with the ELPAC exam due to learning disabilities.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

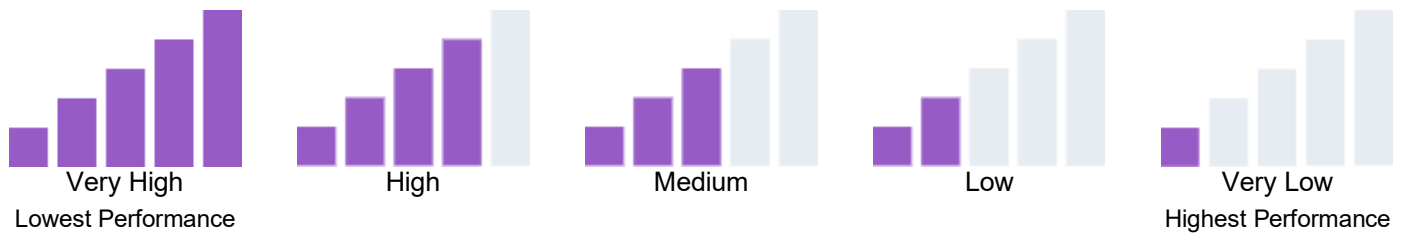
1. We need to provide CTE courses as well as codify that which we are already doing to meet the requirements of college and career readiness.
2. Currently, two CTE courses are offered at Camille Creek, Culinary and Construction and Welding.

School and Student Performance Data

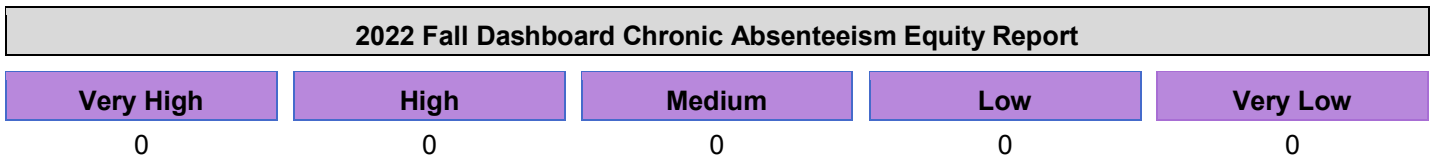
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

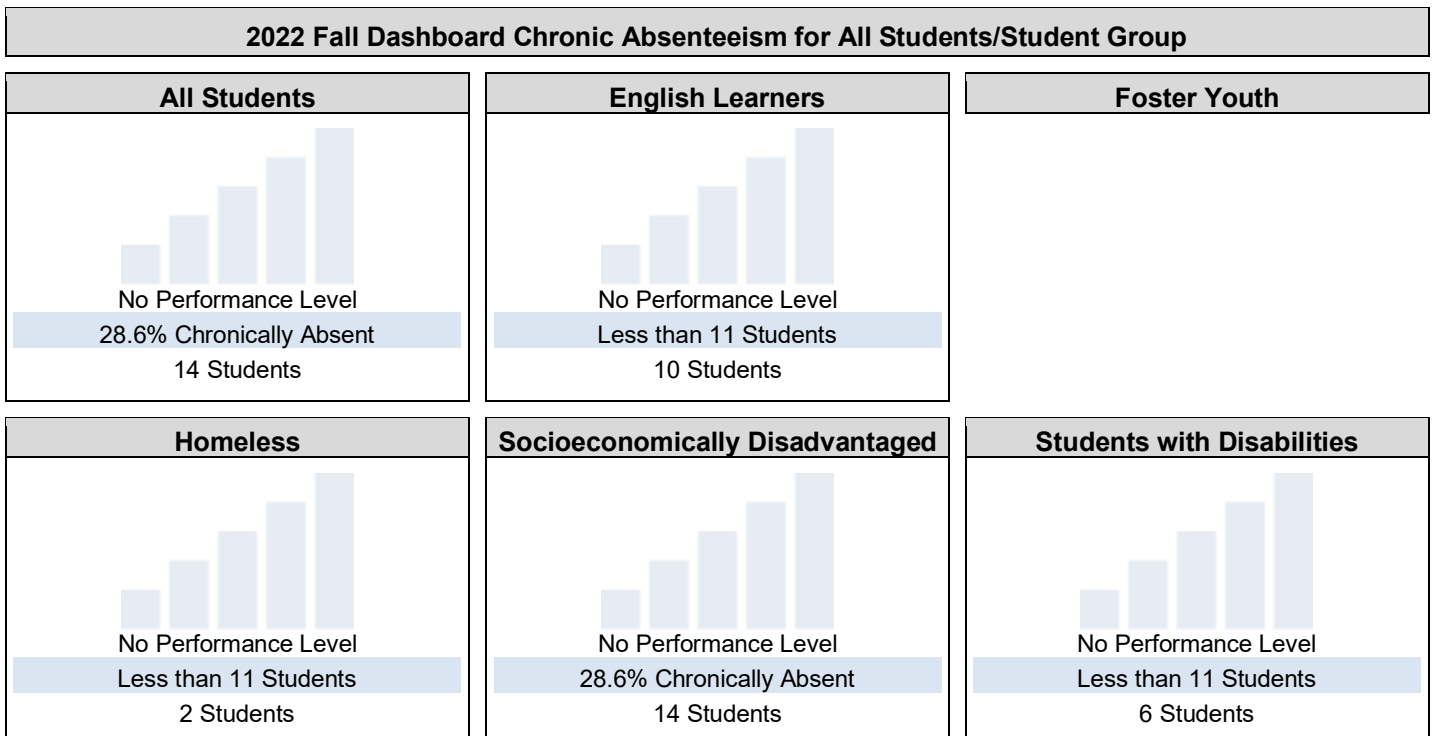
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



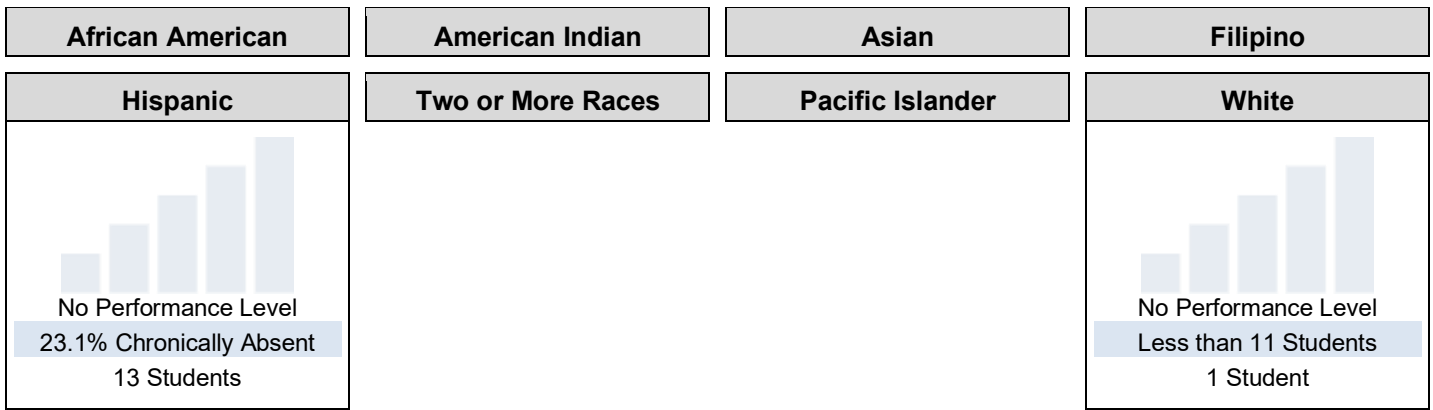
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



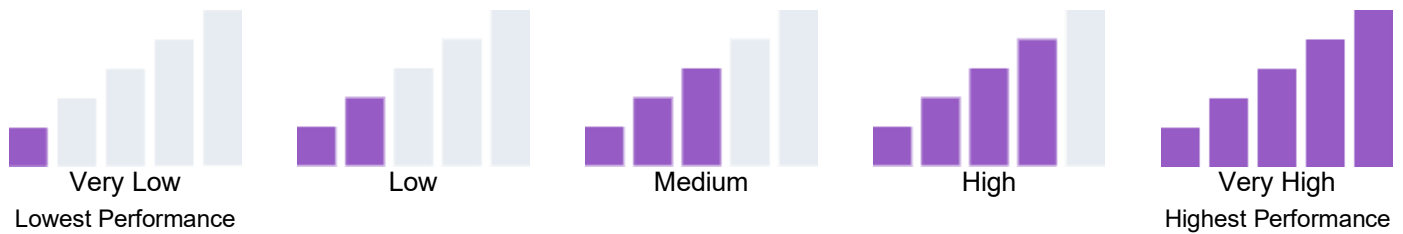
Conclusions based on this data:

1. Students who are socioeconomically disadvantaged, have disabilities, are homeless or who are not proficient in English struggle with regular attendance. For that reason, we have a robust outreach method of student and family support.
2. Our attendance rate in 21-22 was 84%.

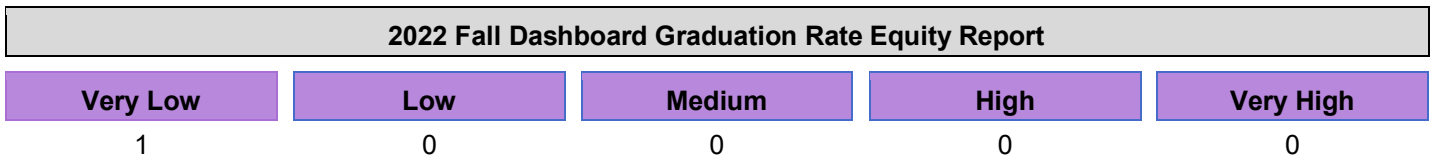
School and Student Performance Data

Academic Engagement Graduation Rate

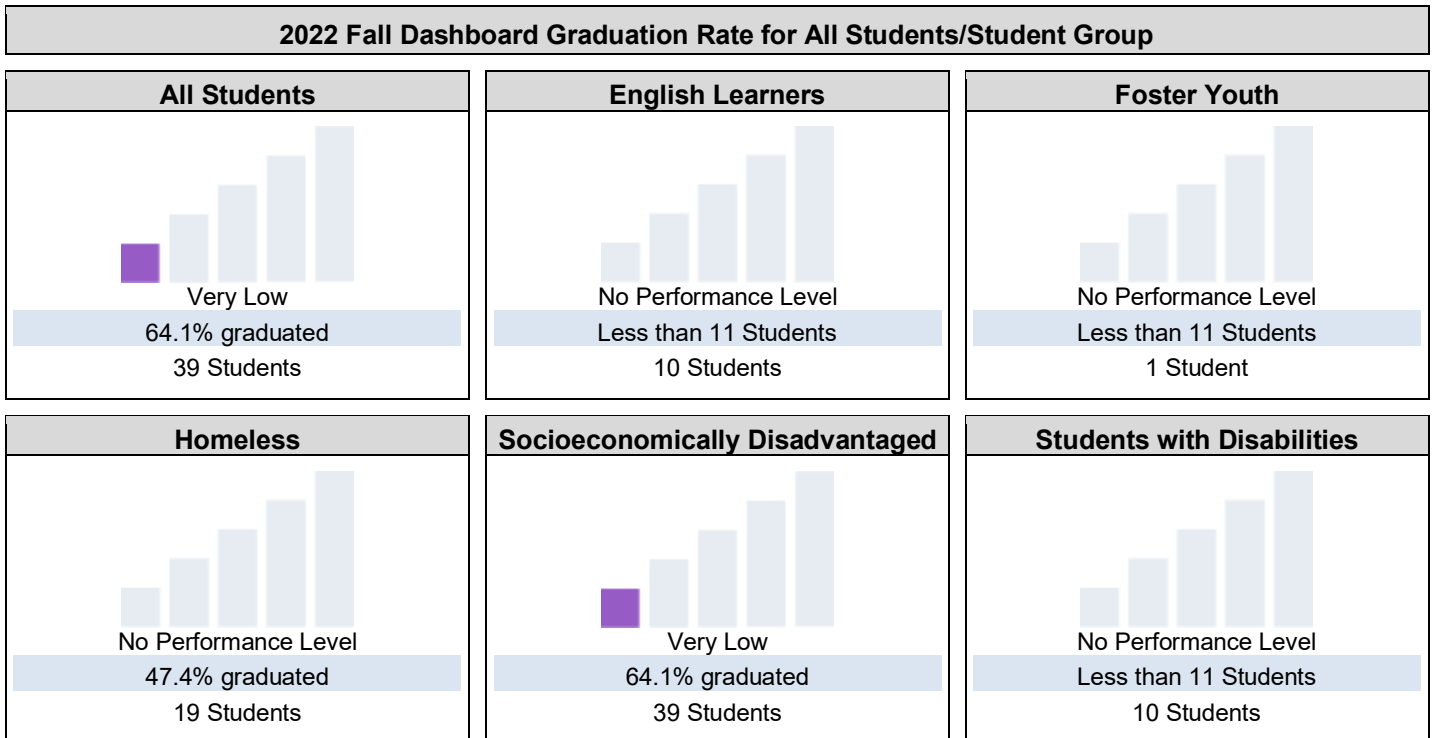
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



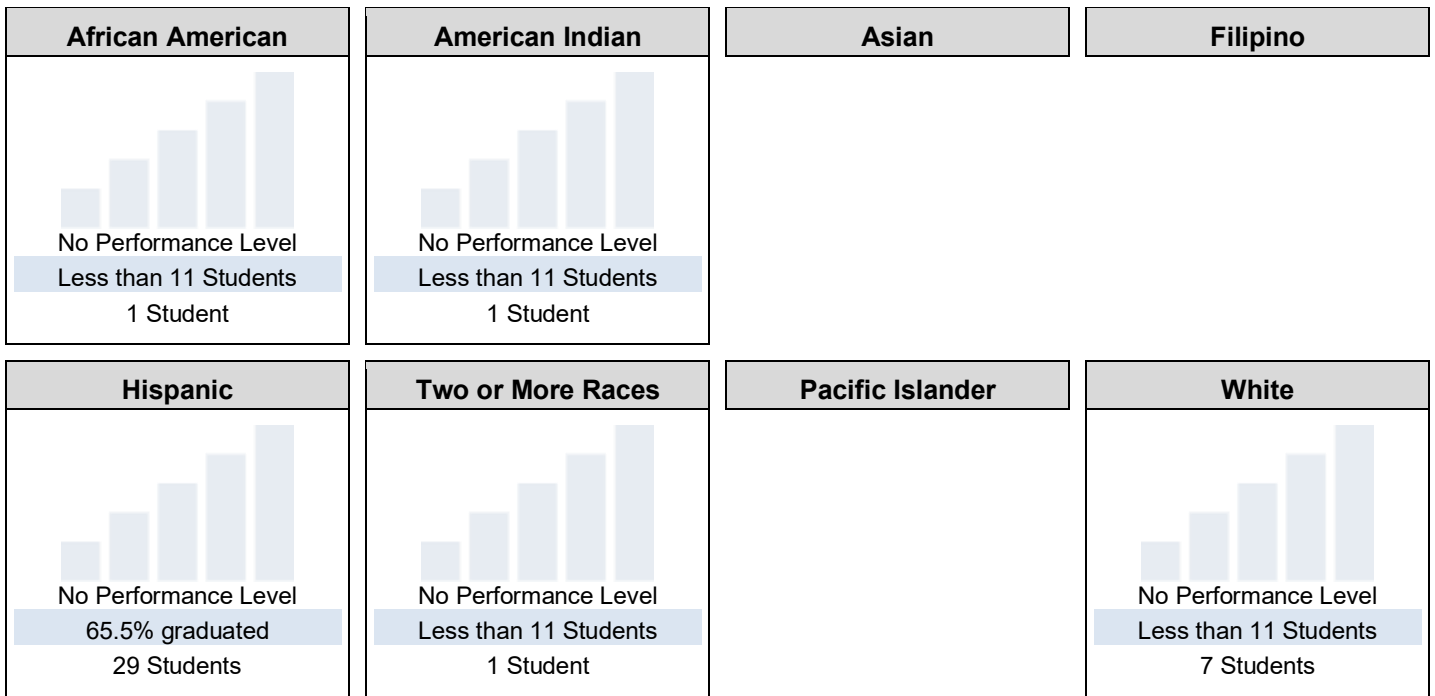
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

