



Gorman Joint School District

49847 Gorman School Road
P.O. Box 104
Gorman, CA 93243
(661) 248-6441 – FAX (661) 248-0604

BOARD OF TRUSTEES

NOTICE OF REGULAR MEETING

AGENDA

March 9, 2021

Gorman School

Closed Session: 3:00 P.M.
Regular Session: 3:30 P.M.

I. CALL TO ORDER

Salute the flag

Roll Call – Members:

Patricia Edwards, President
Susan Ralphs, Clerk
Ryan Ralphs, Member

Roll Call – Administration:

Johannis Andrews, Superintendent/Principal
Jean Cummings, Business Manager/Consultant
Denise Saenz, Accounting/Data Processing Technician

ITEMS FROM THE FLOOR

Please submit a "Request to Speak to the Board of Trustees" for agenda and non-agenda items to the Secretary of the Board prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, no more than twenty (20) minutes on the same subject. This portion of the agenda is for presentations to the Board and not a question and answer period where the Board enters into dialogue. If you have questions for the Board, please provide the Board President with a copy and an administrator will provide answers at a later date.

II. AGENDA

1. Approve the Agenda as presented for March 9, 2021.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

III. ADJOURN TO CLOSED SESSION

Adjourn to Closed Session at _____ P.M. to discuss personnel, employer/employee relations. (Govt. Code 54957, 54957.6):

1. Personnel (Govt. Code 54957)
2. Employer/Employee Relations (Govt. code 54957.7)
3. Public Employee Discipline/Dismissal/Release/Appointment (Govt. Code 54957)

Moved by _____ Seconded by _____ Vote: yes ___ no ___

IV. RECONVENED TO REGULAR SESSION

Reconvened to Regular Session at _____ P.M.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

ACTION FROM CLOSED SESSION (IF ANY)

V. PRESENTATIONS/INFORMATION/DISCUSSION

A. Presentation

B. Information

1. Superintendent's Report
2. Principal's Report
3. Trial Balance by Fund Report Period 8
4. Gorman Learning Charter Network Agenda dated February 18, 2021
5. Gorman Learning Charter Network Minutes dated January 21, 2021
6. Gorman Elementary Paw Print Newsletter dated March 2021

C. Comments

1. Board
2. Staff
3. Public-Items from the floor.

D. Discussion

VI. ACTION ITEMS

A. Administrative and Business Office Items

1. Approve the Minutes of the Regular Meeting of February 9, 2021.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

2. Approve Purchase Orders #19-20-223 through 19-20-256 of which \$23,785.28 was paid from the General Fund and \$8,736.25 from other funds.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

3. Approve Commercial Warrant Register in the amount of \$25,433.85 from Fund 01.0, \$298.20 from Fund 13.0 and \$400.00 from Fund 76.0.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

4. Approve the CARS II Winter Release 2021 Report.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

5. Declare positive certification and approve budget revisions for the Second Interim Budget Report for 2020-21.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

6. Approve the 2020-21 Gorman Joint School District School Safety Plan.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

7. Approve the 2021 Los Angeles County Plan for Expelled Pupils.

Moved by _____ Seconded by _____ Vote: yes ___ no ___

B. Personnel

C. Board Policy

VII. ADVANCE PLANNING

The next regular meeting of the Board of Trustees will be changed from April 13, 2021 at 3:00 P.M. closed session and 3:30 P.M. regular session.

Items for next meeting

1. _____ 2. _____

VIII. ADJOURNMENT

Approve adjournment at _____ P.M.

Moved by _____ Seconded by _____ Vote: yes ___ no ___



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Susan Ralphs, Clerk
Ryan Ralphs, Member

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Johannis L. Andrews II
Superintendent

Superintendent's Report March 2021

Enrollment 52 students

As of March 5, 2021, Gorman School has 52 students enrolled.

District:

LCAP Development

The LCAP's first years have been learning experiences for everyone. A good goal now, and one that can be helpful to share with stakeholders, is to develop a revised LCAP that moves the district forward and maintains a commitment by stakeholders to stay engaged to improve on the quality of the LCAP's process for a three year period.

Gorman is back to in-service learning with every student wishing to return to school starting March 4, 2021. The school bus from Hughes Elizabeth Lakes Union School District is bringing students to school. Students are in school from 8:30 AM until 1:30 PM.

Background on School Reopening- Newsom's return to school for student by April:

Gov. Gavin Newsom and the Legislature have struck a deal to accelerate the reopening of school campuses by moving up the deadline to send the youngest students back to class in March. They also are adding \$2 billion in incentives and removing obstacles that districts had complained were standing in their way. The deal also settles details for an additional \$4.6 billion in one-time state funding that Newsom had proposed in his state budget for districts to spend coping with the harm from COVID-19 on students' learning and mental health. That money, which can be spent though the next fiscal year, will be released with the \$2 billion. Under the terms, by April 1, districts must open kindergarten through second grade classrooms in order to receive their share of the \$2 billion in incentive funding. They also must bring back to school cohorts of students in all grades most harmed by the pandemic. These include homeless and foster youth, English learners, chronically absent students and students without access to the internet and students with disabilities.

This provision will apply to all districts, including those in the "purple tier," the most restrictive level under the state's four-tier system governing business and community activities, provided

the daily average rate of COVID infections is below 25 positive cases per 100,000 county residents. Districts must then reopen all elementary grades and at least one grade in middle school or high school, once COVID infection levels in their county decline to the "red tier," the second-most restrictive level. Currently, only 11 of the state's 58 counties, mainly rural counties, are in red or orange, the next level down. However, Newsom said at a press conference Monday that he expects counties with the majority of students will move from purple to red tier by April 1.

Before anyone gets too excited about schools supposedly reopening on April 1, that's unlikely to happen in much of California schools under the terms of the deal that Gov. Gavin Newsom just worked out with the Legislature. The agreement announced Monday to offer schools \$2 billion in incentives to reopen at least their K-2 classrooms by April 1 is less meaningful than the Governor's recent turnaround on vaccines for teachers. The state is now setting aside a hefty share of the doses to meet the demands of teachers' unions. But even that's not enough to meet April 1 deadlines for most schools. The new, one-dose Johnson & Johnson vaccine is expected to be in short supply in the near future, leaving teachers to depend on the two other vaccines, which require two doses and take five to six weeks to fully protect a person. That pushes school reopening's at least to mid-April. Gorman working with Antelope Valley Hospital has starting to administer vaccines to our employees.

It's hard to imagine why state, district and union officials couldn't have put their heads together and agreed on a science-based approach. We're sacrificing weeks of in-person schooling in order for teachers to obtain a little extra protection in schools, many that have already been operating safely without vaccines. The Los Angeles, San Diego and San Francisco school districts have all declared that they will not open until teachers are fully vaccinated; their unions demanded that much. School districts that can open will receive \$725 per ADA, keeping attendance at 95%.

AB 86 / SB 86 Grant for In-person Learning

\$2 billion in grants for LEAs that, between, April 1 through May 15 continuously offer:

- In-person instruction to prioritized pupil groups in cohorts (all tiers)
- TK-2, in addition to above (Purple Tier CR<25) All elementary grades, and one grade in middle or high school, in addition to above (Red, Orange, and Yellow Tiers).

COVID-19 safety plans may be grandfathered (including testing protocols). CDPH testing cadence is required in Purple Tier (unless grandfathered), but is not required in others Tiers.

Noncompliance will result in daily penalties or, if an LEA fails to comply prior to May 15, 2021, forfeiture of all funds.

By April 1, an LEA must offer in-person instruction as follows: - All Tiers. If unopened, cohorts for students with exceptional needs and "prioritized pupil groups" (pupils at risk for abuse, neglect, exploitation; homeless pupils; foster youth; English learners; no access to computing device or internet, if needed; disengaged pupils). The number of prioritized pupils may be limited if those seeking in person instruction exceeds the LEA's "practical capacity" to maintain health and safety, per the COVID-19 safety plan.

Purple Tier (CR<25). TK-2 plus students with exceptional needs and prioritized cohorts.
Red/Orange/Yellow Tiers. For elementary schools, TK through highest grade (up to grade 6) plus cohorts for prioritized groups. For middle and high schools, at least one grade (6/7 through 12) plus cohorts for prioritized groups.

“In-person instruction” means instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil.

Hybrid is allowed, but only if LEA offers in-person instruction “to the greatest extent possible” (this phrase is undefined).

Grandfathering and asymptomatic testing

Schools in the Purple Tier must conduct asymptomatic testing using CDPH testing cadence, except if the LEA is already providing in-person instruction, or the governing board has posted its COVID-19 safety plan online, by Mar. 31, 2021.

Asymptomatic testing is not required in Red, Orange, and Yellow Tiers. § 43521(c) (3) (D).

Eligible expenditures

This grant may be used for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services provided in conjunction with in-person instruction.

Allocated to LEAs based on number of homeless pupils (\$1,000/ADA), state special school pupils (\$725/ADA, with the remainder allocated to LEAs based on LCFF entitlement as of 2020-21 P2 apportionment.

COE LCFF entitlement includes pupils referred to the county. Nonclassroom-based charter school ADA is excluded (but traditional independent study ADA is included).

Expanded Learning opportunities Grants:

\$4.6 billion for LEAs that implement a learning recovery program to provide supplemental instruction, support for social and emotional well-being, and meals to specified pupil groups. 85% of funds must go towards in-person instruction pursuant to a list of eligible uses. 15% may be used for distance learning or preparing to reopen schools. LEAs must adopt an expenditure plan prior to June 1, 2021.

85% for in-person instruction

85% of funds must be spent on “expenditures related to providing in-person services. Specifically:

1. Increasing the instructional minutes/days during the school year, summer school or intersessional instructional programs, etc.
2. Implementing/expanding learning supports:
 - a. Tutoring by certificated or classified staff
 - b. Learning recovery programs or materials to improve academic proficiency or for EL students
 - c. Educator training in “accelerated learning strategies and effectively addressing learning gaps”
3. Addressing other “barriers to learning,” including health, counseling, mental health services, school meal programs, before/after school programs, trauma, social-emotional learning, and referrals for support for family or pupil needs.
4. Community learning hubs that provide access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient pupils to complete graduation or grade promotion and improve college eligibility.
6. Diagnostic, progress monitoring, and benchmark assessments of pupil learning.
7. Staff training for trauma-informed practices for pupils and families. Other expenditures/requirements that count towards the 85% category:
 - 10% of the LCFF portion of the grant (i.e., not pupil grants for exceptional needs or state special schools) must be used to hire/rehire paraprofessionals to provide supplemental instruction through the duration of this program, with priority towards serving English learners and individuals with exceptional needs. Funds may be used to rehire paraprofessionals subject to layoff or release after the current prohibition on classified employee terminations expires on June 30, 2021.
 - An LEA that forfeits funding for the in-person instruction grants (the \$2 billion program) may use up to 10% of its expanded learning grants during FY 2020-21 on support for “school reopening for instructional services related to learning loss.

15% for distance learning or preparing for in-person instruction 15% of funds may be used to “increase or improve services for pupils participating in distance learning or to support activities intended to prepare a local educational agency for in-person instruction, before in-person instructional services are offered.

Professional Development:

- March 8-9, 2021, I will be attending the SSDA Virtual Conference. The conference promotes workshops and interactive sessions focusing on small school district issues and leadership.

Staff:

March 3, 2021, staff started training with Code to the Future with the teachers and Principal. Training with the new adopted Science curriculum with staff is being schooled for later in March/April.

Students at Gorman will have the opportunity to learn fundamentals of Computer Coding as part of their daily curriculum. Through this 21st century literacy and learning, students will develop critical thinking, creativity, communication, and collaboration skills. The program is designed to help students attain the skills needed for success later in their education and to have the opportunity to meet the demand for skilled employees in this field.

Code To The Future will engage and teach students through innovative ways such as block-based programming languages, robotics, and text-based programming environments. To have students learn coding at an early age will be able to set them apart from others in any setting. We will use coding to complement core content areas and will continue to offer the same, outstanding instruction in Reading, Writing, Math, Science, Social Studies, Music, and PE. Coding will be an exciting, integrated enhancement to the excellent learning already taking place at Gorman!

Facilities:

Maintenance 2020-2021:

- Repaving the worn out lower playground area is needed. The asphalt is cracked, leaving the area uneven and unsafe.
- Replacement/fix deteriorating pipes in staff restrooms.
- Replacement of kitchen drainage line to sewer connection. **Completed January 2020**
- Pest control on the upper field some has been fixed somewhat with neighboring cats.
- Ramps repair in front of classrooms. **Completed February 2020**
- Painting of the main building.
- Repair and painting of the rental property. **Completed April 2020**
- Roof repair and replacement in the main building- **Completed October 2020**
- Security gate in the front office. **Completed September 2020**
- Entry cover to back door of computer room. **Completed October 2020**

Budget: Education

K-12

The proposed budget increases education funding by \$4.6 billion to a record high level, while paying down \$11 billion of the 2020 Budget Act Local Control Funding Formula (LCFF) deferrals. Governor Newsom suggested the Legislature should provide additional funding if budget projections remain strong.

New funding is proposed for the following programs:

- \$2 billion one-time for health and safety supplies and services to support in-person instruction.
- \$265 million one-time for the Community Schools Grant Program.
- \$250 million one-time for professional development to promote educator quality and effectiveness.
- \$50 million one-time to create statewide resources and professional development on social emotional learning and trauma-informed practices.
- \$50 million one-time to support early learning professionals achieve competency-based standards.
- \$12.6 million to support state operations for remaining early learning and child nutrition programs.

Special Education

Special Education funding increased in the form of early education and training school personnel. The Governor's budget proposes the following funding increases:

- \$300 million for the Special Education Early Intervention Preschool Grant.
- \$100 million one-time for the Teacher Residency Grant Program which supports teacher preparation programs focused on retaining special education, bilingual, and science, technology, engineering, and mathematics teachers.