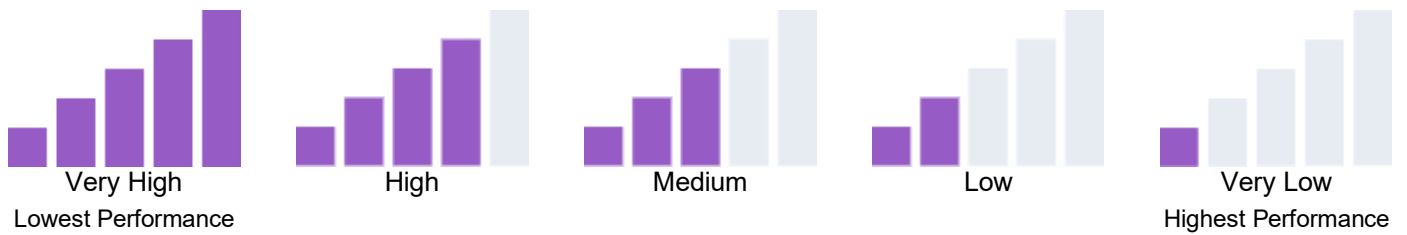
1. Each year presents with a new group of seniors with varying challenges. Many students are transferred to our program in their junior and senior year significantly behind in credits. This does not allow for them to graduate in their senior year, but most students stay with the program for all or part of a fifth year to attempt to earn all necessary credits for graduation.
2. The majority of county office community schools recently polled only enroll student into the 12th grade if they meet the required number of credits. This is a practice we have not done in the past for various reasons but may consider moving into the future.

School and Student Performance Data

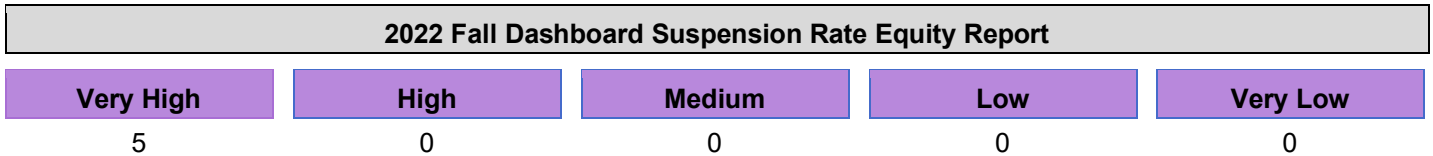
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

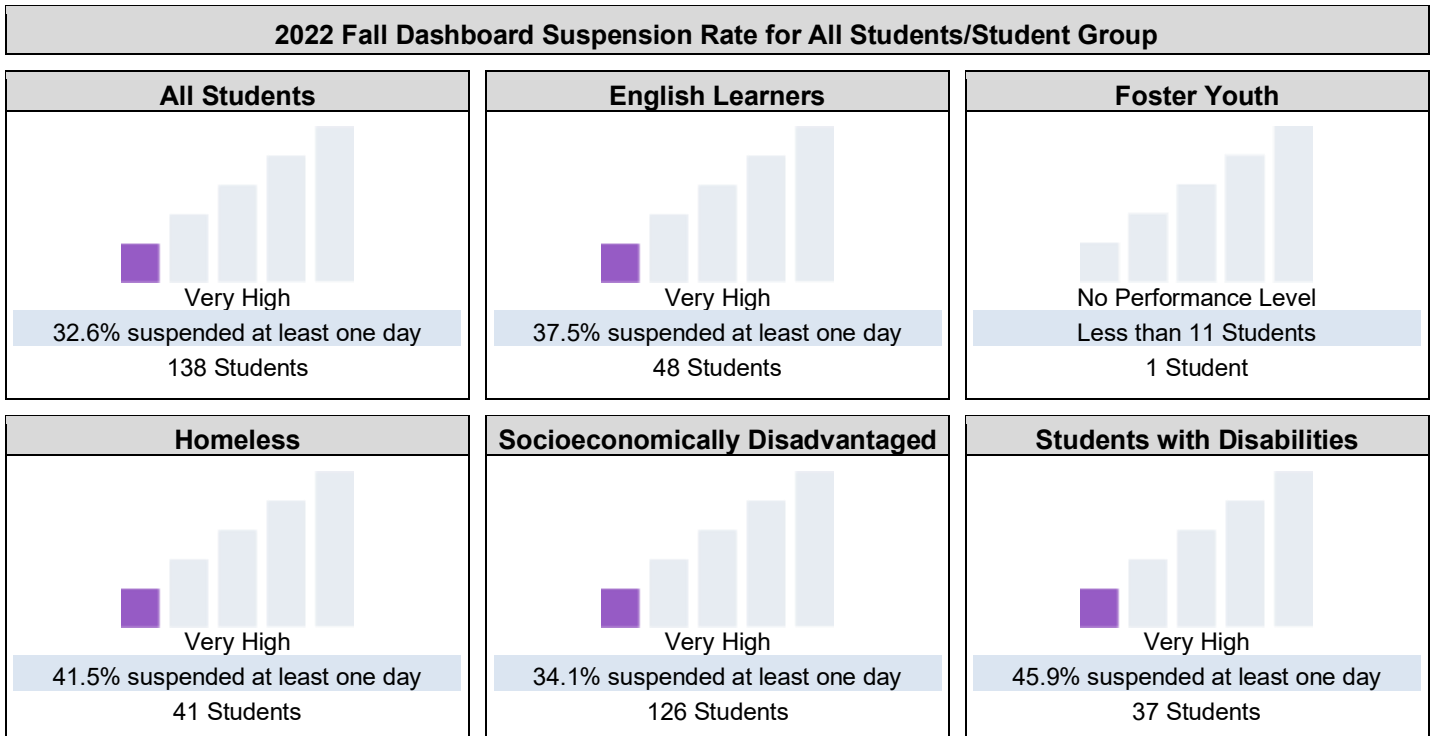
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



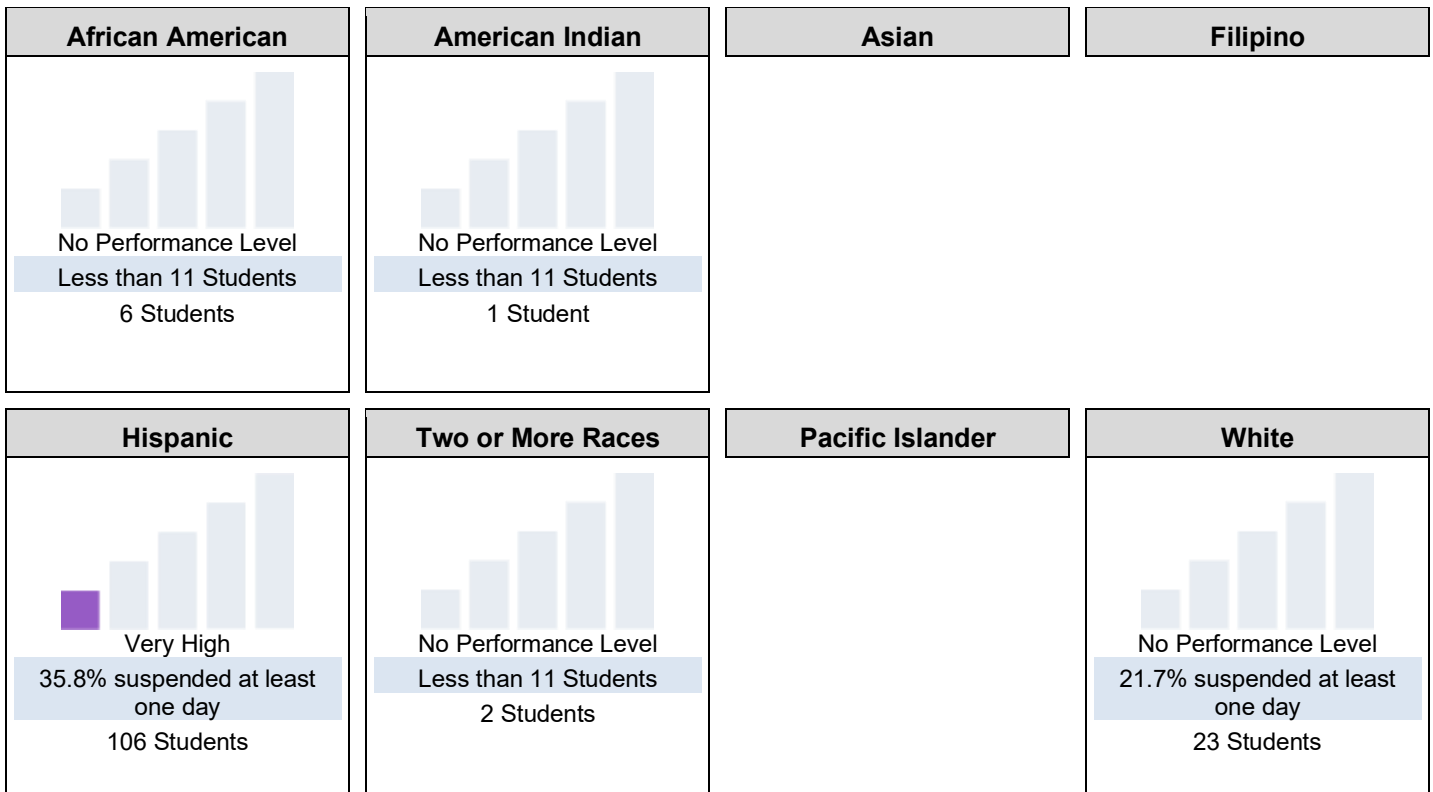
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We have a transient population with new students in every grade each year. We use Restorative Justice to deal with most discipline issues at school. Suspensions are used in cases of violence or potential violence and when all other means of support and interventions have been exhausted.
2. We did see an increase in aggressive and maladaptive behaviors as students returned to school post lock down.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Improve the academic achievement of all students

Goal 1

Provide highly engaging and culturally relevant resources to support student engagement, creativity, decision making, and perseverance.

Identified Need

It is important that we find a curriculum that will engage our unique population of at risk youth particularly those performing below grade level who are the majority of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of Reading with Relevance assignments with 80% mastery	90%	90% of students will complete one Reading with Relevance novel and curriculum with 80% mastery
Maintain attendance rate	84.2%	87-90%
Students will improve lexile and quantile score	61% increase in lexile. 57% increase in quantile.	70% of students will increase lexile and quantile scores one equivalent grade level per year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will complete one high interest Reading with Relevance novel and accompanying curriculum each semester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2292

Source(s)

Other

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will use Freckles Math and Achieve3000 for lexile/quantile leveled math and reading instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6830

Source(s)

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will complete one professional development session in STAR Freckle math to support students in improving math skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3798

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Scholastic Science World magazine, aligned with NGSS standards, and Scholastic Upfront magazine, aligned with Common Core Standards are used for science and social science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

Source(s)

Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students have access to Edmentum, an A-G online courseware program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3484

Source(s)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Homeless and foster youth

Strategy/Activity

School provides monthly bus passes for transportation to and from school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will use the NearPod online curriculum to support their instruction in all subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The desired outcome for 2021-2022 was that 90% full year students would complete two RWR novels/units with 80% accuracy. Our attendance rate for 21-22 school year was 84.2%. This was lower than we hoped but COVID created issues with relation to quarantining students and students who chose to remain virtual but did not complete work. The quantile goal was not met - 38% of students gained one year's growth however 57% of students showed overall growth. The lexile goal showed similar results with only 42% of students gaining one year's growth with 61% showing improvements. We have partnered with the Lead to Literacy Grant and will be working with a literacy coach to support our staff in using the science of reading, with targeted practices and curriculum to support reading improvements. We continue to use Edmentum which provides students with the opportunity for credit recovery as well as A-G coursework.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences in intended implementation nor budget as we are replacing one program for another.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes were made in that we will be using the Reading with Relevance curriculum and use work completion to measure the outcome. We will analyze completion rates at the end of each year by monitoring credits earned and grades received. This will align with our LCAP goal of monitoring credits earned versus credits attempted.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student and family well being

LEA/LCAP Goal

Provide fully compliant Community School programs and environment that is safe, welcoming, supportive, and adequately staffed and equipped to meet the needs of all students.

Goal 2

School will provide bilingual school social worker, bilingual interventions coordinator, and SEL/RJ coach to address the barriers of our students and families so that the students may thrive. All students and families receive a full bio-psycho-social assessment; students are universally screened for depression; referrals and check ins are made as needed.

Identified Need

Student and family well being and mental health issues must be identified and addressed if we are to help our students improve attendance, academic performance, and sense of well-being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of PHQ administered-9	89% of students in 2021-2022	Identify students needing mental health resources
Mental Health referrals	17 in 2021-2022	Connect students to mental health providers
Number of home visits	20 in 2020-2021	Higher attendance rate
Number of SEL lessons delivered	36 SEL lessons in 2020-2021 delivered	Increased student connectedness to school

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students and families undergo full biopsychosocial assessments to determine family history of substance use, trauma, abuse, neglect and other risk factors. Students are screened universally for depression using the PHQ-9. Referrals to appropriate resources and services are made accordingly. Students receive regular check ins and crises intervention when needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

36990

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students and families will be assigned to a parent liaison who will provide regular communication with families regarding student's school process. The parent liaisons work with School Social Worker and Interventions Coordinator to provide family support with referrals to mental health, housing, parenting classes, etc. Parents receive home visits to strengthen family-school connection and meet families "where they are" to address any barriers students are facing in accessing their education to the fullest. The Family Service team works with teachers to arrange family meetings in person and via zoom. Family service team receives 3 trainings per year with Cope Family Services as well as support through reflective practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

343,259.67

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The practice of performing biopsychosocial assessments upon orientation has proven to be invaluable when it comes to understanding the specific needs of our troubled youth. It is a practice we will continue. The PHQ-9 administration has proven an effective tool in identifying depression, and it is a practice we will continue. We screened 119 students in 21-22 and made 17 mental health referrals, an increase from 4 the previous school year. We were also able to provide families with 20 home visits to support families with their student's school engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We had no major differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to use the Title 1 Part A funds to support the position of a bilingual school social worker.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$152521.41
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$405,353.67

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$44,490.00

Subtotal of additional federal funds included for this school: \$44,490.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$14,112.00
Other	\$345,551.67
Unrestricted	\$1,200.00

Subtotal of state or local funds included for this school: \$360,863.67

Total of federal, state, and/or local funds for this school: \$405,353.67

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	53,574	9,084.00
Title I Part D	108102	108,102.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	14,112.00
Other	345,551.67
Title I Part A: Allocation	44,490.00
Unrestricted	1,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	396,231.67

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	6,830.00
	General Fund	7,282.00
	Other	2,292.00
	Other	343,259.67
	Title I Part A: Allocation	44,490.00
	Unrestricted	1,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,104.00
Goal 2	380,249.67

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Nancy Dempsey	Principal
Sofia Sanchez	Other School Staff
Anne Marie Carter	Classroom Teacher
Medardo Ortiz	Parent or Community Member
Ayla Mendez	Parent or Community Member
Anne Vallergera	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

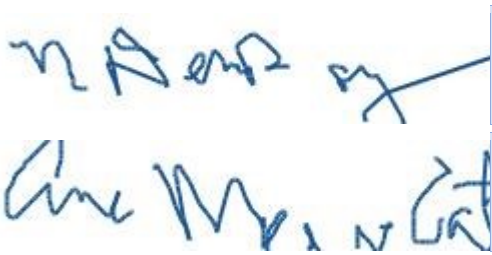
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/7/2023.

Attested:



Principal, Nancy Dempsey on 2/2/23

SSC Chairperson, Anne Marie Carter on 2/1/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Crossroads (Camille Creek Community School)	28102802830073	11/16/22	2/7/22

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Site Council, ELAC, and all stakeholders meet throughout the school year to address school improvement by using the continuous improvement methodology: Plan/Defining the Problem; Implementation and Measurement for Improvement; Study/Investigating the Data; Act/Determining Next Steps.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At our stakeholder meetings, specific needs are identified. Most recently, we received input from our students regarding the need for more art instruction and coding. There is also a need identified through the data which indicates students need more support in English Language Arts instruction and with online math curriculum as most of our students are significantly behind grade level in math and reading.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations are conducted on a regular basis. A formal observation is conducted once a year. Our teacher in Juvenile Hall is a veteran teacher of 20+ years. She holds a special education credential and is aware of the special needs of her students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers have access to state and local assessments to drive planning and instruction. The JCCS teachers meet monthly to review student data and work together weekly to design lesson plans.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

JCCS teachers meet monthly to review data and look at student work.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Juvenile Hall has one teacher. She meets highly qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All JCCS teachers have access to instructional materials and online curriculum in all required subjects. Teachers receive yearly PD in Reading and writing instructional strategies and trauma informed practices.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to content standards. We have identified a need for professional development in math and second language learning acquisition.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A need for professional development in math and English Language acquisition has been identified.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet for 1 hour on a bi-weekly basis for collaboration and PD.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Common core standards curriculum, instruction and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Close adherence to required instructional minutes is enforced.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Most lessons must be stand alone lessons as students move in and out of Juvenile Hall regularly. However, there are on going projects offered as well. (Art projects and the reading of novels.)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All Juvenile Hall students have access to standards based instructional materials in the way of books and online platforms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Juvenile Hall students have access to standards based instructional materials in the way of books and online platforms.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teacher reviews IEPs, assesses students in reading and math in order to place in appropriate content level course work. We also provide an instructional assistant to assist students.

Evidence-based educational practices to raise student achievement

JCCS teachers are trained in UDL and Trauma Informed Practices. Teachers will be engaging in Professional Development this spring in math and the new health standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Napa County Office of Educations runs one court school and one community school. The administration oversees both small programs. Because many of the students in Juvenile Hall attend the Napa County Community School, we are able to meet with the parents to support them and illicit feedback from them. We contract with community agencies and non-profits to work with the students in the Juvenile Hall classroom. We also bring in volunteers.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our site council and ELAC committees are comprised of school administrators, staff, parents and teachers. All of whom are instrumental in the planning, implementation and evaluation of the SPSAs and LCAP. We also have student representatives who we meet with in order to review data and ask for feedback.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

An Instructional Assistant is provided and works under the direction of the classroom teacher to support student learning. This position has been vacant since January 2021.

Fiscal support (EPC)

The Napa County Court School receives state funding based on ADA and Title 1 Part D funds.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our Site Council meets twice yearly to go over the SPSA and review outcomes as related to the SPSA goals. Juvenile Hall staff and School staff weekly to discuss student and program needs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Title 1 monies are used school wide. We found no inequity in the delivery of resources.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	11.11%	%	%	1		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	55.56%	90.0%	100%	5	9	5
Pacific Islander	0%	%	%	0		
White	22.22%	%	%	2		
Multiple/No Response	11.11%	10.0%	%	0	1	
Total Enrollment				9	10	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 8	1		
Grade 9	2	1	
Grade 10	2	3	
Grade 11	4	5	2
Grade 12		1	1
Total Enrollment	9	10	2

Conclusions based on this data:

1. The majority of our students are Hispanic/Latino. For that reason, it is crucial we find culturally relevant curriculum as well as have bilingual/bicultural school staff who work not just with our students but with their families.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	3	5	3	33.3%	50.00%	40%
Fluent English Proficient (FEP)	3	3	1	33.3%	30.00%	
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	40%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*					
Grade 8	*			*			*					
Grade 11	10	*	*	9	0	*	9	0	*	90		*
All Grades	14	*	*	13	0	*	13	0	*	92.9		*

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*			*			*		
Grade 8	*			*			*			*			*		
Grade 11	*			*			*			*			*		
All Grades	N/A	N/A	N/A	7.69		*	0.00		*	30.77		*	61.54		*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	*			*			*		
All Grades	7.69		*	38.46		*	53.85		*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	*			*			*		
All Grades	7.69		*	15.38		*	76.92		*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	*			*			*		
All Grades	0.00		*	53.85		*	46.15		*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	*			*			*		
All Grades	7.69		*	23.08		*	69.23		*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of our students perform below standard. Academic interventions are required. State reports are not available for years with cohort tests under 10 students

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*					
Grade 8	*			*			*					
Grade 11	10	*		9	0		9	0		90		
All Grades	15	*	*	14	0	*	14	0	*	93.3		*

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*			*			*		
Grade 8	*			*			*			*			*		
Grade 11	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	0.00			0.00			7.14			92.86		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	*			*			*		
All Grades	0.00		*	0.00		*	100.0		*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	*			*			*		
All Grades	7.14		*	14.29		*	78.57		*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	*			*			*		
All Grades	0.00		*	7.69		*	92.31		*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of our students are performing below standard. Academic interventions are required.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			*			*			*		4	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*		*	*	*		*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*		*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*	*	*	*	*	*		*	*	*		*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*			*			*			*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The state does not report on assessments that have fewer than 10 students

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
5	100.0	60.00	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Crossroads (Camille Creek Community School).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	60.00
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	5	100.0
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic	5	100.0
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

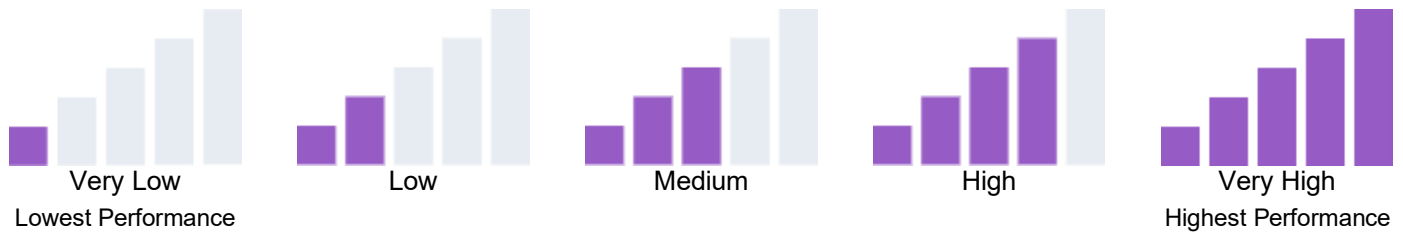
1. Enrollment numbers remain low on census day

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate No Performance Level	Suspension Rate High
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

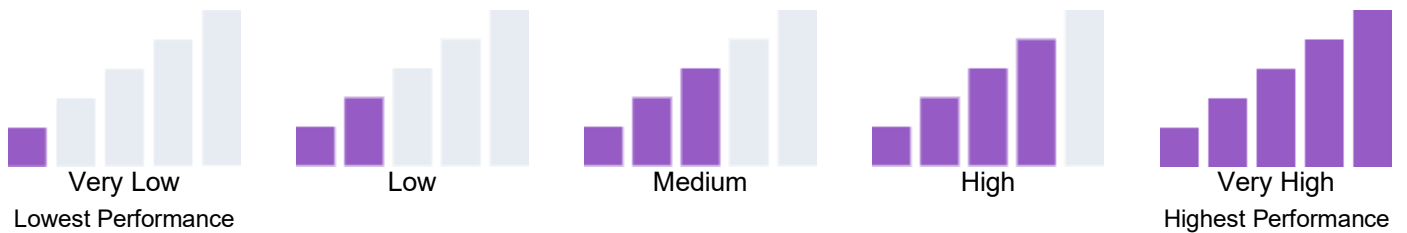
1. No data for less than 11 students in most categories.
2. Suspension rate reflects 7.5% of 80 total students were suspended during the school year. Highest category is reflected low SES.

School and Student Performance Data

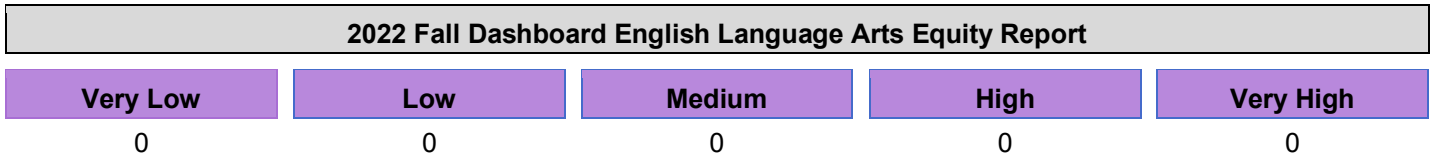
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

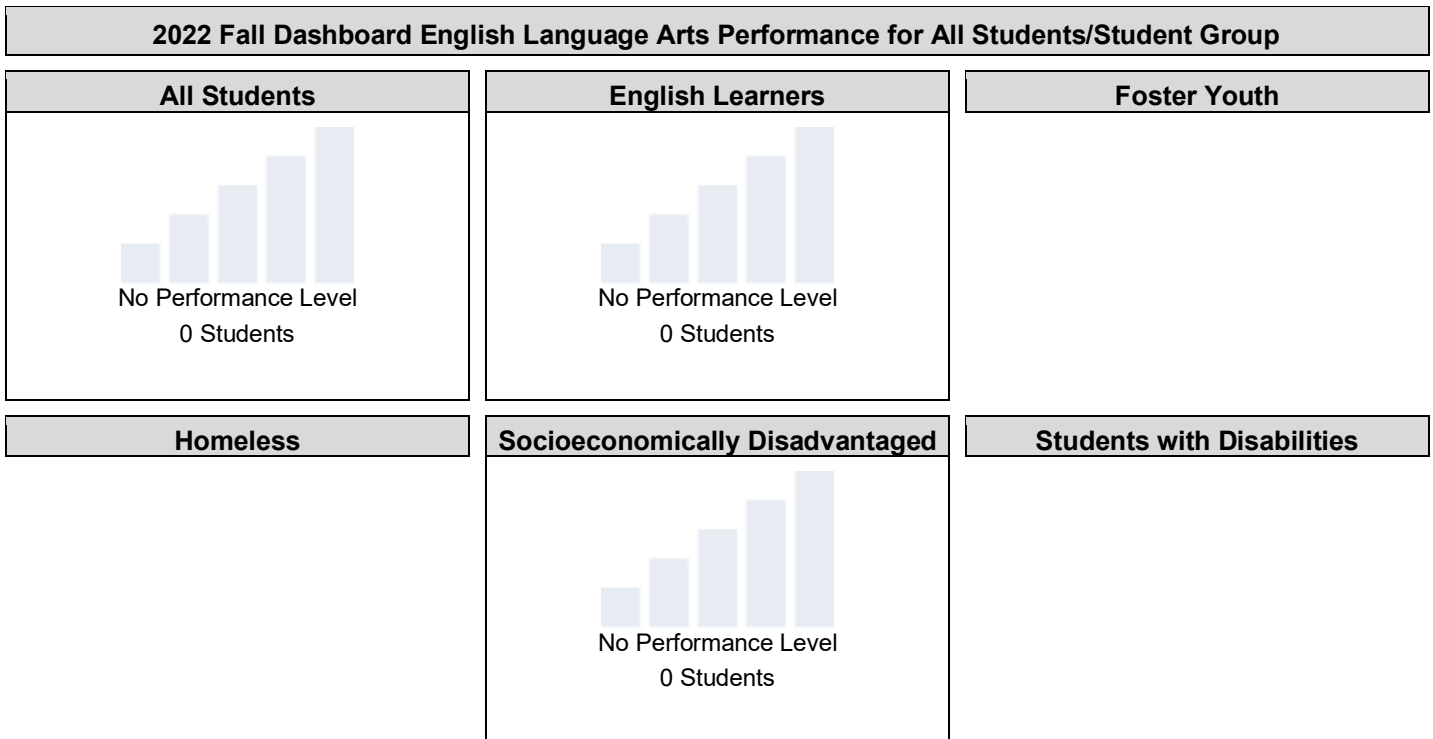
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