Events:

1. 8th Grade Fundraiser Chocolate sale continues. Chocolates are available to all at the front office. Students are selling chocolate bars throughout the community. Funds are raised to support the 8th grade end-of the year trip.
2. During March, Students will be participating in the Pennies for Patients campaign with the Leukemia and Lymphoma Society. Students and community members are encouraged to drop their spare change in a collection box located in their classroom or front office. This fantastic service-learning project will promote caring, citizenship, and team work amongst our students. Again, we're looking forward to helping a great organization that helps so many kids.
3. LCAP Stakeholders Meetings:
 - Staff-3/11/21 12:00pm
 - EL (Spanish) Parent Meeting- 3/10/21
 - Parent Meeting- 3/10/21 2:30pm
 - Parent Meeting- 3/11/21 6:00pm



Be safe. Be responsible. Be respectful

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(661) 248-6441 – FAX (661) 248-0604
Dena Kiouses, EdD, Principal
d.kiouses@gormanschool.com

Principal's Report

March 9, 2021

Staff **testing for COVID** continues. All staff who wanted a vaccine have been able to complete their first dose.

FFA ordered ducks came and the students are doing an amazing job taking care of them. Fun fact: 30 + ducks is A LOT of ducks.

The **ASES application** was completed on time. We should hear by the end of March, if we are awarded the grant.

Coffee with Kiouses was on Monday, March 8. We plan to hold this monthly, to give parents a forum for discussion.

Stakeholder meetings for LCAP will be this week:

3/10, 2:00: Spanish Meeting

3:00: English

3/11, 2:00: Staff

6:00: English

We will report all data to the board, after these meetings, to seek trustee input for LCAP implementation.

Code to the Future training has started. We will implement coding with students on Thursday, March 11.

Thank you to Carla and Leah for picking up our students and getting the bus going. It is great to have all our students here on campus.

In April, we will share **student benchmark data** with the board.

Pennies for Patients is happening now. We just concluded Coins for Cats and Canines.

We are planning field trips and will come to the April board meeting with permission forms.

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 01.0 - General Fund

Object	Object Description	Debit	Credit
1100	Teachers' Salaries	18,598.64	0.00
1110	Teachers' Salaries-Full-Time	105,717.95	0.00
1160	Teachers' Salaries-Substitute	7,350.00	0.00
1300	Cert Supervisors & Admin Sal	41,600.00	0.00
1310	Cert Supervisor & Admin Sal-FT	62,400.00	0.00
1360	Cert Sup & Admin Sal-Sub	21,229.36	0.00
Totals for Major Object : 1000		256,895.95	0.00

Object	Object Description	Debit	Credit
2130	Instruct Aide Sal-Hourly/Daily	17,520.64	0.00
2200	Classif Support Sal	2,372.03	0.00
2210	Classif Support Sal-Full-Time	11,886.73	0.00
2410	Cler Tech Office Staff Sal-FT	16,801.89	0.00
2460	Cler Tech Off Staff Sal-Sub	9,775.94	0.00
2990	TBD	15,540.00	0.00
Totals for Major Object : 2000		73,897.23	0.00

Object	Object Description	Debit	Credit
3111	STRS, Certificated Positions	39,655.65	0.00
3311	OASDI, Certificated Positions	455.70	0.00
3312	OASDI, Classified Positions	4,581.56	0.00
3331	Medicare, Cert Positions	3,724.99	0.00
3332	Medicare, Class Positions	1,071.51	0.00
3411	Hlth & Wlfr Benefits, Cert	15,799.96	0.00
3412	Hlth & Wlfr Benefits, Class	24,287.95	0.00
3511	State Unemploy Insur, Cert Pos	128.49	0.00
3512	State Unemploy Insur, Clas Pos	35.12	0.00
3611	Worker Comp Insur, Cert Pos	5,780.22	0.00
3612	Worker Comp Insur, Class Pos	1,662.70	0.00
Totals for Major Object : 3000		97,183.85	0.00

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 01.0 - General Fund

Object	Object Description	Debit	Credit
4210	Books & Oth Reference Material	441.88	0.00
4310	Materials and Supplies	10,849.87	0.00
4340	Computer Software & Relat Exp	17,775.28	0.00
4350	Office Supplies - Admin	1,524.78	0.00
4360	Tires, Fuel and Oil	1,485.67	0.00
4370	Custodial/Operation Supplies	846.86	0.00
4380	Maintenance Supplies	327.70	0.00
4400	NonCapitalized Equipment	7,419.05	0.00
4700	Food	8,996.27	0.00
Totals for Major Object : 4000		49,667.36	0.00

Object	Object Description	Debit	Credit
5220	Travel and Conferences	3,384.79	0.00
5310	Dues and Memberships	6,534.00	0.00
5410	Insurance	9,549.00	0.00
5510	ELECTRICITY	7,064.66	0.00
5520	Natural Gas Services	2,174.22	0.00
5530	Water	243.30	0.00
5560	Waste Disposal	1,085.04	0.00
5565	Waste Disposal - Other	13,694.02	0.00
5610	Rentals, Leases and Repairs	2,229.97	0.00
5630	Repairs	4,307.55	0.00
5800	Oth Contracted Services	16,663.06	0.00
5803	Late Int Chrgs/Penalties	366.88	0.00
5820	Legal, Audit, & Election Costs	1,346.81	0.00
5830	Advertisement	293.04	0.00
5840	Computer/Technlgy Related Serv	4,640.75	0.00
5850	Conslt/Ind Contractors(NonEmp)	19,251.50	0.00
5860	Fingrprt,Phys, XRY&Oth Emp Cst	565.00	0.00
5880	Other Charges/Fees	2,173.00	0.00
5890	Other Services	226.69	0.00
5910	Communications	1,623.20	0.00
5940	Communication -Postage	340.00	0.00
Totals for Major Object : 5000		97,756.48	0.00

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Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 01.0 - General Fund

Object	Object Description	Debit	Credit
6400	Equipment	6,806.17	0.00
Totals for Major Object : 6000		6,806.17	0.00

Object	Object Description	Debit	Credit
8011	Rev Limit State Aid-CYr	0.00	490,523.00
8012	Education Protection Account E	0.00	49,270.00
8019	Rev Lmt State Aid-Prior Yr	0.00	5,910.00
8021	Home Owners Exemption	0.00	116.72
8029	Othr Subvntns/In-Lieu of Taxes	0.00	15.75
8041	Secured Tax Rolls	0.00	43,883.06
8042	Unsecured Roll Taxes	0.00	3,191.95
8043	Prior Year's Taxes	0.00	3,502.81
8044	Supplemental Taxes	0.00	50,031.83
8045	Edu RevAugmntn Fnd	0.00	2,591.07
8048	Pnlt & Intrst from Dlqnt Tax	0.00	1,108.36
8181	Spec Ed Entimnt per UDC	0.00	10,323.00
8290	All Other Federal Revenues	0.00	62,407.00
8550	Manated Cost Reimbursements	0.00	2,121.00
8560	State Lottery	0.00	5,686.92
8590	All Other State Revenues	0.00	7,046.00
8660	Interest	0.00	7,055.95
8699	All Other Local Revenues	0.00	72.44
8791	Tfrs of Apptmnts fm Dstrcts	0.00	20,803.19
Totals for Major Object : 8000		0.00	765,660.05

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 01.0 - General Fund

Net Increase (Decrease) to Fund Balance :

183,453.01

Object	Object Description	Debit	Credit
9110	Cash In County Treasury	2,432,606.68	0.00
9130	Revolving Cash Account	2,000.00	0.00
9200	Accounts Receivable System Default- K12	484,429.99	0.00
9519	Accounts Payable System Default	0.00	0.00
9520	Accounts Payable Manual Accrual	0.00	574,544.47
9521	Accrued Salaries and Wages Payable	0.00	1,500.00
9522	Stale Check Liability	0.00	1,613.51
9525	Fringe Benefits - CALSTRS	0.00	12,049.26
9526	Fringe Benefits - CALPERS	0.00	534.97
9528	Fringe Benefits - OASDI	0.00	3,495.61
9529	Fringe Benefits - Medicare	0.00	3,689.26
9531	Fringe Benefits - SUI	982.66	0.00
9532	Fringe Benefits - W/C	0.00	32,828.33
9650	Unearned Revenue	0.00	60,595.44
9791	Beginning Fund Balance	0.00	2,045,321.06
9910	Suspense Clearing	0.00	394.41
(9791) Beginning Fund/Sub-Fund Balance :		0.00	2,045,321.06
ENDING Fund/Sub-Fund Balance :			2,228,774.07
Total for Fund/Sub-Fund : 01.0 - General Fund		3,502,226.37	3,502,226.37

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 13.0 - Cafeteria Fund

Object	Object Description	Debit	Credit
2230	Classif Support Sal-Hrly/Daily	7,236.74	0.00
Totals for Major Object : 2000		7,236.74	0.00

Object	Object Description	Debit	Credit
3312	OASDI, Classified Positions	448.73	0.00
3332	Medicare, Class Positions	104.94	0.00
3412	Hlth & Wlfr Benefits, Class	2,470.02	0.00
3512	State Unemploy Insur, Clas Pos	3.62	0.00
3612	Worker Comp Insur, Class Pos	162.82	0.00
Totals for Major Object : 3000		3,190.13	0.00

Object	Object Description	Debit	Credit
4710	Food	6,381.75	0.00
4790	Food Supplies	241.32	0.00
Totals for Major Object : 4000		6,623.07	0.00

Object	Object Description	Debit	Credit
5220	Travel and Conferences	15.00	0.00
Totals for Major Object : 5000		15.00	0.00

Net Increase (Decrease) to Fund Balance : (17,064.94)

Object	Object Description	Debit	Credit
9110	Cash In County Treasury	0.00	16,922.67
9200	Accounts Receivable System Default- K12	8,955.27	0.00
9519	Accounts Payable System Default	0.00	0.00
9520	Accounts Payable Manual Accrual	0.00	2,226.00
9521	Accrued Salaries and Wages Payable	0.02	0.00
9526	Fringe Benefits - CALPERS	34.66	0.00
9528	Fringe Benefits - OASDI	0.00	2,887.39
9529	Fringe Benefits - Medicare	0.00	113.99
9531	Fringe Benefits - SUI	0.00	142.37
9532	Fringe Benefits - W/C	0.00	2,302.46
9791	Beginning Fund Balance	0.00	1,460.01
(9791) Beginning Fund/Sub-Fund Balance :		0.00	1,460.01
ENDING Fund/Sub-Fund Balance :			-15,604.93
Total for Fund/Sub-Fund : 13.0 - Cafeteria Fund		26,054.89	26,054.89

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 14.0 - Deferred Maintenance Fund

Object	Object Description	Debit	Credit
5630	Repairs	1,400.00	0.00
Totals for Major Object : 5000		1,400.00	0.00
Object	Object Description	Debit	Credit
6250	Building Construction/Improv	9,100.00	0.00
Totals for Major Object : 6000		9,100.00	0.00
Object	Object Description	Debit	Credit
8660	Interest	0.00	254.00
Totals for Major Object : 8000		0.00	254.00
Net Increase (Decrease) to Fund Balance :			(10,246.00)
Object	Object Description	Debit	Credit
9110	Cash In County Treasury	75,683.60	0.00
9200	Accounts Receivable System Default- K12	66.24	0.00
9791	Beginning Fund Balance	0.00	85,995.84
(9791) Beginning Fund/Sub-Fund Balance :		0.00	85,995.84
ENDING Fund/Sub-Fund Balance :			75,749.84
Total for Fund/Sub-Fund : 14.0 - Deferred Maintenance Fund		86,249.84	86,249.84

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 21.0 - Capital Projects-Centennial

Object	Object Description	Debit	Credit
8660	Interest	0.00	203.65
Totals for Major Object : 8000		0.00	203.65
Net Increase (Decrease) to Fund Balance :			203.65
Object	Object Description	Debit	Credit
9110	Cash In County Treasury	66,546.51	0.00
9200	Accounts Receivable System Default- K12	57.15	0.00
9791	Beginning Fund Balance	0.00	66,400.01
(9791) Beginning Fund/Sub-Fund Balance :		0.00	66,400.01
ENDING Fund/Sub-Fund Balance :			66,603.66
Total for Fund/Sub-Fund : 21.0 - Capital Projects-Centennial		66,603.66	66,603.66

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 25.0 - Capital Facilities Fund

Object	Object Description	Debit	Credit
8660	Interest	0.00	143.81
Totals for Major Object : 8000		0.00	143.81
Net Increase (Decrease) to Fund Balance :			143.81
Object	Object Description	Debit	Credit
9110	Cash In County Treasury	46,994.06	0.00
9200	Accounts Receivable System Default- K12	40.29	0.00
9791	Beginning Fund Balance	0.00	46,890.54
(9791) Beginning Fund/Sub-Fund Balance :		0.00	46,890.54
ENDING Fund/Sub-Fund Balance :			47,034.35
Total for Fund/Sub-Fund : 25.0 - Capital Facilities Fund		47,034.35	47,034.35

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 30.0 - State Sch.Building Lease-Purc

Object	Object Description	Debit	Credit
8660	Interest	0.00	9.99
Totals for Major Object : 8000		0.00	9.99
Net Increase (Decrease) to Fund Balance :			9.99
Object	Object Description	Debit	Credit
9110	Cash In County Treasury	3,266.73	0.00
9200	Accounts Receivable System Default- K12	3.28	0.00
9791	Beginning Fund Balance	0.00	3,260.02
(9791) Beginning Fund/Sub-Fund Balance :		0.00	3,260.02
ENDING Fund/Sub-Fund Balance :			3,270.01
Total for Fund/Sub-Fund : 30.0 - State Sch.Building Lease-Purc		3,270.01	3,270.01

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 35.0 - County School Facilities Fund

Object	Object Description	Debit	Credit
8660	Interest	0.00	39.28
Totals for Major Object : 8000		0.00	39.28
Net Increase (Decrease) to Fund Balance :			39.28
Object	Object Description	Debit	Credit
9110	Cash In County Treasury	12,838.11	0.00
9200	Accounts Receivable System Default- K12	10.59	0.00
9519	Accounts Payable System Default	0.00	0.12
9791	Beginning Fund Balance	0.00	12,809.30
(9791) Beginning Fund/Sub-Fund Balance :		0.00	12,809.30
ENDING Fund/Sub-Fund Balance :			12,848.58
Total for Fund/Sub-Fund : 35.0 - County School Facilities Fund		12,848.70	12,848.70

Report ID: FIN-GL-0003

Run Date: 3/1/21

Run Time: 10:11:24 AM

Trial Balance by Fund and Object (ALL)

Fiscal Year : 2021 To Record Date : 2/28/2021

District/Agency : 64584 - Gorman Joint School District

Fund/Sub-Fund : 76.0 - Warrant Pass-through Fund

Net Increase (Decrease) to Fund Balance :

Object	Object Description	Debit	Credit
9110	Cash In County Treasury	0.00	69,316.09
9200	Accounts Receivable System Default- K12	0.00	16,185.64
9506	State Disability Insurance	21.23	0.00
9507	Medicare Contributions	0.00	29,294.82
9508	Advanced Earned Income Credit	55.00	0.00
9511	Federal Tax Withholding	126,948.45	0.00
9512	State Tax Withholding	10,480.20	0.00
9513	OASDI Liability	0.00	23,016.22
9514	CALSTRS Liability	0.00	1,365.45
9515	CALPERS Liability	3.41	0.00
9516	Survivor Benefits	15.00	0.00
9517	Other Voluntary Deductions	2,195.65	0.00
9518	Tax Shelter Annuity	0.00	2,600.00
9519	Accounts Payable System Default	0.00	469.12
9527	Fringe Benefits - EPRS	0.00	1,651.50
9528	Fringe Benefits - OASDI	243.53	0.00
9529	Fringe Benefits - Medicare	60.57	0.00
9531	Fringe Benefits - SUI	3,875.80	0.00
(9791) Beginning Fund/Sub-Fund Balance :		0.00	0.00
ENDING Fund/Sub-Fund Balance :			
Total for Fund/Sub-Fund : 76.0 - Warrant Pass-through Fund		143,898.84	143,898.84
Totals for District/Agency : 64584 - Gorman Joint School District		3,888,186.66	3,888,186.66

Gorman Learning Charter Network

Bringing Academic Excellence Home

REGULAR SESSION OF THE BOARD OF DIRECTORS AGENDA

DATE: February 18, 2021

MEETING PLACE: **ONLINE:**

View the Meeting via Live Stream:

<https://www.youtube.com/channel/UCsOrDGDdyPd5fcQkGJgo1ZQ>

FOR PUBLIC COMMENT: **To Participate in Public Comment, please follow the link below before 4:00 pm on date of meeting. Instructions will be sent to you upon completion of this form.**

<https://forms.gle/49mrNNB8T6BHJEsr6>

TIME: 4:00 p.m.

Items on the agenda may not be addressed in the order they are agendized. The Board of Directors may alter the order at their discretion

Accommodation can be made to persons with disabilities. If you require accommodation to participate in the meeting you must notify the office of the Executive Director at least 72 hours prior to the meeting.

OPEN SESSION: PUBLIC MEETING

1. CALL TO ORDER

2. BOARD OF DIRECTORS ROLL CALL

Joshua Stegner	President
Tiffany Gray	Vice President
Jennifer Ferguson	Secretary
Dori Burnett	Treasurer
Carlos Bravo	
Kelly Garner	
Joe Andrews	District Representative

3. ROLL CALL ADMINISTRATION

Denice Burchett	Executive Director
Truth Z. Ncube	Chief Business Officer
Craig Wilson	Attorney

4. PLEDGE OF ALLEGIANCE

5. APPROVAL OF THE AGENDA

6. APPROVAL OF THE MINUTES

- a. Approval of the minutes from the regular session meeting of January 21, 2021.

7. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board of Directors regarding matters on or not on the Agenda but within the Board of Directors subject matter jurisdiction. The Board of Directors is not allowed to take action on any item that is not on the Agenda, except as authorized by Government Code Section 54954.2. Presentations are limited to 3 minutes. The total time allotted for public comment is 45 minutes. If you wish to speak please complete a Communication from the Public form online and provide it electronically to the Board Secretary before the meeting.

8. COMMENTS FROM BOARD MEMBERS CONCERNING ITEMS NOT ON THE AGENDA

9. CONSENT AGENDA

Items on the Consent Agenda are considered routine and/or are deemed to be consistent with the item adopted Committee Policies and carry the recommendation of the Administration. The Consent Agenda may be enacted by one motion with a Roll Call vote. There will be no separate discussion of the items unless a board member so requests, in which case the designated item(s) will be considered following approval of the remaining items.

- a. Human Resources HR Action Report
- b. Business Services Division Check Register
- c. Business Services Division Payroll Expenditures
- d. Division Purchase Order Listings
- e. Business Services Division Credit Card Register
- f. Enrollment Numbers

10. REPORT & COMMUNICATION TO THE BOARD OF DIRECTORS

- a. Executive Director – Denice Burchett
- b. Chief Business Officer – Truth Z. Ncube

11. INFORMATION/DISCUSSION/ACTION AGENDA

- a. Review, Discussion and Approval of Audit Reports – Truth Z. Ncube, Chief Business Officer, and Eide Bailey Representative
 - i. Gorman Learning Center
 - ii. Gorman Learning Center San Bernardino/Santa Clarita
- b. Review, Discussion and Approval of School Calendar – Denice Burchett, Executive Director
 - i. Gorman Learning Center
 - ii. Gorman Learning Center San Bernardino/Santa Clarita
- c. Review, Discussion and Approval of Holiday Calendar for Gorman Learning Charter Network – Denice Burchett, Executive Director
- d. Review, Discussion and Approval of Updates to Policies – Denice Burchett, Executive Director
 - i. Policy 5002.2: Field Trips & Excursions
 - ii. Policy 5006.3: Immunization Requirements

- iii. Policy 6000.1: Capital Improvement
- iv. Policy 6002.1: Use of Facilities
- v. Policy 6005.1: Registration of Visitors and Guests
- vi. Policy 7004.5: Job Postings
- vii. Policy 7004.13: Position Titles

- e. Review, Discussion and Approval of the Termination of Board Policies – Denice Burchett, Executive Director
 - i. Policy 4005.3: Return of School Property
 - ii. Policy 7004.4: Submission of Required Reports
- f. Review, Discussion and Approval of The El Dorado Charter SELPA's revised Local Plan Section B and the revised Charter SELPA Participation Agreement – Steven Alva, Director of Special Education
- g. Review and Discussion of Coronavirus Prevention Plan – Kisha McDonald, Director of Human Resources
- h. Review, Discussion and Approval of Comprehensive School Safety Plans – Kimberly Tumambing, Executive Assistant
 - i. Gorman Learning Center
 - ii. Gorman Learning Center San Bernardino/Santa Clarita

12. ITEMS FOR NEXT MEETING

13. CONFIRM MEETING PLACE AND TIME

14. ADJOURNMENT

Gorman Learning Charter Network

Bringing Academic Excellence Home

REGULAR SESSION OF THE BOARD OF DIRECTORS MINUTES

DATE: January 21, 2021

MEETING PLACE: **ONLINE:**

View the Meeting via Live Stream:

<https://www.youtube.com/channel/UCsOrDGDdyPd5fcQkGJgo1ZQ>

FOR PUBLIC COMMENT: **To Participate in Public Comment, please follow the link below before 4:00 pm on date of meeting. Instructions will be sent to you upon completion of this form.**

<https://forms.gle/49mrNNB8T6BHJEsr6>

TIME: 4:00 p.m.

Items on the agenda may not be addressed in the order they are agendized. The Board of Directors may alter the order at their discretion

Accommodation can be made to persons with disabilities. If you require accommodation to participate in the meeting you must notify the office of the Executive Director at least 72 hours prior to the meeting.

OPEN SESSION: PUBLIC MEETING

1. CALL TO ORDER 4:02 PM

2. BOARD OF DIRECTORS ROLL CALL

Joshua Stegner	President (Present)
Tiffany Gray	Vice President (Present)
Jennifer Ferguson	Secretary (Present)
Dori Burnett	Treasurer (Present)
Carlos Bravo	(Present)
Kelly Garner	(Present)
Joe Andrews	District Representative (Present)

3. ROLL CALL ADMINISTRATION

Denice Burchett	Executive Director (Present)
Truth Z. Ncube	Chief Business Officer (Present)
Craig Wilson	Attorney (Present)

4. PLEDGE OF ALLEGIANCE

5. APPROVAL OF THE AGENDA

Motion to table items 11. a. Auditor's Report and 11. c. ii. Immunization Policy, and approve the agenda.

Moved by: Carlos Bravo

Second by: Tiffany Gray

Motion Carried: 7-0

Roll Call

Joshua Stegner – Aye

Tiffany Gray – Aye

Jennifer Ferguson - Aye

Dori Burnett – Aye

Kelly Garner – Aye

Carlos Bravo - Aye

Joe Andrews - Aye

6. APPROVAL OF THE MINUTES

- a. Approval of the minutes from the regular session meeting of December 10, 2020.

Motion to approve the minutes.

Moved by: Tiffany Gray

Second by: Jennifer Ferguson

Motion Carried: 6-0-1

Roll Call

Joshua Stegner – Aye

Tiffany Gray – Aye

Jennifer Ferguson - Aye

Dori Burnett – Aye

Kelly Garner – Aye

Carlos Bravo - Abstained

Joe Andrews - Aye

7. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board of Directors regarding matters on or not on the Agenda but within the Board of Directors subject matter jurisdiction. The Board of Directors is not allowed to take action on any item that is not on the Agenda, except as authorized by Government Code Section 54954.2. Presentations are limited to 3 minutes. The total time allotted for public comment is 45 minutes. If you wish to speak please complete a Communication from the Public form online and provide it electronically to the Board Secretary before the meeting.

None

8. COMMENTS FROM BOARD MEMBERS CONCERNING ITEMS NOT ON THE AGENDA

Joshua Stegner offered a few words of encouragement to staff, administration, and families. Josh said this has been a tough time and how it has affected everything. Josh said under the best of circumstances our model can get lonely. Josh said he encourages all families to reach out to their PLT if they are struggling. Josh said he also would like to encourage staff to reach out to their supervisors should they need resources.

Kelly Garner said she would like to work to provide a suicide awareness workshop if that is something Gorman could do. Kelly said she would like to meet with and talk to someone in administration about mental health and suicide awareness.

9. CONSENT AGENDA

Items on the Consent Agenda are considered routine and/or are deemed to be consistent with the item adopted Committee Policies and carry the recommendation of the Administration. The Consent Agenda may be enacted by one motion with a Roll Call vote. There will be no separate discussion of the items unless a board member so requests, in which case the designated item(s) will be considered following approval of the remaining items.

- a. **Human Resources HR Action Report**
- b. **Business Services Division Check Register**
- c. **Business Services Division Payroll Expenditures**
- d. **Division Purchase Order Listings**
- e. **Business Services Division Credit Card Register**
- f. **Enrollment Numbers**

Motion to approve the consent agenda.

Moved by: Tiffany Gray

Second by: Carlos Bravo

Motion Carried: 7-0

Roll Call

Joshua Stegner – Aye

Tiffany Gray – Aye

Jennifer Ferguson - Aye

Dori Burnett – Aye

Kelly Garner – Aye

Carlos Bravo - Aye

Joe Andrews - Aye

10. REPORT & COMMUNICATION TO THE BOARD OF DIRECTORS

- a. **Executive Director – Denice Burchett**

Denice Burchett said the administration and office staff are already busy planning for the next school year. Denice said there will be an intent to return to Gorman survey going out so the team can plan for how many staff and PLTs will be needed for the coming year.

Denice said the newly formed Advisory Council met on Tuesday. Denice said the Advisory Council has EL parents sitting on the council to allow for the council and the EL committee to be combined as one. Denice said those on the council were provided with Green Act training. Denice said this council will weigh in on EL, Title I and the LCAP.

- b. **Chief Business Officer – Truth Z. Ncube**

Truth Ncube said he and some of his staff attended the Governor's Workshop to find out about California's upcoming budgeting process, funding for schools, and future expectations. Truth said the future looks more positive than previously expected. Truth said the assumptions made in this workshop will be confirmed at the May Revise and then used in Gorman's own budgeting process.

11. INFORMATION/DISCUSSION/ACTION AGENDA

- a. **Review, Discussion and Approval of Audit Reports – Truth Z. Ncube, Chief Business Officer, and Eide Bailey Representative**

Tabled for a future meeting during the approval of the agenda.

- b. **Review and Discussion of Strategic Planning – Strategic Planning Committee and J.P. O'Connor, Consulting Agent**

J.P. O'Connor recapped the goals from the last strategic planning session June 2020. J.P. said the goals for PLTs and marketing/communications were moving forward really well. J.P. said the strategic planning committee had made requests for certain handouts, data collection, and surveys and all these things were now moving forward at a great pace.

J.P. said it is now time to move forward and re-align with new goals. J.P. said the planning goals were now updated to include maintaining family and staff morale, rolling out and completing board elections for Spring 2021, attracting possible board members from stakeholders (including possible community members), and continuing to follow up on retention of students after schools re-open.

c. Review, Discussion and Approval of Updates to Policies – Denice Burchett, Executive Director

- i. Policy 5000.1: Instruction and Student Services**
- ii. Policy 5006.3: Immunization Requirements**

Policy 5006.3 was tabled for a future meeting during the approval of the agenda.

- iii. Policy 7001.7: Introductory Period**
- iv. Policy 7001.12: Telecommute**
- v. Policy 7002.1: Equal Employment Opportunity**
- vi. Policy 7002.10: Meal and Rest Periods**
- vii. Policy 7002.12: Disabilities and Reasonable Accommodations**
- viii. Policy 7002.13: Equal Pay Act**

Motion to approve policy 5000.1: Instruction and Student Services.

Moved by: Tiffany Gray

Second by: Jennifer Ferguson

Motion Carried: 7-0

Roll Call

Joshua Stegner – Aye

Tiffany Gray – Aye

Jennifer Ferguson - Aye

Dori Burnett – Aye

Kelly Garner – Aye

Carlos Bravo - Aye

Joe Andrews – Aye

Motion to approve policies 7001.7, 7001.12, 7002.1, 7002.10, 7002.12, and 7002.13.