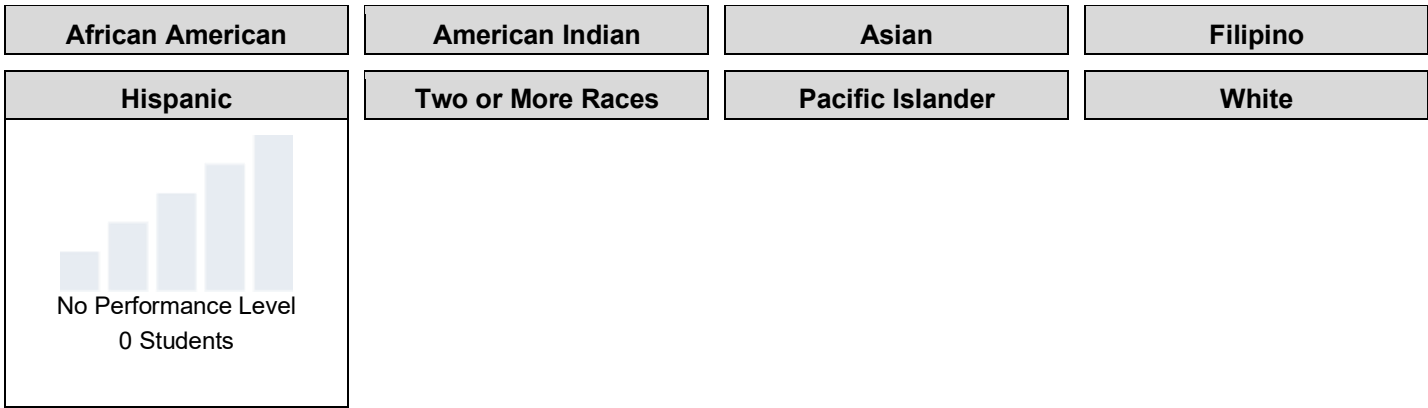
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students		0 Students

Conclusions based on this data:

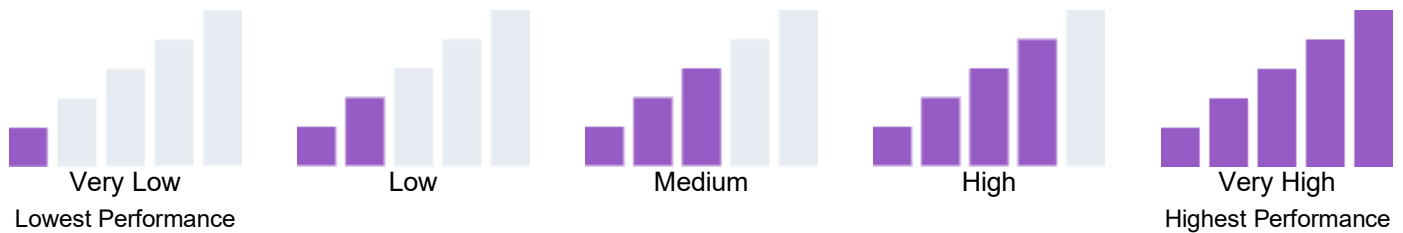
1. Low number not reported

School and Student Performance Data

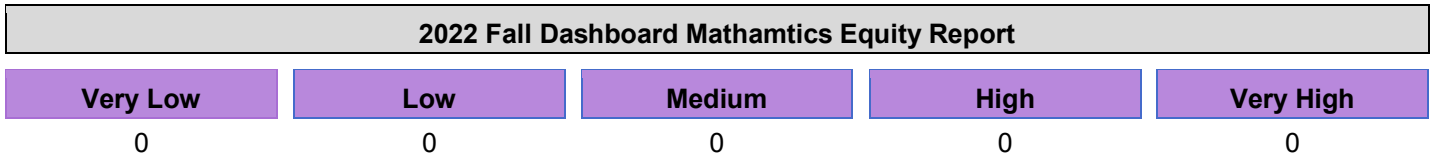
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

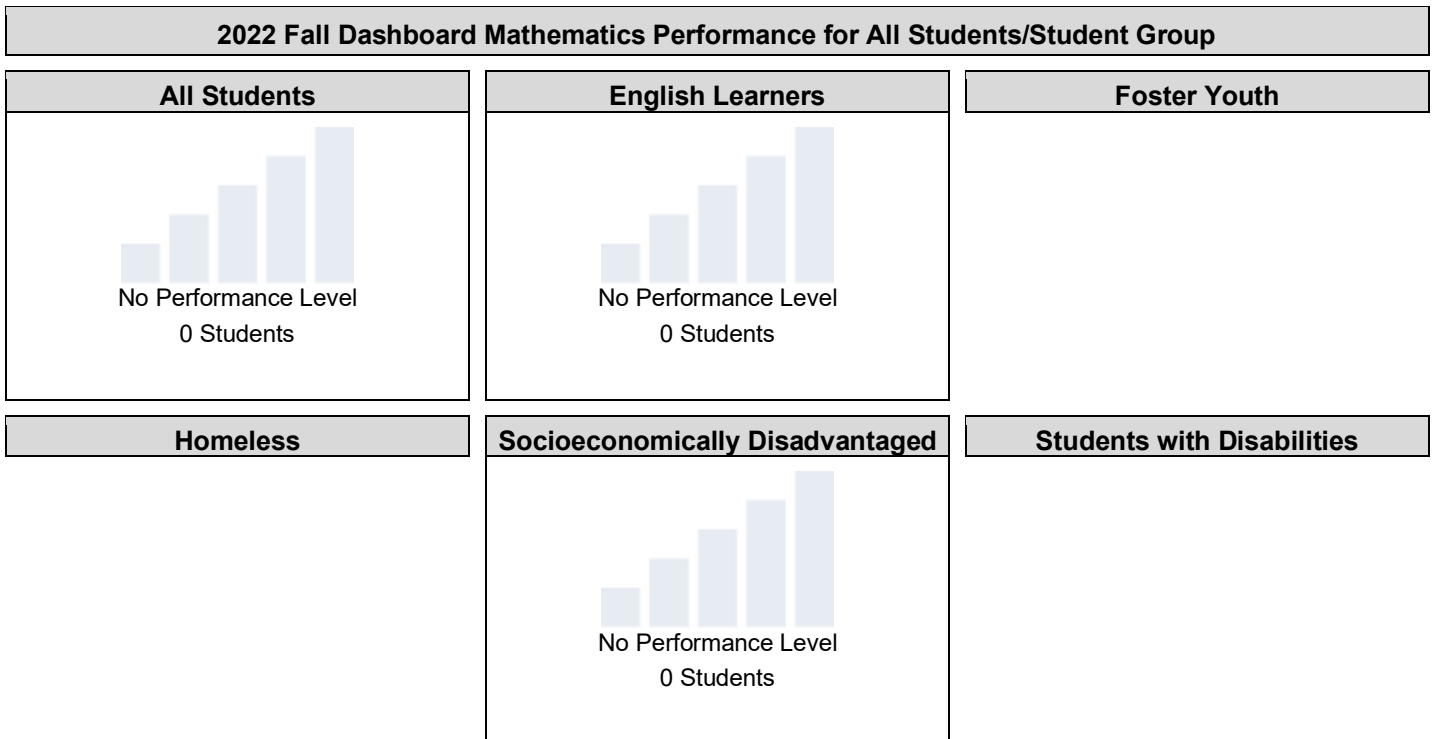
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



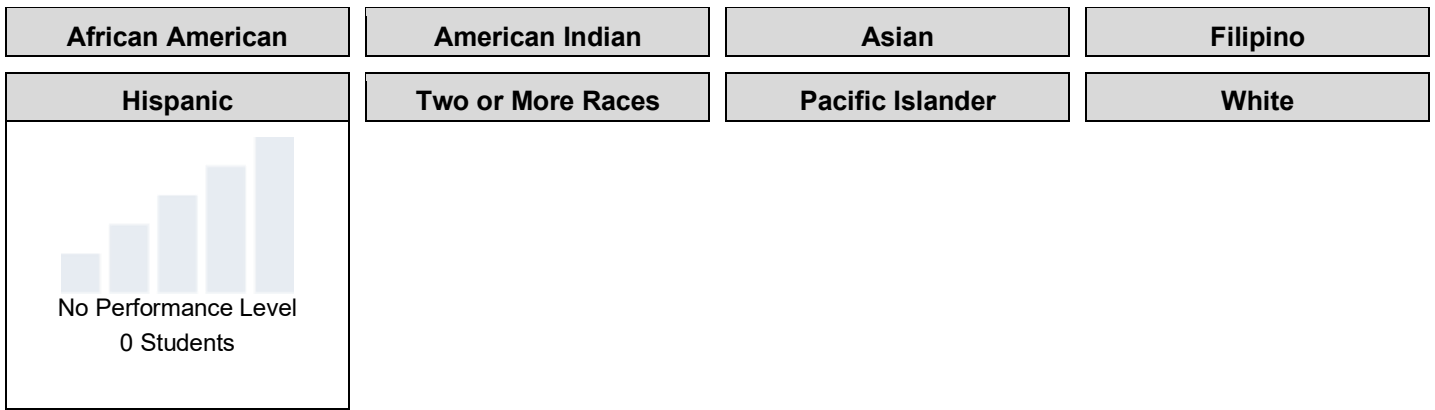
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students		0 Students

Conclusions based on this data:

1. Low number not reported

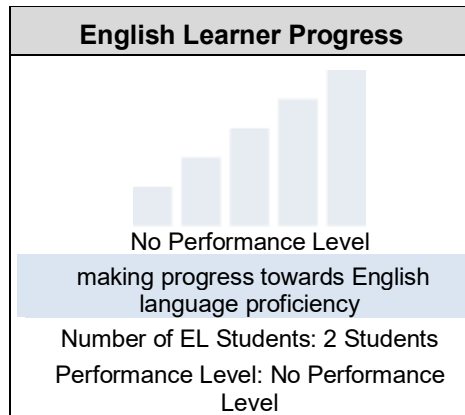
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
---------------------------------	---	--------------------------------	---

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

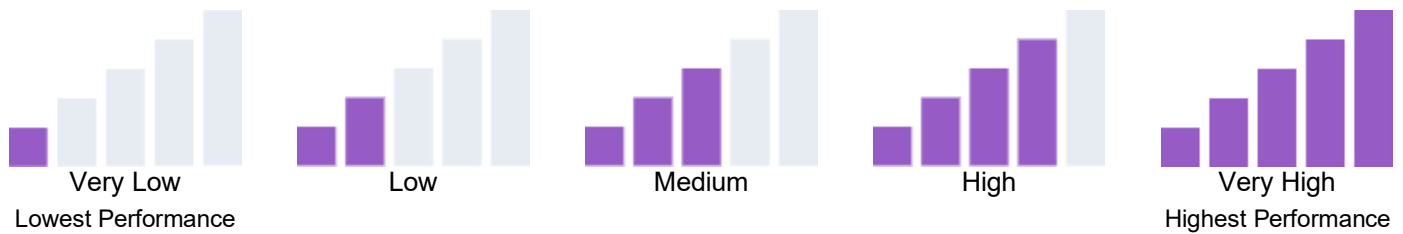
Conclusions based on this data:

1. A comprehensive College and Career preparation course is not offered at Juvenile Hall as there are few students who are enrolled long enough to complete a course. Students are offered college and career lessons through California Career Zone and Edmentum online CTE classes. We offer concurrent enrollment with Napa Valley College for students at our court school.

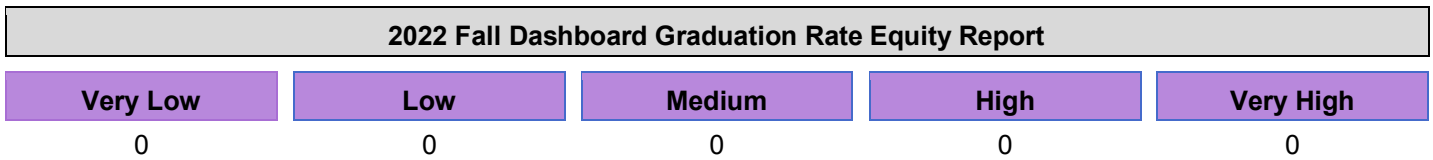
School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



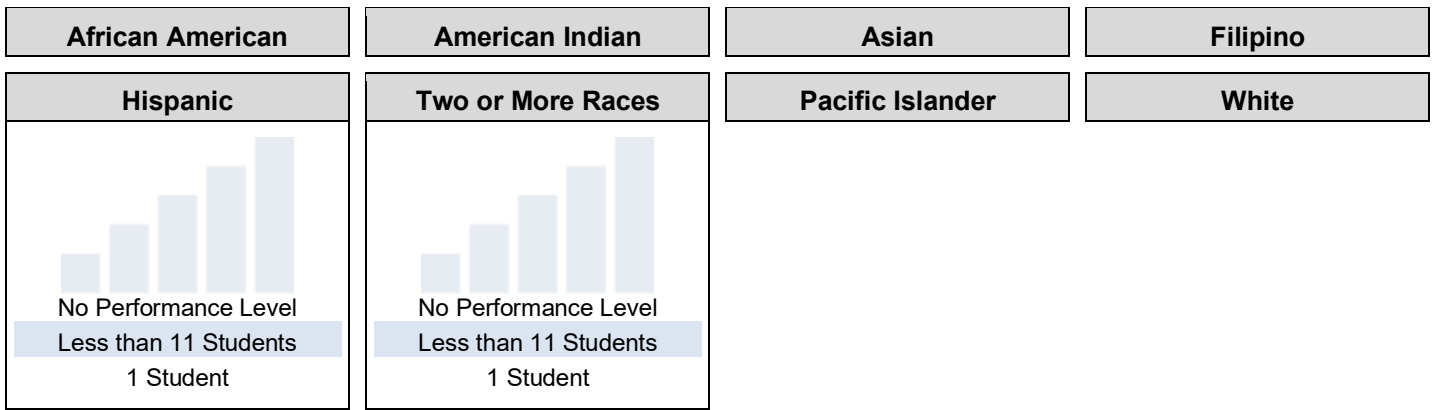
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Level Less than 11 Students 3 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	<p>No Performance Level Less than 11 Students 2 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level Less than 11 Students 1 Student</p>	<p>No Performance Level Less than 11 Students 3 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

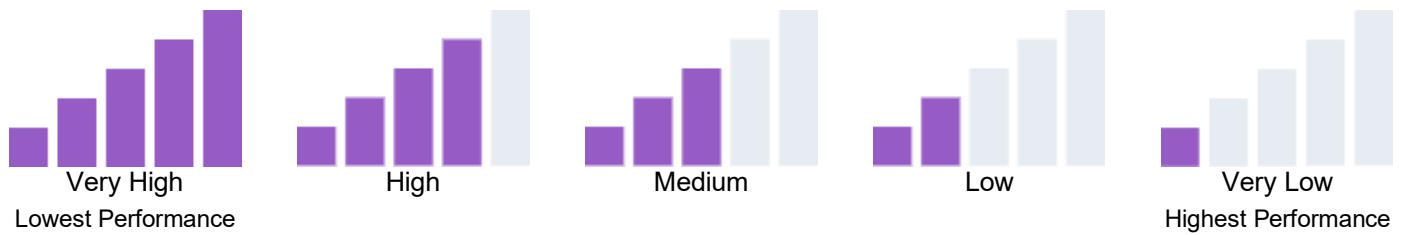
1. A graduation rate is not calculated in our court school at Juvenile Hall.