Moved by: Carlos Bravo

Second by: Kelly Garner

Motion Carried: 7-0

Roll Call

Joshua Stegner – Aye

Tiffany Gray – Aye

Jennifer Ferguson - Aye

Dori Burnett – Aye

Kelly Garner – Aye

Carlos Bravo - Aye

Joe Andrews - Aye

d. Review, Discussion and Approval of the Termination of Board Policies – Denice Burchett, Executive Director

- i. Policy 7004.14: Hiring of Students**

Motion to approve the termination of policy 7004.14.

Moved by: Carlos Bravo

Second by: Tiffany Gray

Motion Carried: 7-0

Roll Call

Joshua Stegner – Aye

Tiffany Gray – Aye
Jennifer Ferguson - Aye
Dori Burnett – Aye
Kelly Garner – Aye
Carlos Bravo - Aye
Joe Andrews - Aye

- e. **Review, Discussion and Approval of School Accountability Report Cards – Kimberly Tumambing, Executive Assistant**
- i. **Gorman Learning Center**
 - ii. **Gorman Learning Center San Bernardino/Santa Clarita**

Motion to approve the School Accountability Report Cards for Gorman Learning Center and Gorman Learning Center San Bernardino/Santa Clarita.

Moved by: Tiffany Gray

Second by: Kelly Garner

Motion Carried: 7-0

Roll Call

Joshua Stegner – Aye

Tiffany Gray – Aye

Jennifer Ferguson - Aye

Dori Burnett – Aye

Kelly Garner – Aye

Carlos Bravo - Aye

Joe Andrews - Aye

12. ITEMS FOR NEXT MEETING

The board requested the following items return for the next board meeting: Audit Reports and more policies.

13. CONFIRM MEETING PLACE AND TIME

The next meeting will be on February 18, 2021 at 4 pm via Livestream.

14. ADJOURNMENT 6:28 PM

Jennifer Ferguson, Board Secretary

Paw Print

Gorman Elementary School

March 2021

Hello Spring!

Spring is almost here!

Hoping for rain to bring out the beautiful flora and fauna of the Gorman Area

See's Candies Fundraiser

This month we begin our See's Candies Fundraiser! Forms were sent home with students to begin selling See's Candies. If your student needs a second form, please call Ms. Davis in the front office at (661)248-6441.

PTSO Meeting

When

Monday, March 1st, 3:30pm

Where

**49847 Gorman School Road
Gorman, CA**

More information

Please Join us the first Monday of every month for our PTSO Meeting's!

Pennies for Patients

Help us Fight Cancer March 1, through March 19,

We will be partnering with The Leukemia & Lymphoma Society again this year!

Pennies, Nickels, Dimes, Quarters, Bills, and all forms of coins may be donated on campus.

Online Donations are also available at <https://events.ils.org/pages/cca/Gorman-Elementary-School-2021>

You may donate to a specific class or to the school's overall total
Thank you for your continued support!

Favorite Character Day

When

Friday, March 5th, 8:30am

Where

49847 Gorman School Road
Gorman, CA

More information

All students dress up as your favorite Characters!
We look forward to seeing all the creative characters

Spring Break

Monday, March 29, is the beginning of 2020-2021 Spring Break!
Students return to school Tuesday, April 6, for in-person instruction

About Saint Patrick's Day and Why We Celebrate

Born in the late 4th century in Roman Britain, Saint Patrick was kidnapped and brought to Ireland as a slave. After his escape, Saint Patrick returned to convert the Irish to Christianity. Patron Saint of Ireland, St. Patrick's Day was created to celebrate him bring monasteries, churches, and schools to Ireland. Once the Irish began moving to North America, certain cities followed in the St. Patrick's Day traditions we still see today. St. Patrick's Day this year is Wednesday, March 17.



Board Meeting

When

Tuesday, March 9th, 3pm

Where

**49847 Gorman School Road
Gorman, CA**

More information

Please Join us for our Regularly Scheduled Board Meeting

Closed Session 3:00 pm

Open Session 3:30 pm

March Parent Conferences

We will be holding Parent/Teacher Conferences for "At Risk" Students this month
Monday, March 22, and Tuesday, March 23, are the current dates of Parent Conferences
Once more information is available, Ms. Davis will call to schedule

Spring Break

When

**Monday, March 29th, 12am to Monday,
April 5th, 11pm**

Where

No School

More information

Enjoy your Spring Break Everyone

See You April 6th!

Gorman Joint School District
49847 Gorman School Road
P.O. Box 104
Gorman, CA 93243
(661) 248-6441 - FAX (661) 248-0604

BOARD OF TRUSTEES

MINUTES OF THE REGULAR MEETING

February 9, 2021

The President of the Board, Patricia Edwards, called the Regular Meeting of the Gorman Joint School District Board of Trustees to order at 3:00 P.M.

The Flag salute was held.

Members Present: Patricia Edwards, President
Susan Ralphs, Clerk
Ryan Ralphs, Member

Also Present: Johannis Andrews, Superintendent
Dena Kiouses, EdD, Principal
Jean Cummings, Business Manager/Consultant
Denise Saenz, Accounting/Data Processing Technician

Others Present: Teacher, Michi Knight, Alexandra Saenz, Leah Cetani

6756 The Board approved the Agenda as presented for February 9, 2021.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6757 Adjourn to Closed Session at 3:01 P.M. to discuss personnel, employer/employee relations. (Govt. Code 54957, 54957.6):

1. Personnel (Govt. Code 54957)
2. Employer/Employee Relations (Govt. Code 54957.7)
3. Public Employee Discipline/Dismissal/Release

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6758 Reconvened to Regular Session at 3:44 P.M.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

No action taken in closed session.

A presentation was made by Dena Kiouses, EdD of the Code to the Future information for the Board.

President, Patricia Edwards, asked for any comments from the Board.

The Board said thank you for their Board Appreciation gifts.

President, Patricia Edwards, asked for any comments from the staff.

No comments

President, Patricia Edwards, asked for any comments from the public.

Officer Steve Snover gave an update on the radio communications for the bus and for emergencies that he is trying to set up. He stated that so far everything has been donated except for 2 deep cycle RV batteries, an 8 foot solar panel that will be needed to provide power, and the base station. He needs to follow up with Carla George regarding the frequency that will be used for the bus.

The Board discussed the COVID-19 Reopening Plan Revisions

The Board discussed the Transportation MOU.

Brad Keenan from Keenan & Associates joined via Zoom and stated that there will be no monthly cost increase for the rest of 20-21 school year. He also stated there will be no added costs as long as the bus is rented. He offered to look over the MOU to make sure the liabilities are split appropriately.

Carla George joined via Zoom. She has taken over getting a DOT and CA number for Johannis Andrews. She is looking into options for obtaining the numbers with the correct address. She stated that we should not keep the bus at our facility full time until we obtain these numbers.

6759 The Board approved the Minutes of the Regular Meeting of January 12, 2021.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6760 The Board approved Purchase Orders #20-21-139 through 20-21-172 of which \$20,271.38 was paid from the General Fund.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6761 The Board approved the Commercial Warrant Register in the amount of \$42,464.22 from Fund 01.0, \$1,039.00 from Fund 13.0 and \$1,200.00 from Fund 76.0.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6762 The Board approved the 2021-22 Kaiser contract renewal for the Gorman Elementary School District with Kaiser Permanente effective 3/1/21-2/28/22.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6763 The Board approved the 2021 contract renewal for the Gorman Joint School District and DeltaCare USA effective 3/1/21-2/28/23.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6764 The Board approved i-SAFE Direct and DC4 School District Renewal for 1 year in the amount of \$390.00.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6765 The Board approved IXL Learning Site License (K-8: 75 students) for 3 years March 19, 2021-July 1, 2024 in the amount of \$2,869.00 to paid over 3 years.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6766 The Board approved Cherise G. Moore from William S. Hart Union HSD and Sharon Vega from Palmdale ESD for the 2021 CSBA Delegate Assembly Election, Region 22 (Los Angeles County).

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6767 The Board approved the Transportation MOU between Gorman Joint School District and Hughes-Elizabeth Lakes Union Elementary School District with the contingency that we are able to continue use through the end of the school year.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6768 The Board approved the local AV ACSA dues for the 2020-21 school year in the amount of \$50.00 for Johannis Andrews and Dena Kiouses.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6769 The Board approved the District's Basic Membership Dues with the Small School Districts' Association (SSDA) from 2/1/21-1/31/22 in the amount of \$350.00.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6770 The Board approved Code to the Future Spring Trimester Enrollment (March-June 2021) in the amount of \$4,000.00.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6771 The Board approved the Gorman Elementary School COVID-19 Reopening Plan with Revisions.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6772 The Board approved School Digital Library Participation with OverDrive for the 12 month period February 2021-January 2022 in the amount of \$250.00.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

6773 The Board approved Conference Report #04-20-21.

Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

The next regular meeting of the Board of Trustees will be held Tuesday, March 9, 2021 at 3:00 P.M. closed session and 3:30 P.M. regular session.

6774 The Board adjourned the meeting at 5:20 P.M.

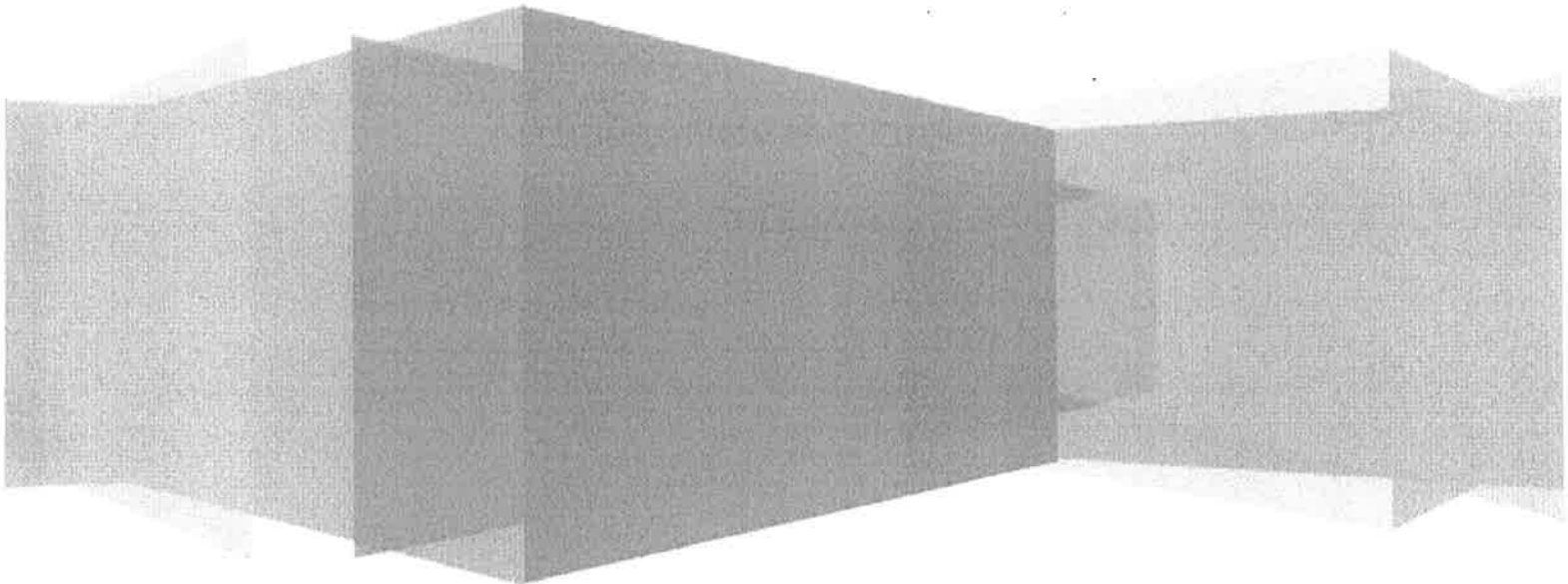
Motion made by Ryan Ralphs, Seconded by Susan Ralphs Vote: yes 3/no 0

Patricia Edwards, President

**Gorman Joint School District
Comprehensive School Safety
and
Emergency Preparedness
Plan**

**Gorman Elementary School 49847 Gorman School Road, PO Box 104, Gorman CA 93243 Phone
661-248-6441 Fax 661-248-0604**

2020-2021



Introduction

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the Gorman Advisory Committee, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
 - Child Abuse reporting procedures
 - Policies pursuant to Education Code 48915(c) and other school-designated
 - serious acts which would lead to suspension, expulsion, or mandatory
 - expulsion recommendations
 - Procedures to notify teachers and counselors of dangerous students
 - Sexual Harassment Policy
 - Safe ingress and egress to and from school
 - Rules and procedures on school discipline in order to create a safe and
 - orderly environment conducive to learning
 - Dress Code
 - Routine and emergency disaster procedures including

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the main office and on the District/School website.

School Safety Planning Committee

The advisory committee or school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1) The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1) Local law enforcement has been consulted. (Ed. Code 39294, 1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Safety Plan Committee

Members:

- **Johannis L. Andrews** **Superintendent**
- **Dena Kiouses, EdD** **Principal**
- **Michi Knight** **Primary Teacher/Special Education Director**
- **Denise Saenz** **Executive Assistant**
- **CHP Richard Anthes** **Area Liaison Officer**
- **Officer Steven Snover** **LA County Sheriff**
- **Kim Lowe** **Intervention Aide**
- **Leah Cetani** **Lead Instructional Aide**

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

Safety Plan Goals

Introduction

The Gorman Joint School District is located at the southern tip of the beautiful Tehachapi Mountains, 60 miles northwest of downtown LA. Gorman has one TK-8 school with 52 students and three teachers. The small size of our school makes it possible to have an individualized nurturing environment in each classroom where the average class size is 20 students. Gorman Elementary is designated by the State Department of Education as a District of Choice. As such, many families from surrounding districts enroll their students at Gorman to take advantage of the small school environment. The Gorman School District is known for having a very supportive Board. The Board adopted five district goals that will help to propel the District forward toward our vision of academic success for each student. The mission of our District is to provide a challenging and rigorous educational experience for each of our students.

The Safe School Plan was written by a representative group, in consultation with law enforcement and fire department to address the safety concerns identified by students, staff and the community at Gorman Elementary school.

Data used for the plan was obtained from annual suspension and expulsion reports, student and staff surveys including the California Healthy Kids Survey, and parent concerns. Our plan is to address the needs that will provide for continuity of services and activities for all students in the Gorman Joint School District.

The following areas were identified as safety concerns: student attendance, school climate, school security practices, policies and procedures. School climate incorporates issues related to character education, student's refusal skills and student resiliency. Each area identified was then divided into an overview of the issue, goals and objectives to address the issue, as well as activities to meet those objectives. The committee recognizes that student safety is a community issue and the entire community must be involved in keeping our schools safe.

ISSUE:**POOR STUDENT ATTENDANCE**

Regular school attendance is crucial for children to learn basic skills and meet educational standards. Students must be present in the classroom when instruction is provided in order to benefit from such instruction. When students are absent or late, they miss out on valuable instructional time. In addition to the educational difficulties an emotional impact, for the student also exists. Research indicates that students who are absent a great deal are more likely to fail academically, drop out of school, and become delinquent over time.

From an educational perspective, poor student attendance makes evaluating the student's progress, performance, and the instructional program difficult, if not impossible. In addition, poor student attendance affects the school at large in terms of the pacing of lessons, teacher resources and financial loss. Poor attendance further affects our community in terms of increased crime in neighborhoods and support of an uneducated population.

California State law requires that children between the ages of six and seventeen attend school daily, on time, unless the parent gives a valid excuse. A student with five unexcused absences is considered a truant from school. Parents and students may be prosecuted by the District

Attorney's Office. Laws regarding Positive Attendance result in a loss of revenue to the district and school site for any student either excused or unexcused, who is not in attendance. This affects the district's ability to maintain a strong instructional program for all students. Thus, one student's absences can have a negative effect on all of the student's learning.

GOAL:**INCREASE STUDENT ATTENDANCE**

OBJECTIVES:

- 1) Increase percentage of the district's student attendance to or above 95 percent.
- 2) Decrease the percentage of students with chronic attendance problems by 5%.
- 3) Reduce the number of truant students by 5% annually.
- 4) Increase parent education efforts regarding the importance of regular school attendance and compulsory education laws.
- 5) Decrease the number of truant students referred to SARB and District Attorney for prosecution.

PREVENTION:

Prevention activities are focused on improving the climate and culture of the school so that students want to attend.

Prevention	When	Whom is Responsible
Educate parents on Compulsory Education laws. Include notice in school newsletter, parent handbook and on website or social media pages.	Beginning of the school year, Throughout Year	Site Administrator
Educate parents on what appropriate circumstances for student absences are: define illness and signs of when a student should stay home; fever, vomiting, etc.	Beginning of the school year, Throughout Year	Site Administrator
Encourage parents to make time spent absent from school a time for rest and little stimulation.	Beginning of the school year, Throughout Year	Site Administrator
Handbook to all parents regarding California state law on Compulsory Education.	Beginning of the school year	Site Administrator
Publicize rewards for students with perfect attendance. Publicize in school newsletters, announcements, etc.	Annually	Site Administrator
Teachers will notify students of the importance of good attendance, and expectation that students attend school daily, on time.	Beginning of the school year, Throughout Year	Teachers
Teachers will touch upon the importance of attendance at open house, back to school activities and parent conferences, emphasizing how missing even one day makes a difference in student achievement.	Beginning of the school year, During Events	Teachers
Increase awareness of upcoming events and activities by announcing the calendar during the prior week in order to motivate students to attend.	Daily Ongoing	Teachers
Activities shall be held to increase motivation and group support for attendance, i.e., perfect attendance and PBIS celebrations, etc.	As Needed	School Staff
Distribute award certificates to individual students with perfect attendance at awards assemblies.	At Assemblies	Teachers
Continue to remind staff of the importance of regular student attendance and consistent enforcement of consequences for all students.	Beginning of the school year, Throughout Year	Site Administrator

INTERVENTION

Intervention activities are focused on improving individual attendance and addressing the needs of students at-risk for attendance issues. Intervention activities are conducted to improve student attendance for targeted students.

Intervention	When	Whom is Responsible
School will send notification to individual student's parents after 3 unexcused absences with a first Truancy (form letter). Letters may be sent home certified as well as regular mail. SART meetings can be held with individual parents or as a group.	As Needed	Attendance Officer
Monitor Attendance Reports for students with chronic attendance difficulties, including tardies, and to follow students annually from one school to another. This report will assist with tracking students and establishing a pattern of attendance.	Monthly	Attendance Officer
Annual letter sent to parents of children chronically absent or truant. Chronically absent is defined as absent ten percent or more of the school year. The letter will notify parents of student's attendance history during the previous school year and the District's intent to continue monitoring the student's attendance for improvement.	Annually prior to the new school year	Attendance Officer
Student's Cumulative files taken to the Student Attendance Review Board (SARB) will be labeled with a bright colored sticker indicating the school year in which the student was taken to SARB. Label will notify of need for continued monitoring.	As the student is referred to SARB	Registrar
Review necessity of consistent enforcement of truancy violations and monitoring of SARB referrals with administrators.	Beginning of School Year	Site Administrator
Multi-disciplinary Student Study Team (SST) meeting may be held with parent and student to discuss attendance and other issues and collaborate on strategies to solve problems. If Health problems are an issue, the team will consider doing a Section 504 Accommodation Plan for the student.	As Needed	Student Study Team

A student who is found to be legally truant (5 unexcused absences) shall be referred to the Student Attendance Review Board (SARB) after SART interventions have failed. The SARB board will meet with the family and set a contract for improved attendance. The SARB Board may recommend referral to community agencies, parent education or law agencies and counseling.	SARB Meeting	SARB Team
Notify parents that families receiving financial assistance from Aid to Families with Dependent Children that they may be subject to financial penalties if students do not regularly attend school. This can amount to reduced financial payments.	Newsletter	Attendance Officer
Administrators referring students to SARB will note names of siblings and check attendance in order to identify family and be consistent in efforts across school sites.	As occurs	Site Administrator

ENFORCEMENT:

Enforcement- Students who continue to have chronic attendance problems or who have not responded to the interventions initiated at the site will be subject to the following consequences as deemed appropriate by the site administrator.

Enforcement	When	Whom is Responsible
Students with a high number of excused absences may have a doctor's note required for continued excused absences over ten percent of the school year. Board policy and regulations maintain students absent over ten percent available at that of the school year require a doctor's note.	As Needed	Site Administrator
The SART Team and SARB Board will meet with the families referred to discuss student attendance and set a contract for improvement. If the SARB Boards' efforts have not been successful in improving student attendance, the family will be referred to the District Attorney's Office for prosecution.	SARB Board Meetings	SARB Board

Parents who do not attend SART or/and SARB meetings and fail to respond to contracts set forth by SART or/and SARB will be referred for prosecution by the District Attorney.	As Needed	SARB Board
Student Support Services and the school site shall monitor students on SARB contracts for the remainder of the year and the year following.	As Needed	SARB Board
Prosecution by the District Attorney's Office may result in a fine to the parent, assignment of community service or parenting classes. The District Attorney's Office may also participate in the District's efforts to mediate with families who are having difficulty prior to prosecution.	As Needed	SARB Board
Families who receive financial assistance through Cal Works may be subject to reduced grants if students are not attending school regularly. Reduction in grants to be determined by CAL Works according to County established policies.	As Applies	Cal Works & District

SCHOOL CLIMATE

Students learn best and achieve their full potential when they are physically, socially, emotionally, and academically safe – in safe and orderly classrooms. Gorman Elementary School supports comprehensive, evidence-based efforts to increase student achievement by establishing a positive school climate as reflected in the character and quality of school life. School climate reflects multiple aspects of people's experience of school life, including: norms, goals, values, and interpersonal relationships. Our goal is to have all students be resilient to outside influences. To accomplish this, we must create a positive school climate with activities that support a strong community, individual differences and appreciation for varying cultures providing high expectations for success for all students. Students belonging for Safe School purposes include feelings of safety, support, respect, resilience, fitting in and feeling part of a whole where everyone contributes in a positive manner.

OBJECTIVES:

1. Increase opportunities for parents and community members to be involved in the school. To be measured by parent attendance at parent meetings, parent nights, events and activities.

2. Increase the percentage of students reporting that they feel they “belong at school” as measured on the California Healthy Kids Survey.
3. Decrease the percentage of students having behavioral difficulties as measured by school discipline and suspension reports.
4. Increase the number of students scoring at proficient on CAASPP- California Assessment of Student Performance Progress.

PREVENTION:

Prevention activities are focused on improving student to student and student to teacher relationships so that all students, regardless of academic achievement, feel that they belong at school. Prevention efforts further create an environment where diversity of culture, race and language are not only accepted but also incorporated and celebrated.

Prevention	When	Whom is Responsible
Increase consistent enforcement of “sign-in” procedures on campus for “visitors”. Educate parents and students on procedures and enforce procedures consistently for all individuals coming onto campus through signs in office, handbooks and newsletters.	Daily	Office Staff
Increase the number of signs and locations that signs are posted instructing visitors to sign in at the school office and wear badges identifying them.	Beginning of the school year	Office Staff
Incorporate the school wide Character Counts Prevention and Positive Behavioral Interventions & Supports programs as part of the core curriculum to teach students ways to resolve conflicts, address anger and communicate effectively.	Beginning of the school year	Teachers
Parents will receive information on social networking and computer use to decrease cyber bullying, use of inappropriate websites, and texting to increase student safety and privacy.	Throughout the school year	Site Administrator
Adults providing student supervision will be trained annually in systematic supervision and positive student interaction.	Throughout the school year	Site Administrator

Train Staff annually in Hard and Soft lockdown procedures to be used in case of an intruder on campus or crisis near the school.	Annually	Site Administrator
Conduct at least one Hard lockdown drill per school site per year.	Ongoing	Site Administrator
Make sure that each classroom is provided with the appropriate materials for emergency preparedness and code red annually.	Annually	Site Administrator
Annually train new teachers in personal safety strategies, including blood borne pathogens. Provide refresher lessons for returning staff.	Annually	Site Administrator
Increase parent awareness and communication through publicizing the school and district website.	Ongoing	Site Administrator
Educate parents on the behavioral expectations and rules of the school in order for parents to support and enforce those expectations with their children.	Ongoing	Site Administrator
Verbally inform students of school conduct and rules at "Welcome Back" assemblies and teacher provided lessons in the classroom.	Beginning of the school year	Site Administrator and Teachers
Briefly discuss with parents school rules and reminders to check backpacks for items that should not be brought to school at Back To School Night.	Beginning of the school year	Teachers
Staff will continue to communicate with students using vocabulary and expectations appropriate to the child's age level and language proficiency with the use of Character Count Program.	Ongoing	Teachers and Staff
Continue to provide opportunities for academic support for students who are achieving below grade level.	Ongoing	Teachers and Staff

STUDENT CHOICES:

Decrease incidents of perceived danger and poor student choices.

Student Choices	When	Whom is Responsible
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The Student Information System will be maintained in the individual's student log section regarding behavior, attendance, and other relevant information that needs to be documented in order to better identify and track student's needs and interventions and increase communication between school sites.	Ongoing	Site Administrator and Office Staff
Invite the Police and the District Insurance agency to do regular surveys of the sites to help determine any possible areas that may be targets of vandalism.	Ongoing	Site Administrator
Increase student ownership of the school site through cleanup efforts, school pride activities and beautification efforts. Let students know that vandalism affects everyone at the school. Encourage students to report incidents.	Ongoing	Site Administrator and Teachers
Remove all graffiti as soon as possible from walls and all visible surfaces.	As Occurs	Maintenance

POLICIES AND PROCEDURES

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- ❖ Child abuse reporting consistent with Penal Code 11164.
- ❖ Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- ❖ Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- ❖ A sexual harassment policy pursuant to Education Code 212.6.
- ❖ Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school.
- ❖ The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.

- ❖ If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- ❖ Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

CHILD ABUSE REPORTING California Department of Social Services Hotline 1-800-540-4000

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
 - a. Injury inflicted by another person
 - b. Sexual Abuse
 - c. Neglect of child's physical, health, and emotional needs
 - d. Unusual and willful cruelty; unjustifiable punishment
 - e. Unlawful corporal punishment

2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone. AND a written report must be sent within 36 hours of the telephone call to the

child protective agency. Hotline # 1-800-540-4000, ONLINE REPORTING-HTTPS:REPORTcHILDaBUSEIa.ORG

- c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone 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 make the report failed to do so, shall thereafter make such a report.
- e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school Principal and to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is considered voluntary, there are circumstances where the behavior is abusive, either by Penal

Code definition or because of an exploitative relationship, then this behavior must be reported. Any sexual activity for a child under the age of twelve will be reported.

If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Not Reportable Sexual Activity:

- a. Child is 14 years or older and the partner is 14 years or older and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

E. Child Abuse Reporting Number: (800) 540-4000

F. Staff Training

New staff is trained annually. Child Abuse reporting procedures are also included in the Gorman Teacher Handbook that every staff member receives annually.

STUDENT CONDUCT

GORMAN JOINT SCHOOL DISTRICT POLICY

Students

Student Conduct BP 5131

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, using district transportation.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students and volunteers.

The Superintendent or designee shall be notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians and students may be provided information about early warning signs of harassing/intimidating behaviors, such as bullying, and/or cyberbullying, as well as prevention and intervention strategies.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the Superintendent, Principal or designee

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is a limited to health-related purpose. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests. No photograph or video functions may be used while under school supervision. All mobile communication devices must be turned off during the instructional day.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulations, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall store it in a secure manner until an appropriate time.

In accordance with BP/AR 5145.12- Search and Seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Bullying/Cyberbullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical

and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

Strategies for addressing bullying in the district school shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level and District procedures.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, may be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in

accordance with Board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours, which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Policy Adopted: August 14, 2012 revised adoption March 2021

STUDENT CONDUCT

GORMAN JOINT SCHOOL DISTRICT POLICY

Students

Student Discipline BP 5144

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that excludes students from instruction as a means for correcting student misbehavior.