School and Student Performance Data

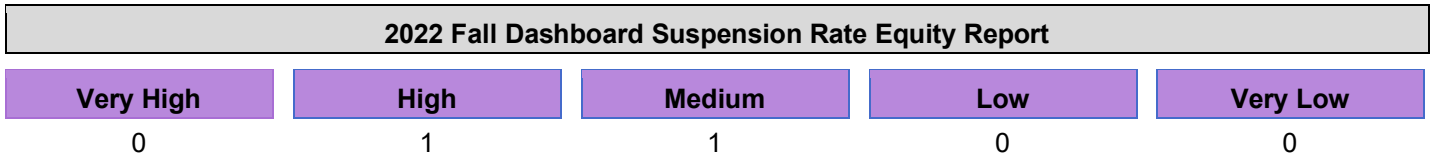
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

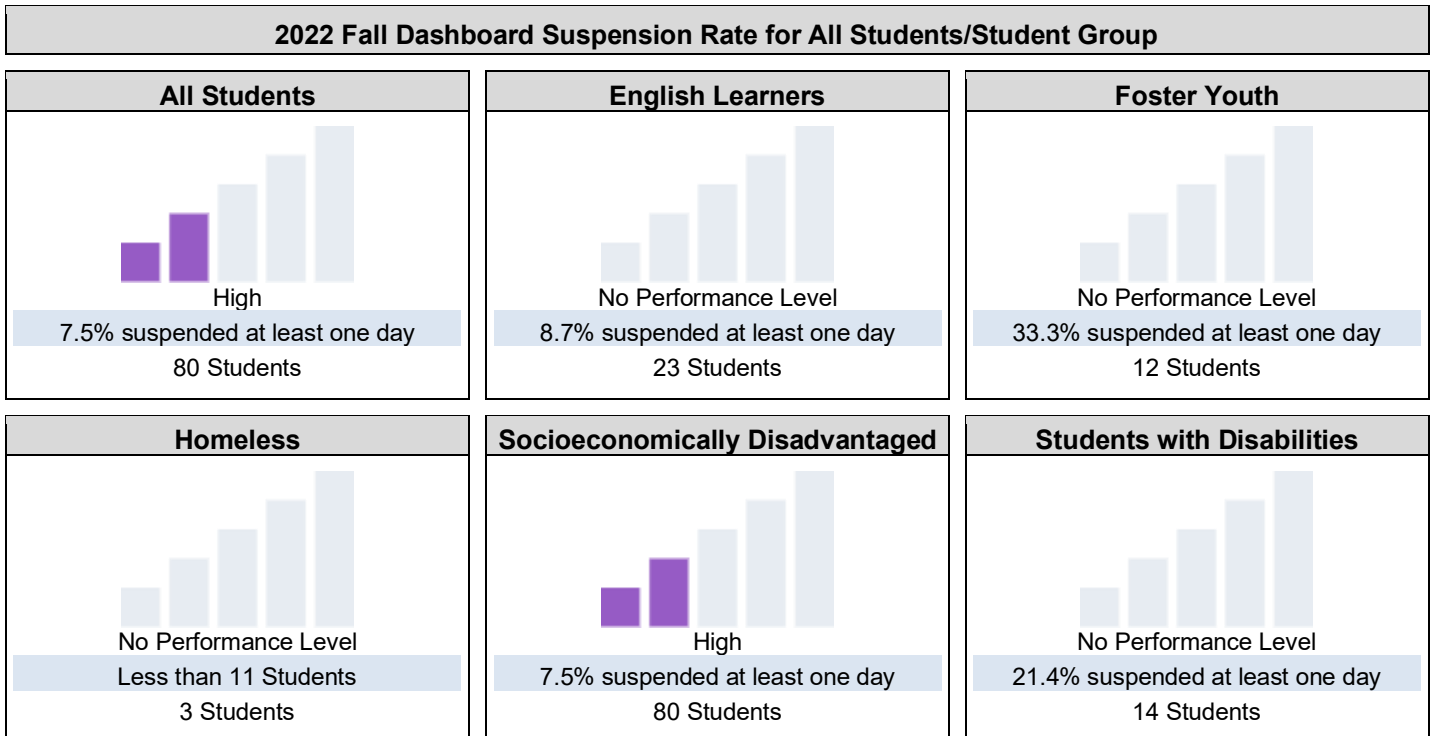
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



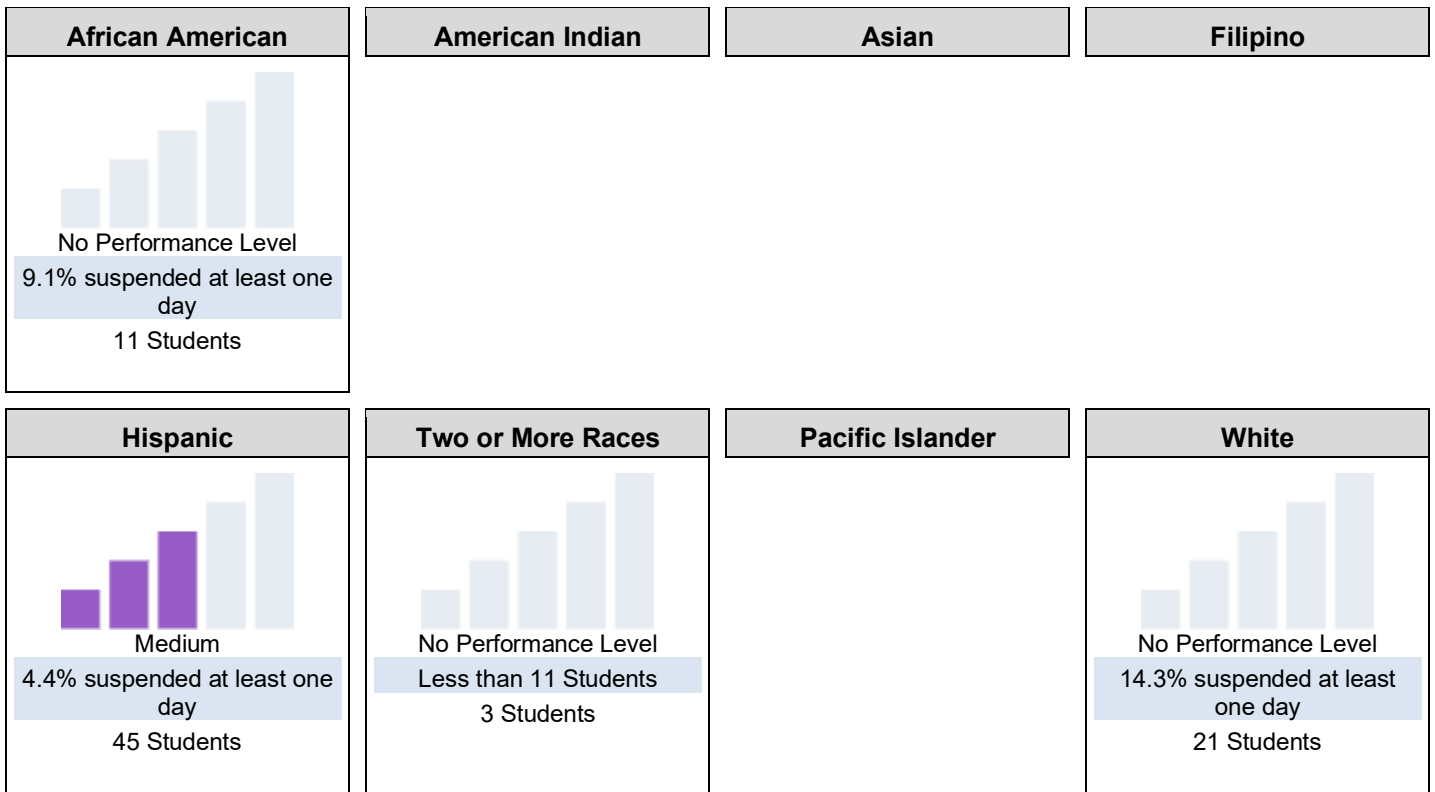
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspensions rates are highest for foster students and students with disabilities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Goal 1: Improve the academic achievement of all students.

Goal 1

To provide supplemental instructional and curricular support to incarcerated youth

Identified Need

Incarcerated youth require additional academic support and engaging and creative activities to stay inspired and motivated while away from their home schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly hours of art instruction	2 hours Nimbus weekly	Students will complete 2 hours of Nimbus weekly
Completion of assigned Reading with Relevance curriculum	Crossroads completes 2 RWR books yearly	Students will complete assigned Reading with Relevance work with 75% mastery.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide instructional assistant for additional student support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22500

Source(s)

Title I Part D

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students are provided 2 hours of arts enrichment and career exploration through professional teaching artists. Additional materials and supplies are provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13650

Source(s)

Title I Part D

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School provides a secure online environment for learning through Go Guardian security software.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2028

Source(s)

Title I Part D

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reading with Relevance, a high interest literature program successfully used in other court schools has been adopted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15805

Source(s)

Title I Part D

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase broadband at school facility to allow for supplemental curriculum that needs greater connectivity such as virtual reality field trips.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4500

Source(s)

Title I Part D

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Having an additional instructional position allows the students more attention and support. This position has been open since January 2021. Art instruction has been successful in engaging students in meaningful participation at school. We will continue with this program. Go guardian is effective in providing security while students are on Chromebooks.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences between the intended implementation and the budgeted expenditures for continuing strategies. However, this year, we used Title 1 funds to purchase supplemental English curriculum (Reading with Relevance)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes made to this goal

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$109667
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$58,483.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part D	\$58,483.00

Subtotal of additional federal funds included for this school: \$58,483.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$58,483.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Title I Part D	58,483.00

Expenditures by Budget Reference

Budget Reference	Amount
	22,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part D	35,983.00
	Title I Part D	22,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	58,483.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Nancy Dempsey School Principal

Anne Marie Carter Classroom Teachers

Sofia Sanchez Other School Staff

Medardo Ortiz Parent or Community Members

Name of Members	Role
Ayla Ortiz	Parent or Community Member
Anne Vallerga	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Nancy Dempsey on 2/1/22

SSC Chairperson, Anne Marie Carter on 2/1/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D., Superintendent

Item 5.C.

February 7, 2023

TITLE: Second Reading and Board Approval of Board Bylaw 9250 Remuneration, Reimbursement and Other Benefits

HISTORY: Per Education Code 1090 – Board Compensation, the Board votes yearly on monthly compensation increases for their meeting attendance.

CURRENT PROPOSAL: Board to discuss and approve Board Bylaw 9250 Remuneration, Reimbursement and Other Benefits with highlighted changes.

Changes:

1. The amount of monthly compensation was corrected to reflect the current rate.
2. Paragraph four was amended to match Ed Code which includes the deletion of the sentence related to commensurate tasks.
3. The procedure for notification of absence was added.

FUNDING SOURCE: N/A

SPECIFIC RECOMMENDATION: It is recommended that the Board approve Board Bylaw 9250 Remuneration, Reimbursement and Other Benefits.

Prepared by: Julie McClures

February 3, 2023

Board Bylaw 9250: Remuneration, Reimbursement And Other Benefits

Status: DRAFT

Original Adopted Date: 10/23/1990 | Last Revised Date: 01/05/2021 | Last Reviewed Date: 01/05/2021

Remuneration

Each member of the County Office of Education may receive no more than \$348.84287.06 monthly compensation for attendance at Board meetings. Each Board member shall receive \$348.84287.06 for attendance at the first meeting of any month and no compensation for any additional meetings held in that same month. (Education Code 1090(a)(5)).

On an annual basis, the Board shall increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the Board. (Education Code 35120).

Board members are not required to accept payment for meetings attended.

A member may be paid for any meeting when he or she notifies the Superintendent or the Superintendent's designee of the reason for his or her absence and the board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting he or she was performing services outside the meeting for the county office, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. While every attempt should be made by members to attend the monthly Board meeting, a member may also receive monthly compensation if the member completed commensurate tasks that are deemed acceptable by the Board.

Notification Procedure When Absent from a Scheduled Board Meeting

The Board Member planning to be absent shall contact the Superintendent's designee, the Sr. Executive Assistant, by email, a minimum of 72 hours prior to the meeting (if possible) and indicate the following:

1. Reason for missing the meeting
2. If monthly compensation is requested and on what basis (see above)

The Sr. Executive Assistant will provide the Board President the information indicated above prior to the scheduled meeting.

Reimbursement of Expenses

Board members shall be reimbursed with limits specified by County Office of Education personnel for all expenses incurred in attending any meetings or in making any trips on official business of the County Office of Education when so authorized in advance by the County Board. (Education Code 35044)

The rate or reimbursement shall not exceed any limitations specified for County Office of Education personnel

Health and Welfare Benefits

The County Office of Education shall pay the cost of all premiums for County Board members electing to participate in the County Office of Education health and welfare benefits program.

Health and welfare benefits for Board members shall be no greater than that received by district's non-safety employees with the most generous schedule of benefits. (Government Code 53208.5)

Benefits for Retired Board Members

Any members retiring from the County Board after at least one term may continue the health and welfare benefits program at their own expense if coverage is in effect at the time of retirement.

Other Benefits

The Board may subscribe for membership in, or otherwise become a member of any State or local organization of governing Boards of school districts or members thereof, or of county Boards of education or members thereof, or any other school-related organization which has for its primary purpose the promotion and advancement of public education through research and investigation and the cooperation with persons and associations, whose interests and purposes are the betterment of the educational opportunities of the children of the State. Costs incurred for this purpose shall be paid out of the County School Service Fund. (EC 1095)

The Board shall annually subscribe to membership in the California County Boards of Education Association and the California School Boards Association.