The Superintendent, Principal, or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at school. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent, Principal, or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in a loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed.

Gorman Joint School District Comprehensive Safety Plan
Board Approved March 2021

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify and address the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn. .

Staff shall enforce disciplinary rules fairly, consistently and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the district school. including but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

**CA Codes (edc: 48900-48926) EDUCATION CODE
SECTION 48900-48926**

48900. 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 any of subdivisions (a) to (r), inclusive:

- (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 any 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.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any 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 any 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 then either sold, delivered, or otherwise furnished to any 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 the use or possession by a pupil of the pupil's 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 any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) 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.
 (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
 (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (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 so 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, 287, 288, 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 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 or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that 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 the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) 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.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "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.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

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

- (s) A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent 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) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (w)
 - (1) 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.
 - (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

48900.2. In addition to the reasons specified in Section 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 Section 212.5.

For the purposes of this chapter, the conduct described in Section 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 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.

48900.4. In addition to the grounds specified in Sections 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, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.5. (a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a))

- (5) Enrollment in a program for teaching prosocial behavior or anger management.
- (6) Participation in a restorative justice program.
- (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- (8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- (9) Any of the alternatives described in Section 48900.6.

48900.6. As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

48900.7. (a) In addition to the reasons specified in Sections 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 terrorist threats against school officials or school property, or both.

(b) For the purposes of this section, "terrorist 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.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which 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:

- a. While on school grounds
- b. While going to or coming from school
- c. During the lunch period, whether on or off the campus
- d. During, or in route to and from, a school sponsored activity

Expulsion Policies under Education Code 48915:

(a) (1) 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 determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) 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 either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts 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 Section 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. 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.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(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 pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3¹/₂ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

F. Staff Training

New staff is trained annually. Site discipline procedures are discussed with staff by the Site Principal. Procedures are also included in the District Handbook which every staff member receives annually.

STAFF NOTIFICATION OF DANGEROUS STUDENTS

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Staff Training

Staff is notified of students who may be considered dangerous through emails and memos placed in the teacher mailboxes.

Gorman Joint School District

Bully Behavior Prevention, Intervention and Discipline Plan

The Gorman Joint School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The Gorman Joint School District Staff will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation exclusion or manipulation.

The Gorman Joint School District expects students and/or staff to immediately address and report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident occur or are made aware of such an incident. Each complaint of bullying should be promptly investigated according to site procedures. This policy applies to students on school grounds, while they are traveling to and from school or a school sponsored activity. This policy also applies to incidents of cyberbullying.

To ensure bullying does not occur on school campuses, the Gorman Joint School District will provide staff development training in prevention of bullying and help cultivate acceptance and understanding in all students and staff to develop each school's ability to maintain a safe and healthy learning environment.

The Gorman Joint School District teachers will discuss this policy with students in ways appropriate to their ages. Teachers will assure all students that they need not endure any form of bullying or harassment and should not be either victims or bystanders to bullying. Students who bully others are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the District handbook and/or information packet.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff is expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Procedures for Investigating and Responding to Bullying Incidents

Reporting

The Site Principal shall establish and publicize to students, staff, and community how to report incidents of bullying and actions that may be taken.

The process for receiving and investigating instances of bullying of any kind, as defined within this policy, includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics.

School personnel who witness such acts of bullying as defined within this policy shall take immediate steps to intervene when safe to do so. Complaints of bullying shall be investigated and resolved in accordance with site-level compliant procedures.

Reporting any act of bullying:

1. The principal/designee is responsible for receiving oral or written complaints alleging bullying or harassment.
2. Students may report complaints of bullying to any school employee. Any such reports of bullying allegations must be forwarded, in writing, to the principal/designee.
3. Any member of the school community who may have credible information about an act of bullying that may have taken place may file a report of bullying either as a witness or a victim.
4. Any student (or a parent or guardian on behalf of the complainant who is a minor) who believes he/she is a victim of bullying, has witnessed an act of bullying, or has knowledge of any incidents involving acts of bullying are strongly encouraged to report the incidents to a school official.
5. The Principal/designee(s) shall document in writing all complaints regarding bullying to ensure that incidents of bullying, or any other infractions, are appropriately addressed in a timely manner, whether the original report of bullying is made verbally or in writing.
6. Anonymous reports of bullying may be made to the appropriate school official. School officials should develop and publicize a system in which students, employees, volunteers, parents/guardians can make an anonymous report of bullying.

Investigation of Complaints

The principal/designee and/or investigative designee shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner. This process is to be followed with all anonymous complaints as well. School officials should investigate all complaints and reports of harassment, whether or not the complaint is in writing.

The principal/designee has been trained in conducting comprehensive investigations.

1. The principal/designee or appropriate administrator shall begin a thorough investigation with the alleged victim and accused within two (2) school days of receiving a notification of complaint. The school administrators/designees will provide immediate notification to the parents of both the victim and the alleged perpetrator of an act of bullying or harassment upon completion of the investigation. Any act of suspected disability based harassment or bullying will also be reported to the Director of Student Support Services.
2. During the investigation, the principal/designee or appropriate administrator may take any action necessary to protect the complainant, alleged victim, other students or employees consistent with district policy and procedures.
3. Documented interviews of the alleged victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim to be interviewed together.
4. Interviews will be conducted objectively with the student and witness's safety in mind.
5. In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.
6. When necessary to carry out the investigation or for other good reasons, and consistent with federal and state privacy laws, the principal/designee or appropriate administrator also may discuss the complaint with any school district employee, the parent of the alleged victim, the parent of the complainant or accused, and/or child protective agencies responsible for investigating child abuse.
7. Within ten (10) school days of the notification as to the filing of the complaint, there shall be a written decision by the Principal/Designee or appropriate administrator regarding the completion and determination of the investigation. The principal/designee shall make a decision about the validity of the allegations in the complaint and about any corrective action.
8. The Principal/Designee or appropriate administrator will inform all relevant parties of the outcome of the investigation. A written copy of findings of the investigation and any applicable discipline will be placed in the student's cumulative file and noted in all relevant data tracking systems.
9. No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying subject to further discipline.

Informal Resolution

The administrator, along with the alleged victim and the accused/student, may agree to informally resolve the complaint. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately and are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately, and at no time will the alleged perpetrator and victim be interviewed together.

Formal Resolution

Based on the level of infraction, parents will be promptly notified of any actions being taken to protect the victim via written notice, telephone or personal conference; the frequency of notification will depend on the seriousness of the bullying incident. The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in a specified data system.

External Investigation

If the act is outside the scope of the District and determined a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified format.

EMERGENCY DISASTER SYSTEMS

The Basic Plan

The Basic Plan addresses the Gorman Joint School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Gorman Joint School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Los Angeles County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same

purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

This section states that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

These sections require that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as maybe necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

EARTHQUAKE SUMMARY

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. {Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.}

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons. A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on the magnitude and other factors.

DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

RESPONSE LEVELS

Response Levels are used to describe the type of event:

The area(s) affected the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

A Level 0 disaster is an on-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A Level 3 disaster is a minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

A Response Level 2 - Local Disaster

Level 2 disaster is a moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with El Tejon or Hughes Elizabeth Lakes School Districts to respond. The affected Cities and the Counties of Los Angeles and Kern will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

A Level 1 disaster is of such a magnitude that local and regional assets are overwhelmed, requiring statewide or federal assistance. Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the Counties

of Los Angeles and Kern will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State.

EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students, and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

RECOVERY PHASE

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released **ONLY** to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Procedures

Routine and Emergency Disaster Procedures: Drills

GENERAL DISASTER/EMERGENCY

In the event of a natural or man-made emergency (such as an intruder on campus), the following plans have been developed to assist staff in being prepared for a situation that requires quick response. All members of the staff have a civil obligation to ensure the safety of our students. Staff members are required to remain on campus and support safety operations until they are specifically released by the superintendent/principal. If an evacuation is necessary, this obligation remains in effect off campus as well.

FIRE- Fire Drills

Fire drills are conducted on campus at least once a month. The principal or designee, will have the responsibility of initiating the drill (*Code of Regulations, Title 5, Section 550*). Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked. Evacuation areas will be established away from fire lanes.

Procedure:

- 1) Fire alarm systems will signal the beginning of a drill or an actual disaster/emergency. The drill will consist of continuous ringing of the alarm.
- 2) Whenever the fire alarm is given, all students, teachers, staff, and other employees shall quickly vacate/leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- 3) Teachers signal the status of their class with green, yellow and red cards (green all present; yellow –someone missing but accounted for; red—someone not accounted for or injured)

- 4) Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- 5) At the completion of a drill, the alarm will be manually stopped for a period of silence
- 6) "All Clear" will be 15 seconds of continuous bell ringing or repeated whistle blowing and verbal confirmation that a drill is completed and students may return safely to their classrooms.
- 7) The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Principal/designee.
- 8) The school secretary or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Principal/designee.

Standards for a Successful Fire Drill:

- 1) The fire alarm can be heard by all staff and students.
- 2) Orderly evacuation begins immediately and is completed within 2-3 minutes of the initial alarm, with minimal congestion at the exit gates.
- 3) Teachers and students are staged in an orderly fashion away from fire lanes.
- 4) Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- 5) Upon sounding of the "All Clear" students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Communication

All staff with radios will turn them on and use (402.225 Channel 14 and 455.425 Channel 4) during any disaster or emergency, unless otherwise directed. Staff, students and others on campus should remain quiet to provide for good communication conditions.

Duties of Emergency Response Teams

Principal or designee- Incident Commander (Dena Kiouses)

- 1) Notification of proper authorities. Upon discovery of a fire, call 911 immediately
- 2) Notify the LA County Superintendent of Schools
- 3) Direct staff and volunteers in responding to the emergency

Assistant Principal- (Michi Knight)

- 1) Assist the principal as directed
- 2) Act as the principal Designee in the event he or she is not on campus

Search & Rescue Team (Michi Knight and Leah Cetani)

1. Assist the superintendent/principal as directed
2. Retrieve and use campus radio

3. Coordinate search and rescue procedures for each classroom and building
4. Report any injuries or emergency conditions
5. Know locations of fire extinguishers and alarm boxes on campus (see campus maps)
6. Report to superintendent/principal or designee the status of the classes and building
7. Await further instructions

Teachers

- 1) Clear rooms of all people—take emergency class list with you
- 2) If possible, close all windows and door(s) and turn off lights
- 3) Lead the class to their designated safety area used for fire drills, if safe to do so
- 4) Establish contact with buddy class
- 5) Maintain order
- 6) Await instructions

Emergency Assembly Area Team- (Kim Lowe and Steve Kiouses)

- 1) Implement buddy system
- 2) Account for all students
- 3) Supervise all students
- 4) Use buddy system for restrooms and other assistance
- 5) Maintain order
- 6) Await instructions

Reunification Team- (Laurel Davis and Kilo Tavarez)

- 1) Post traffic control at school entrance so that the lot is accessible for emergency vehicles
- 2) Prepare to distribute emergency supplies as needed
- 3) Meet parents at the Reunion Gate
- 4) Escort students to the Reunion Gate
- 5) Contact insurance carrier

First Aid/Mental Health Team (Rachelle Matheus)

- 1) Set up first aid station(s), if needed, and direct all medical supplies
- 2) Prepare to distribute emergency supplies as needed
- 3) Properly administer first aid
- 4) Help set up emergency sanitation facilities, if needed

Communications- (Denise Saenz)

- 1) Assist the superintendent/principal as directed
- 2) Lead communications on and off campus
- 3) Notify parents/guardians in case of serious injuries
- 4) Release students to authorized adults
- 5) Provide for preservation of essential school records

- 6) Monitor radio emergency broadcast

Maintenance Site Team Leader- (Maria Paz)

- 1) Direct staff to secure campus and check vital safety locations/operations to include electrical, water, gas and communications
- 2) Check for structural integrity of buildings
- 3) Assist emergency response agencies
- 4) Assist the Director of Business and Operations as directed
- 5) Set up emergency sanitation facilities, if needed

No matter when the fire/drill occurs, students are to report to the area in which their class lines up. If they are in the classroom, students are to follow teacher directions. If students are at recess or in the cafeteria students are to safely make their way to their class meeting spot. If another staff member has a student from a classroom in a room other than her own, she should first make sure the situation is safe and then escort or send the student to her homeroom teacher. The homeroom teacher is responsible for knowing at all times which students are on campus and where they are located. The homeroom teacher should not show a green card unless he or she has visibly or by other means confirmed the safety of each of his or her students.

EARTHQUAKE

Earthquake drills will be conducted on campus at least once every three months. The superintendent/principal, or designee, will have the responsibility for initiating the drill.

The earthquake emergency procedure system shall, but not be limited to, all of the following:

- A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
- A drop procedure, "duck, cover and hold". As used in this article, "duck, cover and hold" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school trimester.
- Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)
- Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover, and Hold procedures:
 - ✓ DUCK, or DROP down on the floor.
 - ✓ Take COVER under a sturdy desk, table, or other furniture with backs to the windows.

- ✓ Protect head and neck with arms.
- ✓ HOLD onto the furniture and be prepared to move with it.
- ✓ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Principal/designee.

An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Signals

- 1) The shaking of an earthquake
- 2) If a drill is being conducted, an announcement, “We are having an earthquake” will be made over the intercom system
- 3) In the classroom, the teacher may say, “Drop, cover and hold.”

Duties

Teacher

- 1) Each person should assume the “duck, cover and hold” position under their desks, if possible, with backs to the windows.
- 2) Protect head and eyes against falling debris and flying glass as much as possible
- 3) Hold this position until the “All Clear” signal is given
- 4) If children are outside, they should curl up and lie still on the ground, away from structures if possible, until the “All Clear” signal is given
- 5) Children should be quiet and ready to listen to directions
- 6) Once the “All Clear” is given, classes should proceed to their assigned fire/general disaster/emergency drill line-up location

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately, after the earthquake alarm sounds, all students, teachers and other employees shall:

- 1) DUCK, or DROP down on the floor.
- 2) Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- 3) HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the principal/designee. When evacuations are included as part of the drill, appropriate nonhazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding of the “All Clear” students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

BOMB THREAT

Although most bomb threats are just that, each threat must be taken seriously. Appropriate action should be taken in each case reported to provide for the safety of everyone involved. If a bomb threat is received, notify the principal or designee immediately. All decisions about where to go and when it is safe to do so will be made by the principal or law enforcement, if they are on the scene.