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D., Superintendent

TO: Napa County Board of Education

DATE: February 7, 2023

FROM: John Zikmund, Human Resources

RE: Personnel Activity

BOARD ITEM: 7A

NEW CERTIFICATED EMPLOYEE

None

NEW CLASSIFIED EMPLOYEE

None

CHANGE IN ASSIGNMENT

Kee-An Lauser – Technical Assistance Manager to Business Process Analyst, Cali Reads

RESIGNATION

Leidy Tovar Almanza – Senior Site Coordinator, Community Programs

Julia Palos – Senior Site Coordinator, Community Programs

Cindy Whiteley – Child Development Teacher, Early Childhood Services

RETIREMENT

None

TERMINATION

None

LAYOFF/NON-RELECTS/TEMPORARY RELEASE NOTICES

None

POSITION VACANCIES

Instructional Assistant (4) – College and Career Readiness

Early Childhood Education Assistant II (5) – Early Childhood Services

Child Development Teacher (4) – Early Childhood Services

Community School Teacher (2) - Camille Creek

Instructional Support Specialist II (2) – Camille Creek and Crossroads

Human Resources Assistant II – Human Resources

02-07-23.BRD

Napa County Office of Education
Barbara Nemko, Ph.D., Superintendent

Item: 7.B.
February 7, 2023
Board Meeting

TITLE: Updated Brown Act Virtual Meeting Requirements.

HISTORY:

California's open meeting requirements for legislative bodies (including LEA governing boards), commonly known as the Brown Act and codified in Government Code 54950 et seq., has long allowed for meeting via teleconference under GC 54953.(b) with specific requirements regarding public access. Every location from which a member of a board participates remotely must be listed on the meeting agenda and be fully accessible to the public. In addition, the agenda must be publicly posted at each remote with appropriate lead time (e.g., 72 hours for a regular meeting).

In response to the COVID pandemic, California enacted AB 361, which created exceptions to the requirement that remote locations be accessible to the public. To utilize the AB 316 exceptions, the board must act to declare a state of emergency every thirty days and provide a mechanism for the public to remotely monitor the meeting proceedings and make public comment. AB 361 sunsets as of December 31, 2023. However, because the state COVID state of emergency is set to end February 28, 2023, the ability to utilize AB 361 effectively ends on that date as well.

On January 1, 2023, AB 2449 goes into effect, providing new exceptions to the standard Brown Act teleconference rules. AB 2449 exceptions can only apply if a quorum of the board is meeting in person in a location accessible to the public. If so, AB 2449 allows a board member to participate remotely in a meeting via videoconference without listing their location or making it accessible to the public for either "just cause" or "emergency circumstances." The just cause exception can be requested no more than two times per year, and the AB 2449 exceptions combined cannot be used by a board member for more than three consecutive months or for more than twenty percent of the regular meetings in a year. Note that for the Napa County Board of Education, this effectively limits the use of AB 2449 to two meetings per year per board member. AB 2449 sunsets December 31, 2025.

Attached is a legal analysis of the teleconference rules from School and College Legal Services of California (with staff edits in **RED**), along with the text of GC 54953 as modified by AB 2449.

FUNDING SOURCE: NA

SPECIFIC RECOMMENDATION: For discussion only.

PREPARED BY: Josh Schultz, Deputy Superintendent



SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

*A Joint Powers Authority
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Erin E. Stagg

Of Counsel
Robert J. Henry
Frank Zotter, Jr.

LEGAL UPDATE

November 8, 2022

To: Superintendents, Member School Districts (K-12)
From: Jennifer Henry, Senior Associate General Counsel *J.H.*
Subject: Updated Brown Act Virtual Meeting Requirements (AB 2449)
Memo No. 28-2022

Assembly Bill (“AB”) 2449, signed into law on September 13, 2022, amends Government Code section 54953 to provide authority and specific requirements for public agencies to allow individual board members to appear at meetings via videoconference for “just cause” and under “emergency circumstances” while remaining in compliance with the Brown Act (Gov. Code §§ 54950 *et seq.*). AB 2449 goes into effect on January 1, 2023, and sunsets on December 31, 2025. AB 2449’s primary difference from the pre-pandemic Brown Act rules on teleconferencing¹ is that the teleconference location does not have to be identified on the agenda or accessible to the public.

On the following pages, we have provided a chart comparing pre-pandemic (“traditional”) teleconferencing requirements (which remain in effect and allow Board members to appear virtually for any reason, provided their location meets specific requirements) with AB 361 (which, while operative for the next two months, allows entire meetings to be held virtually under a statement of emergency), and the new AB 2449 rules for individual board members. Effective January 1, 2023, the Brown Act permits teleconferencing under any of the three options – traditional Brown Act teleconferencing, AB 361 state of emergency rules, and AB 2449 individual board member rules.

¹ We use “teleconferencing” herein to mean conference via telephone or video, as defined in the Traditional Brown Act statute.



A: Rules Regarding a Quorum

Traditional Brown Act Teleconferencing Requirements	AB 361	AB 2449
During teleconference meetings, at least a quorum of the members of the local public agency body must participate from locations within the boundaries of the territory over which the local public agency body exercises jurisdiction.	Quorum not required to be located within the boundaries of the territory.	A quorum must participate in person from a singular physical location identified in the agenda, that is open to the public, and within the boundaries of the LEA.

B: Qualifying Circumstances Permitting Teleconferencing

Traditional Brown Act Teleconferencing Requirements	AB 361	AB 2449
<ul style="list-style-type: none"> • The teleconference location must be noted on the agenda. • The agenda must be posted at the remote location. • Each teleconference location must be accessible to the public so the public may attend the remote location. • Any vote must be done by roll call. • A majority of the Board must be located within the territory of the district. 	<ul style="list-style-type: none"> • Only applies during a proclaimed state of emergency, where state or local officials have imposed or recommended measure to promote social distancing. • The board must hold a meeting during the proclaimed state of emergency to decide by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees. • Board must make findings every 30 days that the qualifying circumstances continue. 	<p>Individual board members may participate in board meetings remotely, if they notify the Board at their earliest opportunity, and have one of the following:</p> <ul style="list-style-type: none"> - <u>Just Cause</u>: Individual board members can participate remotely when caregiving of a family member, a contagious illness, a physical or mental disability, or LEA-related travel prevents them from appearing in person; AND - May not be used more than two meetings per calendar year per Board member. <p>OR</p> <p><u>Emergency Circumstances</u>: Individual board members can participate remotely when there is a physical or family</p>



		<p>medical emergency that prevents them from appearing in person.</p> <ul style="list-style-type: none"> - The board member must describe the emergency in approximately 20 words without disclosing any personal medical information. - Board must take action to approve the member's request. <p>A board member may not claim use the above provisions for more than three consecutive months OR more than 20 percent of the regular meetings within a calendar year</p>
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C: Agenda Requirements for Teleconferencing

Traditional Brown Act Teleconferencing Requirements	AB 361	AB 2449
<p>Each teleconference location from which a member will be participating must be specifically identified in the meeting notice and agenda, including full address and room number.</p> <p>An agenda must be posted for the required period of time (24 or 72 hours) at each teleconference location from which a member will be participating.</p>	<p>Public agency must only give notice and post agenda in accordance with the Brown Act provisions for in-person meetings.</p> <p>The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option.</p>	<p>The agenda must provide notice of how the public can access the meeting and provide comments. The agenda shall identify and include an opportunity for all persons to attend via a call in option, an internet-based option, <u>and</u> an in-person option. The board may not require a member of the public to submit comments prior to the meeting.</p> <p>There is no requirement to disclose the teleconferencing location.</p>



D: Teleconference Location

Traditional Brown Act Teleconferencing Requirements	AB 361	AB 2449
<p>Each teleconference location must be physically accessible to the public.</p> <p>Members of the public must be able to physically address the body from each teleconference location.</p>	<p>Public agencies do not have to let members of the public attend at each teleconference location, but must allow the public to access the meeting via a call-in or an internet-based service option.</p> <p>The public agency is not required to provide a physical location for the public to attend or provide comments.</p>	<p>Teleconferencing members must participate with both audio and visual, i.e. only via videoconference.</p> <p>Videoconferencing members must disclose whether any individuals 18 years or older are present in the same room and the nature of the relationship.</p>

E: Public Comment

Traditional Brown Act Teleconferencing Requirements	AB 361	AB 2449
<p>Public Comment must be allowed at the in-person meeting and from every teleconference location.</p>	<p>The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3. In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, <i>the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment.</i> Gov. Code § 54953(e)(1)(B).</p> <p>The legislative body <i>shall not require public comments to be</i></p>	<p>The legislative body must provide to the public a two-way audio-visual platform or a two-way telephonic service with live webcasting.</p> <p>The legislative body must provide a way for the public to remotely hear, visually observe, and remotely address the legislative body in real time.</p>

submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time. Gov. Code § 54953(e)(1)(E).

An individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference ***may be required to register as required by the third-party internet website or online platform to participate.*** Gov. Code § 54953(e)(1)(F).

[Note: *The Brown Act does not allow a public agency to require a meeting attendee to provide their name and address as a condition of attendance and public agencies may need to consider whether pseudonyms will be allowed*].

A legislative body that provides ***a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register until that timed public comment period has elapsed.***

A legislative body that ***does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time***



	<p><i>per agenda item to allow public members the opportunity to provide public comment</i>, including time for members of the public to register, or otherwise be recognized for the purpose of providing public comment.</p> <p>A legislative body that provides <i>a timed general public comment period</i> that does not correspond to a specific agenda item <i>shall not close the public comment period or the opportunity to register until the timed general public comment period has elapsed</i>.</p>	
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F: Effective Dates

Brown Act Teleconferencing Requirements	AB 361	AB 2449
<p>Government Code section 54953 was initially added in 1953, and amended in 1988 to allow for teleconferencing, with various amendments throughout the years. There is no intended sunset date.</p>	<p>AB 361 went into effect on October 1, 2021 and will sunset on December 31, 2023.</p> <p><i>COVID State of Emergency ends February 28, 2023, effectively ending the use of AB 361.</i></p>	<p>AB 2449 goes into effect on January 1, 2023 and sunsets on December 31, 2025.</p>

Please contact our office with questions regarding this Legal Update or any other legal matter.

The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.

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AB-2449 Open meetings: local agencies: teleconferences. (2021-2022)

As Amends the Law Today

[As Amends the Law on Nov 18, 2022](#)

SECTION 1. Section 54953 of the Government Code, as amended by Section 3 of Chapter 165 of the Statutes of 2021, is amended to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. ~~All votes taken during a teleconferenced meeting shall be by rollcall.~~ *If the legislative body of a local agency elects to use teleconferencing, the legislative body of a local agency shall comply with all of the following:*

(A) All votes taken during a teleconferenced meeting shall be by rollcall.

(B) The teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency.

(C) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(D) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference ~~locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency.~~ *locations.* Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivisions (d) and (e). ~~The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.~~

~~(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.~~

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (~~Chapter 3-5 (Division 10~~ (commencing with Section ~~6250) of Division 7 of 7920.000) of Title 1) to inspect or copy records created or received in the process of developing the recommendation.~~

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) ~~A~~ *The legislative body of a* local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) A legislative body that holds a meeting pursuant to this subdivision shall do all of the following:

~~(A) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.~~

~~(B) (A) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3. In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.~~

~~(C) The legislative body shall conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body of a local agency.~~

~~(D) (B)~~ In the event of a disruption ~~which that~~ prevents the ~~public agency legislative body~~ from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control ~~which that~~ prevents members of the public from offering public comments using the call-in option or internet-based service option, the *legislative* body shall take no further

action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption ~~which that~~ prevents the ~~public agency legislative body~~ from broadcasting the meeting may be challenged pursuant to Section 54960.1.

~~(E) (C)~~ The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time. ~~This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.~~

~~(F) (D)~~ Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

~~(G) (E)~~ (i) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to subparagraph (F), to provide public comment until that timed public comment period has elapsed.

(ii) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to subparagraph (F), or otherwise be recognized for the purpose of providing public comment.

(iii) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to subparagraph (F), until the timed general public comment period has elapsed.

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) This subdivision shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(f) (1) The legislative body of a local agency may use teleconferencing without complying with paragraph (3) of subdivision (b) if, during the teleconference meeting, at least a quorum of the members of the legislative body participates in person from a singular physical location clearly identified on the agenda, which location shall be open to the public and situated within the boundaries of the territory over which the local agency exercises jurisdiction and the legislative body complies with all of the following:

(A) The legislative body shall provide at least one of the following as a means by which the public may remotely hear and visually observe the meeting, and remotely address the legislative body:

(i) A two-way audiovisual platform.

(ii) A two-way telephonic service and a live webcasting of the meeting.

(B) In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment.

(C) The agenda shall identify and include an opportunity for all persons to attend and address the legislative body directly pursuant to Section 54954.3 via a call-in option, via an internet-based service option, and at the in-person location of the meeting.

(D) In the event of a disruption that prevents the legislative body from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the legislative body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption that prevents the legislative body from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(2) A member of the legislative body shall only participate in the meeting remotely pursuant to this subdivision, if all of the following requirements are met:

(A) One of the following circumstances applies:

(i) The member notifies the legislative body at the earliest opportunity possible, including at the start of a regular meeting, of their need to participate remotely for just cause, including a general description of the circumstances relating to their need to appear remotely at the given meeting. The provisions of this clause shall not be used by any member of the legislative body for more than two meetings per calendar year.

(ii) The member requests the legislative body to allow them to participate in the meeting remotely due to emergency circumstances and the legislative body takes action to approve the request. The legislative body shall request a general description of the circumstances relating to their need to appear remotely at the given meeting. A general description of an item generally need not exceed 20 words and shall not require the member to disclose any medical diagnosis or disability, or any personal medical information that is already exempt under existing law, such as the Confidentiality of Medical Information Act (Chapter 1 (commencing with Section 56) of Part 2.6 of Division 1 of the Civil Code). For the purposes of this clause, the following requirements apply:

(I) A member shall make a request to participate remotely at a meeting pursuant to this clause as soon as possible. The member shall make a separate request for each meeting in which they seek to participate remotely.

(II) The legislative body may take action on a request to participate remotely at the earliest opportunity. If the request does not allow sufficient time to place proposed action on such a request on the posted agenda for the meeting for which the request is made, the legislative body may take action at the beginning of the meeting in accordance with paragraph (4) of subdivision (b) of Section 54954.2.

(B) The member shall publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and the general nature of the member's relationship with any such individuals.

(C) The member shall participate through both audio and visual technology.

(3) The provisions of this subdivision shall not serve as a means for any member of a legislative body to participate in meetings of the legislative body solely by teleconference from a remote location for a period of more than three consecutive months or 20 percent of the regular meetings for the local agency within a calendar year, or more than two meetings if the legislative body regularly meets fewer than 10 times per calendar year.

(g) The legislative body shall have and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and resolving any doubt in favor of accessibility. In each instance in which

notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the procedure for receiving and resolving requests for accommodation.

(h) The legislative body shall conduct meetings subject to this chapter consistent with applicable civil rights and nondiscrimination laws.

(i) (1) Nothing in this section shall prohibit a legislative body from providing the public with additional teleconference locations.

(2) Nothing in this section shall prohibit a legislative body from providing members of the public with additional physical locations in which the public may observe and address the legislative body by electronic means.

(j) For the purposes of this section, the following definitions shall apply:

(1) "Emergency circumstances" means a physical or family medical emergency that prevents a member from attending in person.

(2) "Just cause" means any of the following:

(A) A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely. "Child," "parent," "grandparent," "grandchild," and "sibling" have the same meaning as those terms do in Section 12945.2.

(B) A contagious illness that prevents a member from attending in person.

(C) A need related to a physical or mental disability as defined in Sections 12926 and 12926.1 not otherwise accommodated by subdivision (g).

(D) Travel while on official business of the legislative body or another state or local agency.

(3) "Remote location" means a location from which a member of a legislative body participates in a meeting pursuant to subdivision (f), other than any physical meeting location designated in the notice of the meeting. Remote locations need not be accessible to the public.

(4) "Remote participation" means participation in a meeting by teleconference at a location other than any physical meeting location designated in the notice of the meeting. Watching or listening to a meeting via webcasting or another similar electronic medium that does not permit members to interactively hear, discuss, or deliberate on matters, does not constitute remote participation.

~~(4)~~ (5) ~~For the purposes of this subdivision, "state of~~ "State of emergency" means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(6) "Teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both.

(7) "Two-way audiovisual platform" means an online platform that provides participants with the ability to participate in a meeting via both an interactive video conference and a two-way telephonic function.

(8) "Two-way telephonic service" means a telephone service that does not require internet access, is not provided as part of a two-way audiovisual platform, and allows participants to dial a telephone number to listen and verbally participate.

(9) "Webcasting" means a streaming video broadcast online or on television, using streaming media technology to distribute a single content source to many simultaneous listeners and viewers.

~~(f)~~ (k) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.

SEC. 2. Section 54953 of the Government Code, as added by Section 4 of Chapter 165 of the Statutes of 2021, is amended to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all *otherwise applicable* requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. ~~All votes taken during a teleconferenced meeting shall be by rollcall. If the legislative body of a local agency elects to use teleconferencing, the legislative body of a local agency shall comply with all of the following:~~

(A) All votes taken during a teleconferenced meeting shall be by rollcall.

(B) The teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency.

(C) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(D) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference ~~locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency.~~ *locations.* Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). ~~The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.~~

~~(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations~~

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (~~Chapter 3-5 (Division 10~~ (commencing with Section ~~6250) of Division 7 of 7920.000) of Title 1) to inspect or copy records created or received in the process of developing the recommendation.~~

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint

powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) The legislative body of a local agency may use teleconferencing without complying with paragraph (3) of subdivision (b) if, during the teleconference meeting, at least a quorum of the members of the legislative body participates in person from a singular physical location clearly identified on the agenda, which location shall be open to the public and situated within the boundaries of the territory over which the local agency exercises jurisdiction and the legislative body complies with all of the following:

(A) The legislative body shall provide at least one of the following as a means by which the public may remotely hear and visually observe the meeting, and remotely address the legislative body:

(i) A two-way audiovisual platform.

(ii) A two-way telephonic service and a live webcasting of the meeting.

(B) In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment.

(C) The agenda shall identify and include an opportunity for all persons to attend and address the legislative body directly pursuant to Section 54954.3 via a call-in option, via an internet-based service option, and at the in-person location of the meeting.

(D) In the event of a disruption that prevents the legislative body from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the legislative body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption that prevents the legislative body from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(2) A member of the legislative body shall only participate in the meeting remotely pursuant to this subdivision, if all of the following requirements are met:

(A) One of the following circumstances applies:

(i) The member notifies the legislative body at the earliest opportunity possible, including at the start of a regular meeting, of their need to participate remotely for just cause, including a general description of the circumstances relating to their need to appear remotely at the given meeting. The provisions of this clause shall not be used by any member of the legislative body for more than two meetings per calendar year.

(ii) The member requests the legislative body to allow them to participate in the meeting remotely due to emergency circumstances and the legislative body takes action to approve the request. The legislative body shall request a general description of the circumstances relating to their need to appear remotely at the given meeting. A general description of an item generally need not exceed 20 words and shall not require the member to disclose any medical diagnosis or disability, or any personal medical information that is already exempt under existing law, such as the Confidentiality of Medical Information Act (Chapter 1 (commencing with Section 56) of Part 2.6 of Division 1 of the Civil Code). For the purposes of this clause, the following requirements apply:

(I) A member shall make a request to participate remotely at a meeting pursuant to this clause as soon as possible. The member shall make a separate request for each meeting in which they seek to participate

remotely.

(II) *The legislative body may take action on a request to participate remotely at the earliest opportunity. If the request does not allow sufficient time to place proposed action on such a request on the posted agenda for the meeting for which the request is made, the legislative body may take action at the beginning of the meeting in accordance with paragraph (4) of subdivision (b) of Section 54954.2.*

(B) *The member shall publicly disclose at the meeting before any action is taken whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and the general nature of the member's relationship with any such individuals.*

(C) *The member shall participate through both audio and visual technology.*

(3) *The provisions of this subdivision shall not serve as a means for any member of a legislative body to participate in meetings of the legislative body solely by teleconference from a remote location for a period of more than three consecutive months or 20 percent of the regular meetings for the local agency within a calendar year, or more than two meetings if the legislative body regularly meets fewer than 10 times per calendar year.*

(f) *The legislative body shall have and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and resolving any doubt in favor of accessibility. In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the procedure for receiving and resolving requests for accommodation.*

(g) *The legislative body shall conduct meetings subject to this chapter consistent with applicable civil rights and nondiscrimination laws.*

(h) (1) *Nothing in this section shall prohibit a legislative body from providing the public with additional teleconference locations.*

(2) *Nothing in this section shall prohibit a legislative body from providing members of the public with additional physical locations in which the public may observe and address the legislative body by electronic means.*

(i) *For the purposes of this section, the following definitions shall apply:*

(1) *"Emergency circumstances" means a physical or family medical emergency that prevents a member from attending in person.*

(2) *"Just cause" means any of the following:*

(A) *A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely. "Child," "parent," "grandparent," "grandchild," and "sibling" have the same meaning as those terms do in Section 12945.2.*

(B) *A contagious illness that prevents a member from attending in person.*

(C) *A need related to a physical or mental disability as defined in Sections 12926 and 12926.1 not otherwise accommodated by subdivision (f).*

(D) *Travel while on official business of the legislative body or another state or local agency.*

(3) *"Remote location" means a location from which a member of a legislative body participates in a meeting pursuant to subdivision (e), other than any physical meeting location designated in the notice of the meeting. Remote locations need not be accessible to the public.*

(4) *"Remote participation" means participation in a meeting by teleconference at a location other than any physical meeting location designated in the notice of the meeting. Watching or listening to a meeting via webcasting or another similar electronic medium that does not permit members to interactively hear, discuss, or deliberate on matters, does not constitute remote participation.*

(5) *"Teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both.*

(6) "Two-way audiovisual platform" means an online platform that provides participants with the ability to participate in a meeting via both an interactive video conference and a two-way telephonic function.

(7) "Two-way telephonic service" means a telephone service that does not require internet access, is not provided as part of a two-way audiovisual platform, and allows participants to dial a telephone number to listen and verbally participate.

(8) "Webcasting" means a streaming video broadcast online or on television, using streaming media technology to distribute a single content source to many simultaneous listeners and viewers.

~~(e)~~ (j) This section shall become operative January 1, ~~2024~~. 2024, shall remain in effect only until January 1, 2026, and as of that date is repealed.

SEC. 3. Section 54953 is added to the Government Code, to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) This section shall become operative January 1, 2026.

SEC. 4. Section 54954.2 of the Government Code is amended to read:

54954.2. (a) (1) At least 72 hours before a regular meeting, the legislative body of the local agency, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed 20 words. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public and on the local agency's Internet Web site, if the local agency has one. If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

(2) For a meeting occurring on and after January 1, 2019, of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an Internet Web site, the following provisions shall apply:

(A) An online posting of an agenda shall be posted on the primary Internet Web site homepage of a city, county, city and county, special district, school district, or political subdivision established by the state that is accessible through a prominent, direct link to the current agenda. The direct link to the agenda shall not be in a contextual menu; however, a link in addition to the direct link to the agenda may be accessible through a contextual menu.

(B) An online posting of an agenda including, but not limited to, an agenda posted in an integrated agenda management platform, shall be posted in an open format that meets all of the following requirements:

(i) Retrievable, downloadable, indexable, and electronically searchable by commonly used Internet search applications.

(ii) Platform independent and machine readable.

(iii) Available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

(C) A legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an Internet Web site and an integrated agenda management platform shall not be required to comply with subparagraph (A) if all of the following are met:

(i) A direct link to the integrated agenda management platform shall be posted on the primary Internet Web site homepage of a city, county, city and county, special district, school district, or political subdivision established by the state. The direct link to the integrated agenda management platform shall not be in a contextual menu. When a person clicks on the direct link to the integrated agenda management platform, the direct link shall take the person directly to an Internet Web site with the agendas of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state.

(ii) The integrated agenda management platform may contain the prior agendas of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state for all meetings occurring on or after January 1, 2019.

(iii) The current agenda of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state shall be the first agenda available at the top of the integrated agenda management platform.

(iv) All agendas posted in the integrated agenda management platform shall comply with the requirements in clauses (i), (ii), and (iii) of subparagraph (B).

(D) For the purposes of this paragraph, both of the following definitions shall apply:

(i) "Integrated agenda management platform" means an Internet Web site of a city, county, city and county, special district, school district, or political subdivision established by the state dedicated to providing the entirety of the agenda information for the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state to the public.

(ii) "Legislative body" has the same meaning as that term is used in subdivision (a) of Section 54952.

(E) The provisions of this paragraph shall not apply to a political subdivision of a local agency that was established by the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state.

(3) No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of a legislative body or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of a legislative body, or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

(b) Notwithstanding subdivision (a), the legislative body may take action on items of business not appearing on the posted agenda under any of the conditions stated below. Prior to discussing any item pursuant to this subdivision, the legislative body shall publicly identify the item.

(1) Upon a determination by a majority vote of the legislative body that an emergency situation exists, as defined in Section 54956.5.

(2) Upon a determination by a two-thirds vote of the members of the legislative body present at the meeting, or, if less than two-thirds of the members are present, a unanimous vote of those members present, that there is a need to take immediate action and that the need for action came to the attention of the local agency subsequent to the agenda being posted as specified in subdivision (a).

(3) The item was posted pursuant to subdivision (a) for a prior meeting of the legislative body occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting the item was continued to the meeting at which action is being taken.

(4) To consider action on a request from a member to participate in a meeting remotely due to emergency circumstances, pursuant to Section 54953, if the request does not allow sufficient time to place the proposed action on the posted agenda for the meeting for which the request is made. The legislative body may approve such a request by a majority vote of the legislative body.

(c) This section is necessary to implement and reasonably within the scope of paragraph (1) of subdivision (b) of Section 3 of Article I of the California Constitution.

(d) For purposes of subdivision (a), the requirement that the agenda be posted on the local agency's Internet Web site, if the local agency has one, shall only apply to a legislative body that meets either of the following standards:

(1) A legislative body as that term is defined by subdivision (a) of Section 54952.

(2) A legislative body as that term is defined by subdivision (b) of Section 54952, if the members of the legislative body are compensated for their appearance, and if one or more of the members of the legislative body are also members of a legislative body as that term is defined by subdivision (a) of Section 54952.

(e) This section shall remain in effect only until January 1, 2026, and as of that date is repealed.

SEC. 5. Section 54954.2 is added to the Government Code, to read:

54954.2. (a) (1) At least 72 hours before a regular meeting, the legislative body of the local agency, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed 20 words. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public and on the local agency's Internet Web site, if the local agency has one. If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

(2) For a meeting occurring on and after January 1, 2019, of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an Internet Web site, the following provisions shall apply:

(A) An online posting of an agenda shall be posted on the primary Internet Web site homepage of a city, county, city and county, special district, school district, or political subdivision established by the state that is accessible through a prominent, direct link to the current agenda. The direct link to the agenda shall not be in a contextual menu; however, a link in addition to the direct link to the agenda may be accessible through a contextual menu.

(B) An online posting of an agenda including, but not limited to, an agenda posted in an integrated agenda management platform, shall be posted in an open format that meets all of the following requirements:

(i) Retrievable, downloadable, indexable, and electronically searchable by commonly used Internet search applications.

(ii) Platform independent and machine readable.

(iii) Available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

(C) A legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an Internet Web site and an integrated agenda management platform shall not be required to comply with subparagraph (A) if all of the following are met:

(i) A direct link to the integrated agenda management platform shall be posted on the primary Internet Web site homepage of a city, county, city and county, special district, school district, or political subdivision established by the state. The direct link to the integrated agenda management platform shall not be in a contextual menu. When a person clicks on the direct link to the integrated agenda management platform, the direct link shall take the person directly to an Internet Web site with the agendas of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state.

(ii) The integrated agenda management platform may contain the prior agendas of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state for all meetings occurring on or after January 1, 2019.

(iii) The current agenda of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state shall be the first agenda available at the top of the integrated agenda management platform.

(iv) All agendas posted in the integrated agenda management platform shall comply with the requirements in clauses (i), (ii), and (iii) of subparagraph (B).

(D) For the purposes of this paragraph, both of the following definitions shall apply:

(i) "Integrated agenda management platform" means an Internet Web site of a city, county, city and county, special district, school district, or political subdivision established by the state dedicated to providing the entirety

of the agenda information for the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state to the public.

(ii) "Legislative body" has the same meaning as that term is used in subdivision (a) of Section 54952.

(E) The provisions of this paragraph shall not apply to a political subdivision of a local agency that was established by the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state.

(3) No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of a legislative body or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of a legislative body, or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

(b) Notwithstanding subdivision (a), the legislative body may take action on items of business not appearing on the posted agenda under any of the conditions stated below. Prior to discussing any item pursuant to this subdivision, the legislative body shall publicly identify the item.

(1) Upon a determination by a majority vote of the legislative body that an emergency situation exists, as defined in Section 54956.5.

(2) Upon a determination by a two-thirds vote of the members of the legislative body present at the meeting, or, if less than two-thirds of the members are present, a unanimous vote of those members present, that there is a need to take immediate action and that the need for action came to the attention of the local agency subsequent to the agenda being posted as specified in subdivision (a).

(3) The item was posted pursuant to subdivision (a) for a prior meeting of the legislative body occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting the item was continued to the meeting at which action is being taken.

(c) This section is necessary to implement and reasonably within the scope of paragraph (1) of subdivision (b) of Section 3 of Article I of the California Constitution.

(d) For purposes of subdivision (a), the requirement that the agenda be posted on the local agency's Internet Web site, if the local agency has one, shall only apply to a legislative body that meets either of the following standards:

(1) A legislative body as that term is defined by subdivision (a) of Section 54952.