Walkie talkies or cell phones should not be used as they spark and trigger detonation of the possible bomb.

If reported via telephone:

- 1) Try to keep the caller on the line while alerting other staff about what is taking place.
- 2) Get as much information as possible
- 3) Try to determine who the caller is (male/female, young/old) and if there are any other distinctions about the speaking voice
- 4) Note the exact time the call was received
- 5) Note background noises: music, motors, traffic, etc.

If reported in a letter

- 1) Note the manner in which it arrived, who found it and where it was found
- 2) Do not continue to handle the letter; wait until law enforcement arrives

DUTIES

Principal

- 1) Report, but do not touch, any suspicious objects
- 2) Ask teachers to keep students in rooms
- 3) If necessary, ask teachers to evacuate students using established routes not jeopardized by the threat
- 4) The fire department or bomb squad will take over the responsibility if they feel that the situation is dangerous

Teacher

- 1) Keep students in room unless asked to evacuate
- 2) Report any suspicious objects and **DO NOT MOVE IT, PICK IT UP OR GO CLOSE TO IT**
- 3) If asked to evacuate, evacuate students immediately along established fire drill routes, unless routes are too dangerous **WITHOUT GOING CLOSE TO SUSPICIOUS OBJECTS**

LOCKDOWN

If there is any danger on campus, a student with a weapon, an outsider who is acting out or any other threat that appears to jeopardize the safety of students and/or staff, take precautionary measures and notify the principal as quickly as possible. The principal will determine which emergency action should be implemented and that a lockdown will be implemented, but that will be determined based on the situation.

Lockdown may be implemented if an emergency or crisis exists at or near the school but is not an imminent danger. Teachers and staff will need to account for each student and ensure direct supervision during the time of lockdown. Main doors will be locked from the outside only. A staff member will be positioned at or near the main doors in the event teachers or students need to change locations. Classroom instruction will continue and proceed as normal unless the administrator authorizes a classroom lock-down.

A command center will be established and all comments about the incident must be directed through the superintendent/principal, her designee or law enforcement.

DUTIES

Superintendent/Principal

- 1) Direct staff until law enforcement arrives
- 2) Establish command center for rumor control

Administrative Assistant

- 1) Immediately arrange for first aid, if necessary
- 2) Arrange transportation of injured students

School Secretary

- 1) Prepare to provide law enforcement and parents with accurate student and staff information

All Staff

- 1) Exercise sound judgment
- 2) Protect the safety of the students
- 3) When possible, escort students to safe locations
- 4) Teachers will keep students in their classrooms until notified of an evacuation OR that the disturbance has been controlled. Teachers will make sure that students hide from view from the windows or doors. Remove magnets from all doors. Remain calm until police or emergency personnel arrive.

Dismissal

When the crisis or emergency prevents classroom instruction, dismissal will be considered by the administrator. In the event student dismissal is deemed appropriate, school officials will notify parents immediately through local media sources.

SERIOUS BUS ACCIDENT

In the event of a serious school bus accident, the driver will follow the established procedure that is listed below.

The driver will notify the school by cellular phone. He/she will notify appropriate law enforcement, medical, other emergency agencies. A command post near the accident scene will be established by the "Incident Commander" to provide the media and parents with information about the accident and students. The bus driver is the "Incident Commander" until a district administrator or law enforcement arrives to assume that responsibility.

All pupils in K-8 who are transported in a school bus shall receive instruction in school bus emergency procedure and passenger safety.

The transportation provider trains the bus driver to handle any emergency, including an accident, and preparation of students on the bus is explained in the student handbook each year.

Upon a call from the driver that an accident has occurred, the Principal will:

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- 1) Establish a command post
- 2) Keep phone communication established
- 3) Notify law enforcement
- 4) Notify the County Superintendent of Schools

The Administrative Assistant will

- 1) Notify the insurance carrier and interface with the insurance agents regarding the situation

OFF-SITE EVACUATION

In the event that it is safer to leave campus than to remain on site, an announcement will be made that we are evacuating campus.

- Initially, we will proceed to the Ranger Station next to the school to the field near the corner of Ralphs Ranch Road and Gorman School Road.
- Should we need to vacate the community, for example due to wildfire, we will use school buses and/or vans to remove students to Frazier Mountain High School at 700 Falcon Way, Lebec, if we need to evacuate to the North, and Fire Station #77 at 46833 Peace Valley Rd, Gorman, if we need to evacuate to the south, until parents are able to pick up their children
- Teachers are to take their attendance rosters with them and to take attendance when we are reassembled in the off-campus staging area

STUDENT RELEASE

The way staff handles student release will be based on the type, severity and duration of the emergency. The command center will work with the Logistics Chief to determine which scenario to put in place. Once the determination has been made, staff will be apprised.

On-Campus

Scenario 1: Release at Gate

- At least two staff members will be posted at GATE
- Parents' ID will be checked and staff will radio command post with names
- Students will be escorted to parents
- Parents will sign release log

Scenario 2: Release on campus

- Same as above, except parents will be allowed to drive onto campus and students will be brought to car, or, if disaster has stretched over many days, parents will pick up in rooms/cafeteria

Scenario 3: Students injured/deceased

- Same as Scenario 1, however, parents of students suffering injuries or fatalities will be allowed onto campus and met by school personnel

Off-Campus Release

If we must evacuate campus due to emergency or severe weather conditions, parents will be directed to the Staging Area, depending on the situation.

The principal, vice-principal or designee will be responsible for overseeing student release

- Parents/authorized adults must show identification
- Parents/authorized adults must be in student's emergency cards
- Parents/authorized adults must sign student release log

EMERGENCY RESPONSE PROCEDURES

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: Shelter in Place

Action: Shelter in Place consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

- a. Fire
- b. Peacetime Bomb Threat
- c. Chemical Accident
- d. Explosion or Threat of an Explosion
- e. Following an Earthquake
- f. Other similar occurrences that might make the building uninhabitable
- g. At the onset of an Active shooter/Lockdown Alert, when the teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **Action: TAKE COVER** consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- a. Severe Windstorm (short warning)
- b. Biological or Chemical Threat
- c. Sniper Attack
- d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- a. Inside school buildings
 - Immediately **TAKE COVER** under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- b. Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- c. Explosion/Nuclear Attack:
 - Take protective position, **OR**,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or Designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- a. Fire

- b. Chemical & Biological Gas Alert
- c. Flood
- d. Fallout Area
- e. Blast Area
- f. Specific Man-Made Emergency (shooting, fire, etc.)

G. Action: GO HOME

Action: GO HOME consists of:

- a. Dismissal of all classes
- b. Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. Action: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

BOMB THREAT CHECKLIST FORM

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "**bomb threat checklist**" form as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
The most important information is:
 - When will the bomb explode and where is the bomb located?**
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves—could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - ✓ Your name
 - ✓ Your call-back phone number
 - ✓ Exact street location with the nearest cross street
 - ✓ Nature of incident
 - ✓ Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.

- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

EARTHQUAKE

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed

wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

HOSTAGE SITUATION

Staff and students should sit quietly if the situation is in their presence.

TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.
- If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM.**
- If and when possible, call Administration and/or 9-1-1.

INTRUDER ON CAMPUS

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at breakfast or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/classrooms unless otherwise directed.
- Lock exit doors to cafeteria.
- Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout rest of school as appropriate.

FIRE

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal or Designee will:
 - Order an evacuation if the fire alarm doesn't work
 - Call 9-1-1
 - Notify the superintendent
- b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- c. Teachers will close doors upon evacuating.
- d. Teachers will take their roll books to the evacuation site and take roll.
- e. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
- f. The Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- g. The Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
- h. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

LOCKDOWN: ACTIVE SHOOTER

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- Notify administration
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent

Intermediate activities:

- Place a red card in the door if you have a serious injury in the classroom. Place a green card in the door if all is clear. If all is "clear", LOCK THE DOORS, including bathrooms.
- Take roll
- Conduct anxiety-reducing activities

Evacuation:

- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING:

If a student ingested a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the School Nurse.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office with the following information:
 - ✓ Date, time, and exact location of the release or threatened release
 - ✓ Name and telephone number of person reporting
 - ✓ Type of chemical involved and the estimated quantity
 - ✓ Description of potential hazards presented by the spill
 - ✓ Document time and date notification made
 - ✓ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have it present, should the need arise
- Place reflective triangles or traffic cones if in the street or highway.
- DO NOT LIGHT FLARES!
- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

**Chemical Spills may not be cleaned up by school personnel.
The cleanup will be coordinated through a designated contractor.**

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) – IF

IT CAN BE DONE SAFELY

- Take care of any injured
- Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- ✓ Date, time, and exact location of the release
 - ✓ Name and telephone number of persons reporting the release
 - ✓ The type of fuel spilled and the estimated quantity
 - ✓ Description of potential hazards presented by the fuel spill
 - ✓ Document the time and date notification was made and the information provided
-
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

POWER OUTAGE / ROLLING BLACKOUTS

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to the Telephone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis, and other outdoor cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

SHELTER-IN-PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
 - If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- **Advise students to cover their mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**
- **A school official (or student if no official present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

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 Run Date: 03/01/2021
 Run Time: 10:26:39 AM

Commercial Warrant Register
 02/01/2021 - 02/28/2021

Vendor	Warrant Number	Warrant Disbursement Doc	Payment Request Doc	Vendor Invoice Number	Order Document	Fund /Sub-Fund	Resource /Project Yr	Goal/ Cat	Fund/ Act	DOBJ/ DREV/ BSA	School Location /Dept	APD/ FY	Distribution Amt	Additional Amt	Warrant Amt	
ACE HARDWARE - 0000008906	00000020164734	AD.64584,21000000192,1	GAX,64584,21000000239,1,0,1			01,0	00000,0	30000	81100	4370	00000000	8/2021	26,04	0,00	26,04	
		AD.64584,21000000192,1	GAX,64584,21000000239,1,0,2			01,0	73680,0	00000	81100	4370	00000000	8/2021	25,07	0,00	25,07	
		AD.64584,21000000192,1	GAX,64584,21000000239,1,0,3			01,0	00000,0	00000	81000	4380	00000000	8/2021	52,05	0,00	52,05	
	00000020164734														103,16	
AERIES SOFTWARE - 0000007504	00000020164735	AD.64584,21000000187,1	GAX,64584,21000000235,1,0,1			01,0	00000,0	00000	72000	5220	00000000	8/2021	150,00	0,00	150,00	
																150,00
																150,00
AKA WATER SERVICES, INC. - 0000007659	00000020160917	AD.64584,21000000176,1	GAX,64584,21000000234,1,0,1			01,0	00000,0	00000	72000	5800	00000000	8/2021	450,00	0,00	450,00	
																450,00
																450,00
ASHLEY FALKE - 0000107615	00000020160918	AD.64584,21000000180,1	GAX,64584,21000000226,1,0,1			01,0	65000,0	57700	21000	5950	00000000	8/2021	407,50	0,00	407,50	
		AD.64584,21000000180,1	GAX,64584,21000000227,1,0,1			01,0	65000,0	57700	21000	5850	00000000	8/2021	395,00	0,00	395,00	
																802,50
CANON FINANCIAL SERVICES, INC. - 0000007508	00000020164022	AD.64584,21000000192,1	GAX,64584,21000000219,1,0,1			01,0	00000,0	11100	10000	5610	00000000	8/2021	210,11	0,00	210,11	
		AD.64584,21000000192,1	GAX,64584,21000000219,1,0,2			01,0	00000,0	00000	72000	5610	00000000	8/2021	70,04	0,00	70,04	
																280,15

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COUNTY OF LOS ANGELES - 0000007492	000000020164736	AD,64584,210000000186,1	GAX,64584,210000000240,1,0,1			01,0	00000,0	00000	82000	5530	0000000	8/2021	37,00	0,00	37,00
	000000020164736														Warrant Total:
EIDE BAILY, LLC - 0000108021	000000020166675	AD,64584,210000000199,1	GAX,64584,210000000211,1,0,1			01,0	00000,0	00000	00000	9520	0000000	8/2021	1,750,00	0,00	1,750,00
	000000020166675														Warrant Total:
ERICKSON LAW FIRM - 0000108010	000000020160919	AD,64584,210000000181,1	GAX,64584,210000000233,1,0,1			01,0	00000,0	00000	71000	5820	0000000	8/2021	145,31	0,00	145,31
	000000020160919														Warrant Total:
GOLDEN VALLEY MUNICIPAL WATER DISTRICT - 0000007413	000000020164737	AD,64584,210000000185,1	GAX,64584,210000000247,1,0,1			01,0	00000,0	00000	82000	5565	0000000	8/2021	1,333,14	0,00	1,333,14
	000000020164737														Warrant Total:
KAISER FOUNDATION HEALTH PLAN, INC. - 0000007631	000000020160920	AD,64584,210000000175,1	GAX,64584,210000000220,1,0,1			01,0	00000,0	11100	10000	3411	0000000	8/2021	434,80	0,00	434,80
		AD,64584,210000000175,1	GAX,64584,210000000220,1,0,2			01,0	65000,0	57700	11200	3411	0000000	8/2021	273,20	0,00	273,20
		AD,64584,210000000175,1	GAX,64584,210000000220,1,0,3			13,0	53100,0	30000	37000	3412	0000000	8/2021	298,20	0,00	298,20
		AD,64584,210000000175,1	GAX,64584,210000000220,1,0,4			01,0	00000,0	00000	27000	3412	0000000	8/2021	546,40	0,00	546,40
		AD,64584,210000000175,1	GAX,64584,210000000220,1,0,5			01,0	00000,0	00000	72000	3412	0000000	8/2021	546,40	0,00	546,40