(2) A legislative body as that term is defined by subdivision (b) of Section 54952, if the members of the legislative body are compensated for their appearance, and if one or more of the members of the legislative body are also members of a legislative body as that term is defined by subdivision (a) of Section 54952.

(e) This section shall become operative January 1, 2026.

SEC. 6. The Legislature finds and declares that Sections 1 and 2 of this act, which amend Section 54953 of the Government Code, impose a limitation on the public's right of access to the meetings of public bodies or the writings of public officials and agencies within the meaning of Section 3 of Article I of the California Constitution. Pursuant to that constitutional provision, the Legislature makes the following findings to demonstrate the interest protected by this limitation and the need for protecting that interest:

By removing the requirement for agendas to be placed at the location of each public official participating in a public meeting remotely, including from the member's private home or hospital room, this act protects the personal, private information of public officials and their families while preserving the public's right to access information concerning the conduct of the people's business.

SEC. 7. The Legislature finds and declares that Sections 1 and 2 of this act, which amend Section 54953 of the Government Code, further, within the meaning of paragraph (7) of subdivision (b) of Section 3 of Article I of the

California Constitution, the purposes of that constitutional section as it relates to the right of public access to the meetings of local public bodies or the writings of local public officials and local agencies. Pursuant to paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the Legislature makes the following findings:

This act is necessary to ensure minimum standards for public participation and notice requirements allowing for greater public participation in teleconference meetings.

Napa County Office of Education
Barbara Nemko, Ph.D., Superintendent

Item: 7.C.
February 7, 2023
Board Meeting

TITLE: Financial Audit Status Update.

HISTORY:

Each year, annual audit reports for the most recently completed fiscal year must be filed electronically no later than December 15 by the certified public accounting (CPA) firm that performed the audit. For school districts, extensions of the deadline can be granted by the County Superintendent with the consent of the State Controller's Office (SCO) and CDE. For a county office, the audit deadline may be extended by consent of the SCO and CDE.

Because of challenges with fixed asset reconciliation related the implementation of the Escape financial system, in December NCOE requested an extension of the deadline for filing the 2021-22 audit to January 31, 2023. As the issues are still not fully resolved, based on the advice of auditors Christy White and Associates, NCOE has now requested an extension to March 31, 2023, which is the maximum allowable. NCOE staff believe that the fixed asset reconciliation will be completed much sooner than March 31.

FUNDING SOURCE: NA

SPECIFIC RECOMMENDATION: For discussion only.

PREPARED BY: Josh Schultz, Deputy Superintendent



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January 25, 2023

State Controller's Office
Division of Audits
P.O. Box 942850
Sacramento, CA 94250-5874
leaaudits@sco.ca.gov

School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814
leaaudits@cde.ca.gov


Re: 2021-22 Audit Extension, Napa County Office of Education

To Whom It May Concern:

The Napa County Office of Education is requesting a second extension for the filing of their fiscal year 2021-22 audited financial report per Education Code Section 41020.2 This request is necessary due to difficulties in implementing new fixed asset financial software. Additional time is needed to reconcile and correct balances carried over to the new system.

Our original extension was requested and approved through January 31, 2023. We are now requesting an additional extension for audit completion to March 31, 2023. Thank you in advance for your consideration. If you have any questions or need more information regarding this matter, please feel free to contact me at (707) 253-6832.

Sincerely,

DocuSigned by:

B2589DEC0A51432...

Joshua Schultz
Deputy Superintendent, Napa County Office of Education

Cc: Michael Ash, Partner, Christy White and Associates
Kyle Montgomery, Partner, Christy White and Associates

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D., Superintendent

Item 7.D.

February 7, 2023

TITLE: First Reading of Board Bylaw 9150 Student Board Members

HISTORY: Pursuant to Education Code 1000, as amended by AB 824 (Ch. 669, Statutes of 2021), a county board of education that maintains one or more high schools has the option to include one or more student members on the county board, and is required to do so when it receives a petition that meets the requirements specified in Education Code 1000.

CURRENT PROPOSAL: Board to review and discuss Board Bylaw 9150 Student Board Members.

Consider adding language for Application Process under **Choosing or Selecting Student Board Members:**

The Board or designee will notify the high school students under its direct jurisdiction that students are eligible to apply to the Board for a position as a Student Board Member commencing July 1, 2023. The notification will include information regarding the application process.

A. Eligibility

To be eligible to serve as a Student Board Member, a student must:

1. Currently be enrolled at a high school that is under the direct jurisdiction of the County Board. (Ed. Code, § 1000(b)(7))
2. Be willing to dedicate time needed to fulfill the responsibilities of the position.
3. Be able to attend all open-session County Board meetings.

B. Application Process

The County Board encourages all interested and eligible students to apply. The Board shall ensure that the application and election process is nondiscriminatory. To be considered, all interested and eligible students must complete an application packet, which includes:

1. Submission of an application form by the application deadline. The application should include applicant's signature attesting the applicant is enrolled in a high school under the direct jurisdiction of the County Board. Interested candidates shall also be required to gather a minimum of 10% of signatures from high school students under the direct jurisdiction of the Board, attesting that they meaningfully support the applicant's candidacy.
2. Submission of a Statement of Interest.

3. Submission of at least one but no more than three letters of recommendation. At least one letter must be from a current or former teacher and/or an administrator or counselor at the student's high school. All the letters should be from individuals who know the student personally and include comments on the student's academic and leadership abilities, as well as their perspectives regarding the student as a potential member of the County Board.
4. Submission of a resume of activities and areas interest.

A. Selection of Student Board Member

Student Board Members shall be chosen in accordance with the following procedures. The Student Board Members shall be selected as follows:

1. The County Board or designee will review all the student application packets submitted by the deadline, identify eligible candidates, and notify all eligible candidates that they are progressing to the next step in the selection process.
2. All eligible candidates must provide a presentation at a regular County Board meeting. The Board or designee will notify candidates of the date and time of the meeting with prior notice.
3. The County Board shall select the finalist to be appointed as the Student Board Member, by majority vote. The Board may select more than one Student Board Member.

FUNDING SOURCE: N/A

SPECIFIC RECOMMENDATION: It is recommended that the Board review Board Bylaw 9150 Student Board Members and accompanying CSBA analysis to determine any questions for further research or edits for inclusion in the second reading.

Prepared by: Julie McClure

January 30, 2023

Board Bylaw 9150: Student Board Members

Status: DRAFT

Original Adopted Date: Pending

CSBA NOTE: The following County Board bylaw is optional. Pursuant to Education Code 1000, as amended by AB 824 (Ch. 669, Statutes of 2021), a county board of education that maintains one or more high schools has the option to include one or more student members on the county board, and is required to do so when it receives a petition that meets the requirements specified in Education Code 1000. See section on "Petition" below for additional information regarding student petitions.

In order to enhance communication and collaboration between the County Board of Education and the student body, and to teach students the importance of civic involvement, the County Board supports the participation of high school students in county board governance.

CSBA NOTE: Pursuant to Education Code 1000, as amended by AB 824, the County Board is authorized to award elective course credit for service as a student Board member, as permitted by Education Code 35120.

Student Board members may, at the County Board's discretion, receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provided. (Education Code 1000, 35120)

CSBA NOTE: Pursuant to Education Code 1000, as amended by AB 824, student Board members are entitled to mileage allowance to the same extent as full members of the County Board. As this law does not address other travel expenses that may be incurred by student Board members related to training or to the performance of authorized services, other travel expenses are not necessarily reimbursable for student Board members, except with prior County Board approval.

Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the County Board but shall not receive monetary compensation for attendance at Board meetings. (Education Code 1000)

A student Board member shall not be liable for any acts of the County Board. (Education Code 1000)

Petition

CSBA NOTE: If petitioned by the students of a high school under the County Board's jurisdiction pursuant to Education Code 1000, the County Board is required to include at least one student Board member on the County Board and, at its discretion, may include more than one student Board member. A county board that has already established student Board member position(s) should delete the following section.

High school students may submit a petition to the County Board requesting the appointment of at least one student Board member. (Education Code 1000)

To qualify for Board consideration, the petition for student representation shall contain the signatures of at least 500 students or 10 percent of the number of students regularly enrolled in high schools that are under the jurisdiction of the county board, whichever is less. (Education Code 1000)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the County Board shall order the inclusion of at least one student member on the County Board. (Education Code 1000)

Choosing or Selecting Student Board Members

CSBA NOTE: The following section may be revised to reflect local practice. Pursuant to Education Code 1000, as amended by AB 824, when student representation is established in response to a student petition, any student Board member must be enrolled in a high school that is under the jurisdiction of the County Board and must be chosen by the students enrolled in the high school(s) of the county. However, if no petition is received from the student body, the County Board is authorized to select a student enrolled in a high school that is under the jurisdiction of any school district within the county. It is recommended that the County Board apply the same process when a student Board member position is established at the County Board's discretion. The following paragraph may be revised accordingly.

Student Board members shall be chosen by students enrolled in the high school(s) within the county in accordance with procedures prescribed by the County Board.

If the student Board member position is established based on a petition received from the high school(s) under the County Board's jurisdiction, any student chosen shall be enrolled in a high school that is under the jurisdiction of the County Board. (Education Code 1000)

If the County Board does not receive a petition from the high school(s) under its jurisdiction, the County Board may select a student who is enrolled in a high school under the jurisdiction of a school district within the county to serve as a student Board member. (Education Code 1000)

CSBA NOTE: Education Code 1000, as amended by AB 824, provides for a term of one year for student board members and authorizes the County Board to adjust the term only in circumstances specified in the following paragraph. However, in addition to those specified circumstances, a student board member may serve for less than one year if the position is ordered by the county board after July 1 of the year. It is recommended that any proposal to reduce the term of a student Board member be brought before the County Board for consideration, and that a majority all Board members be required prior to reducing the term.

The term of student Board member(s) shall be one year, commencing on July 1. However, the County Board may adjust the term of a student Board member if a vacancy occurs or in order to provide more students an opportunity to serve on the County Board. (Education Code 1000)

Role and Responsibilities of Student Board Members

CSBA NOTE: Pursuant to Education Code 1000, as amended by AB 824, student Board members have certain rights, as specified in the following section. However, student Board members are not considered to be members of the County Board for purposes of the Brown Act.

Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 1000)

A student Board member shall not be counted in determining the vote required to carry any measure before the County Board or whether a quorum is in attendance at a County Board meeting.

Student Board member(s) shall have the right to attend all Board meetings except closed sessions. (Education Code 1000)

CSBA NOTE: Education Code 1000, as amended by AB 824, requires that student Board members receive meeting materials, staff briefings, and non-closed session materials given to other Board members between open meetings at the same time as other Board members. Any briefings presented to the Board must comply with Brown Act requirements.

All materials presented to County Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to other County Board members. Student Board member(s) shall also be invited to attend staff briefings, or be provided with a separate staff briefing, within the same timeframe as the briefing of other County Board members. In addition, all materials given to County Board members between meetings, except for materials that pertain to closed session items, shall be distributed to student Board members. (Education Code 1000)

Student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the County Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 1000)

Student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the County Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 1000)

CSBA NOTE: Pursuant to Education Code 1000, as amended by AB 824, the County Board may adopt a resolution authorizing its student Board member(s) to make motions that may be acted upon by the County Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. The following optional paragraph is for use by county boards that have adopted a resolution granting such authority.

Student Board member(s) may make motions that may be acted upon by the County Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 1000)

CSBA NOTE: Education Code 1000, as amended by AB 824, requires student Board members to be appointed to subcommittees of the County Board in the same manner as other County Board members, and as specified below.

Student Board members shall be appointed to subcommittees of the County Board in the same manner as other County Board members, and shall be made aware of the time commitment required to participate in subcommittee meetings and work and of the right to decline an appointment. The availability of all subcommittee members, including the availability of student Board members, may be considered when scheduling subcommittee meetings. (Education Code 1000)

CSBA NOTE: Education Code 1000, as amended by AB 824, requires that student Board members be invited to attend functions of the County Board, as provided below.

Student Board members shall be invited to attend functions of the County Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 1000)

Student Board Member Training

CSBA NOTE: The following section is optional. Trainings for student Board members are available through CSBA's governance workshops and Annual Education Conference and other statewide associations such as the California Association of Student Councils and California Association of Student Leaders.

The County Board may provide learning opportunities to student Board members through trainings, workshops, and conferences, such as those offered by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

The County Board may periodically provide information to student Board member candidates to give them an understanding of the position. Once chosen or appointed, incoming student Board members shall be provided an orientation designed to build their knowledge and an understanding of the responsibilities and expectations of the position.

Alternate Student Board Member

CSBA NOTE: Education Code 1000, as amended by AB 824, authorizes the County Board to appoint a student to serve as an alternate student Board member if the County Board determines that the student Board member is not fulfilling their duties.

If the County Board determines that the student Board member's duties are not being fulfilled, the County Board may appoint another student to serve out the term of the student Board member. If an alternate student Board member is appointed, the County Board shall suspend the prior student Board member's rights and privileges related to service on the County Board. (Education Code 1000)

Elimination of Student Board Member Position

Once established, the student Board member position shall continue to exist until the County Board, by majority vote of all voting County Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a County Board meeting prior to the motion being voted upon. (Education Code 1000)

Management Resources References

Website

Description

California Association of Student Councils - <https://simbli.eboardsolutions.com/SU/Zu3slshgh2qXKb3YiEloFG9rA==>

Website

CSBA - <https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==>

Website

California Association of Student Leaders - <https://simbli.eboardsolutions.com/SU/78UhdZP0cBQjRYrBG7BMsw==>

State References

Ed. Code 1000

Description

County Board members; number, election and terms; student members

Ed. Code 35120

Course credit for student board members

Gov. Code 3540-3549.3
Gov. Code 54950 - 54964

Educational Employment Relations Act
Ralph M. Brown Act

Cross References

Description

0410	Nondiscrimination In County Office Programs And Activities - https://simbli.eboardsolutions.com/SU/EToztFYB7kRM14NmqhsIshuJQ==
9130	Board Committees - https://simbli.eboardsolutions.com/SU/KplusOblxsQplus01AQOd5cVSW7Q==
9230	Orientation - https://simbli.eboardsolutions.com/SU/Z74qDUZdX6aQtHz9hldftQ==
9250	Remuneration, Reimbursement And Other Benefits - https://simbli.eboardsolutions.com/SU/BlqdT6by6DYiaC9sVZmFmQ==
9321	Closed Session - https://simbli.eboardsolutions.com/SU/KskUgm4eEydGGtlyrMgSRQ==
9322	Agenda/Meeting Materials - https://simbli.eboardsolutions.com/SU/41obwluhew5mBFSD3WqviQ==
9323.2	Actions By The Board - https://simbli.eboardsolutions.com/SU/uf4Gp2dtYAtMGXGq7YPWxA==
9324	Minutes And Recordings - https://simbli.eboardsolutions.com/SU/87plus61agNr5zC5hAORBtQEw==