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KAISER FOUNDATION HEALTH PLAN, INC. - 0000007631	000000020160920	AD,64584,210000000175,1	GAX,64584,210000000220,1,0,8			01,0	00000,0	00000	81000	3412	00000000	8/2021	1,391.00	0.00	1,391.00
		AD,64584,210000000175,1	GAX,64584,210000000220,1,0,7			76,0	00000,0	00000	00000	9517	00000000	8/2021	400.00	0.00	400.00
		AD,64584,210000000175,1	GAX,64584,210000000220,1,0,8			01,0	00000,0	00000	27000	3411	00000000	8/2021	448.00	0.00	448.00
		AD,64584,210000000175,1	GAX,64584,210000000220,1,0,9			01,0	00000,0	00000	72000	3411	00000000	8/2021	448.00	0.00	448.00
	000000020160920													Warrant Total:	4,786.00

Vendor	Warrant Number	Warrant Disbursement Doc	Payment Request Doc	Vendor Invoice Number	Order Document	Fund /Sub-Fund	Resource /Project Yr	Goal/ Cat	Func/ Act	DOBJ/ DREV/ BSA	School Location /Dept	APD/ FY	Distribution Amt	Additional Amt	Warrant Amt
LOPEZ LANDSCAPING - 0000007713	000000020164023	AD,64584,210000000183,1	GAX,64584,210000000225,1,0,1			01,0	00000,0	00000	81000	5630	00000000	8/2021	200.00	0.00	200.00
		AD,64584,210000000183,1	GAX,64584,210000000225,1,0,2			01,0	14000,0	00000	36000	4560	00000000	8/2021	25.00	0.00	25.00
		000000020164023												Warrant Total:	225.00
		000000020164738	AD,64584,210000000186,1	GAX,64584,210000000224,1,0,1			01,0	00000,0	00000	81000	5630	00000000	8/2021	200.00	0.00
	000000020164738													Warrant Total:	200.00

Vendor	Warrant Number	Warrant Disbursement Doc	Payment Request Doc	Vendor Invoice Number	Order Document	Fund /Sub-Fund	Resource /Project Yr	Goal/ Cat	Func/ Act	DOBJ/ DREV/ BSA	School Location /Dept	APD/ FY	Distribution Amt	Additional Amt	Warrant Amt
MARY T. PIVETTI, M.ED. - 0000008699	000000020160921	AD,64584,210000000178,1	GAX,64584,210000000230,1,0,1			01,0	00000,0	11100	10000	5800	00001000	8/2021	780.00	0.00	780.00
		AD,64584,210000000178,1	GAX,64584,210000000231,1,0,1			01,0	00000,0	11100	10000	5800	00001000	8/2021	800.00	0.00	800.00
		AD,64584,210000000178,1	GAX,64584,210000000232,1,0,1			01,0	00000,0	11100	10000	5800	00001000	8/2021	900.00	0.00	900.00
	000000020160921													Warrant Total:	2,580.00

Vendor	Warrant Number	Warrant Disbursement Doc	Payment Request Doc	Vendor Invoice Number	Order Document	Fund /Sub-Fund	Resource /Project Yr	Goal/ Cat	Func/ Act	DOBJ/ DREV/ BSA	School Location /Dept	APD/ FY	Distribution Amt	Additional Amt	Warrant Amt
MOUNTAINSIDE DISPOSAL, INC. - 0000007576	000000020160922	AD,64584,210000000174,1	GAX,64584,210000000222,1,0,1			01,0	00000,0	00000	82000	5560	00000000	8/2021	214.96	0.00	214.96
		000000020160922												Warrant Total:	214.96

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Commercial Warrant Register

02/01/2021 - 02/28/2021

Vendor	Warrant Number	Warrant Disbursement Doc	Payment Request Doc	Vendor Invoice Number	Order Document	Fund /Sub-Fund	Resource /Project Yr	Goal/ Cat	Func/ Act	DOB/J DREV/ BSA	School Location /Dept	APD/ FY	Distribution Amt	Additional Amt	Warrant Amt		
QUILL - 0000007767	000000020164739	AD.64584.210000000191,1	GAX.64584.210000000242,1,0,1			01,0	00000,0	11100	10000	4370	0000100	8/2021	268.02	0.00	268.02		
		AD.64584.210000000191,1	GAX.64584.210000000245,1,0,1			01,0	73860,0	00000	81100	4370	0000000	8/2021	29,81	0.00	29,81		
		AD.64584.210000000191,1	GAX.64584.210000000245,1,0,2			01,0	00000,0	00000	72000	4350	0000000	8/2021	43,00	0.00	43,00		
Warrant Total: 340,83																	
READY REFRESH BY NESTLE - 0000008817	000000020164740	AD.64584.210000000193,1	GAX.64584.210000000244,1,0,1			01,0	00000,0	00000	82000	5550	0000000	8/2021	71,92	0.00	71,92		
		Warrant Total: 71,92															
		Warrant Total: 71,92															
REVOLUTION FOODS, INC. - 00000093669	000000020164741	AD.64584.210000000195,1	GAX.64584.210000000236,1,0,1			01,0	32200,0	00000	37000	4700	0000000	8/2021	1,724,50	0.00	1,724,50		
		AD.64584.210000000195,1	GAX.64584.210000000249,1,0,1			01,0	32200,0	00000	37000	4700	0000000	8/2021	2,163,00	0.00	2,163,00		
		AD.64584.210000000195,1	GAX.64584.210000000250,1,0,1			01,0	32200,0	00000	37000	4700	0000000	8/2021	2,832,50	0.00	2,832,50		
Warrant Total: 6,720,00																	
SeCalGas - 0000007744	000000020164743	AD.64584.210000000190,1	GAX.64584.210000000243,1,0,1			01,0	00000,0	00000	82000	5520	0000000	8/2021	1,173,15	0.00	1,173,15		
		Warrant Total: 1,173,15															
SOUTHERN CALIFORNIA EDISON - 0000009123	000000020164742	AD.64584.210000000164,1	GAX.64584.210000000237,1,0,1			01,0	00000,0	00000	82000	5510	0000000	8/2021	754,53	0.00	754,53		
		AD.64584.210000000164,1	GAX.64584.210000000238,1,0,1			01,0	00000,0	00000	82000	5510	0000000	8/2021	824,96	0.00	824,96		
		Warrant Total: 1,579,49															
Vendor	Warrant Number	Warrant Disbursement Doc	Payment Request Doc	Vendor Invoice Number	Order Document	Fund /Sub-Fund	Resource /Project Yr	Goal/ Cat	Func/ Act	DOB/J DREV/ BSA	School Location /Dept	APD/ FY	Distribution Amt	Additional Amt	Warrant Amt		

Report ID: FIN-AP-0004

Run Date: 03/01/2021

Run Time: 10:26:39 AM

Commercial Warrant Register

03/01/2021 - 02/28/2021

Vendor	Warrant Number	Warrant Disbursement Doc	Payment Request Doc	Vendor Invoice Number	Order Document	Fund /Sub-Fund	Resource /Project Yr	Goal/ Cat	Fund/ Act	DOBJ/ DREV/ BSA	School Location /Dept	APD/ FY	Distribution Amt	Additional Amt	Warrant Amt
SSDA ANNUAL CONFERENCE - 0000008950	000000020166676	AD,64584,210000000198,1	GAX,64584,210000000251,1,0,1			01,0	00000,0	00000	72000	5220	00000000	8/2021	120.00	0.00	120.00
	000000020166676												Warrant Total: 120.00		
TELECOM USA - 0000108551	000000020164745	AD,64584,210000000197,1	GAX,64584,210000000241,1,0,1			01,0	00000,0	00000	72000	5910	00000000	8/2021	12.61	0.00	12.61
	000000020164745												Warrant Total: 12.61		
THOMSON REUTERS - WEST - 0000009005	000000020160923	AD,64584,210000000179,1	GAX,64584,210000000229,1,0,1			01,0	00000,0	00000	72000	4210	00000000	8/2021	100.82	0.00	100.82
	000000020160923												Warrant Total: 100.82		
TINYEYE - 0000008858	000000020160924	AD,64584,210000000177,1	GAX,64584,210000000223,1,0,1			01,0	33100,0	57700	21000	5850	00000000	8/2021	956.25	0.00	956.25
	000000020160924	AD,64584,210000000177,1	GAX,64584,210000000228,1,0,1			01,0	33100,0	57700	21000	5350	00000000	8/2021	801.50	0.00	801.50
													Warrant Total: 1,557.75		
T-MOBILE - 0000106284	000000020164744	AD,64584,210000000195,1	GAX,64584,210000000246,1,0,1			01,0	32200,0	11100	10000	4340	00000000	8/2021	500.00	0.00	500.00
	000000020164744												Warrant Total: 500.00		
VAR TECHNOLOGY FINANCE - 0000012281	000000020164024	AD,64584,210000000184,1	GAX,64584,210000000221,1,0,1			01,0	00000,0	11100	10000	6400	00001000	8/2021	741.26	0.00	741.26
	000000020164024												Warrant Total: 741.26		
WEX BANK - 0000007725	000000020164746	AD,64584,210000000185,1	GAX,64584,210000000246,1,0,1			01,0	00000,0	30000	81000	4360	00000000	8/2021	157.00	0.00	157.00
													Warrant Total: 157.00		

Report ID: FIN-AP-0004
 Run Date: 03/01/2021
 Run Time: 10:26:39 AM

Commercial Warrant Register

02/01/2021 - 02/28/2021

Vendor	Warrant Number	Warrant Disbursement Doc	Payment Request Doc	Vendor Invoice Number	Order Document	Fund (Sub-Fund)	Resource (Project Yr)	Goal/Cat	Fund/Act	DOBJ/DREV/BSA	School Location /Dept	APD/FY	Distribution Amt	Additional Amt	Warrant Amt	
	00000020164746															157.00

Disbursement Doc Count: 26 Total: 26,132.05 0.00 26,132.05

Type of Disbursements	Daily	MTD	FYTD	Daily First Warrant	Daily Last Warrant	Disbursements
Automated Warrant Count	26	0	0	00000020160917	00000020166676	26
Manual Warrant Count	0	0	0			0

Fund	Warrant Amt
01.0	25,433.85
13.0	298.20
76.0	400.00

2020-21 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, KDonnelly@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2020-21 Title II, Part A allocation	\$679
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$679

Title IV, Part A Transfers

2020-21 Title IV, Part A allocation	\$0
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$0
2020-21 Title IV, Part A allocation after transfers out	\$0

*****Warning*****

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

2020-21 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$679
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$679
Repayment of funds	\$0
2020-21 Total allocation	\$679
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$679
Funds available under Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation	\$679
Budgeted Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation	\$0

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2020-21 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Jonathan Feagle, Fiscal Oversight and Support Office, JFeagle@cde.ca.gov, 916-323-8515

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 09, 2021 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Cecelia Cummings Telephone: 760-885-1092
Title: Business Manager / Consultant E-mail: cecelia@cjcummingscpa.com

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	n/a	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2019-20) annual payment?	n/a	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since first interim in OPEB liabilities?	n/a	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since first interim in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
S8	Labor Agreement Budget Revisions	• Management/supervisor/confidential? (Section S8C, Line 1b)	X	
		For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
S8	Labor Agreement Budget Revisions	• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

GORMAN SCHOOL DISTRICT

2020-2023 Second Interim Multi-Year Budget Report

March 9, 2021

Summary – Budget Projections

As was reported on the 2020-21 Adopted Budget Report and the First Interim Budget Report, the ADA has been adjusted based on the declining enrollment and student attendance days down to 55 enrollment and 50 ADA for the coming three years. Even with the consideration of School of Choice five-year renewal, the District staff must work to not only enhance enrollment, but to maintain the current student enrollment and increase the attendance rates, and more so to stop any further reduction in enrollment and attendance. However, even without the current Coronavirus pandemic, the district has had declining enrollment over the past three years at an alarming rate from 103 in 2016-17 down to a projected 55 in 2020-21,

As the revenues have been projected based on the Local Control Funding Formula (LCFF) for the last eight years, one of the provisions in the LCFF calculations is that the District is funded on the better of the current year ADA or the prior year. This will be beneficial for a current year as the ADA that has continued to decrease each year and the District will be able to use the higher ADA of last year for their current projected funding. With this provision and the Hold Harmless from the 2019-20 P2 Attendance Reporting, the District will be able to use the higher ADA for the 2020-21 school year of 67 ADA.

As was reviewed two years ago when the District started experiencing the decline of ADA, the LCFF revenue funds will have to be reviewed for the use of Necessary Small School or the regular LCFF calculations. Due to the enrollment and ADA figures, there should not be more than three teachers for the budget funding process based on the Necessary Small School Formula but using the LCFF for the revenue calculation.

The current proposed Second Interim Budget Multi-Year Report for the year 2020-21, 2021-22 and 2022-23 has been prepared on the most current information from the CA Department of Education and LA County Office of Education. Although on November 26, 2020, the new analysis from the Legislative Analyst's Office finds that California's economic recovery has exceeded predictions and revenues have been significantly higher than assumed in June. The LAO now estimates that General Fund tax revenues are up more than \$4 billion in 2019-20 and nearly \$34 billion in 2020-21 relative to the June 2020 budget's estimates.

The state aid unrestricted funds have been adjusted with the Prop 30 - Education Protection Account (EPA) which is the vehicle to collect and disburse funds generated by the tax increases which was approved in November 2016 by the voters for the additional increase in the income tax rate for CA's wealthiest taxpayers. The Governing Board will make the spending determination of these funds in an open session of a public meeting. In addition, each agency must annually publish on its website an accounting of how much money was received from the EPA and how that money was spent.

Like local property taxes, the district's State Aid is reduced by one dollar for each dollar received from the EPA. The EPA becomes a third revenue component besides local property tax revenue and State Aid.

At the time of the Second Interim Budget Report preparation, there was no agreement for the AB 86 In-Person Instruction and Expanded Learning Opportunities Grants between the Governor and the Legislature. This agreement between the Legislature and the Governor came during the preparation of this budget assumptions memo. Therefore, it is noted that any one-time funds for these grants that Gorman JSD would be entitled to, have not been included in the Second Interim Budget Report. It is also noted here that as these grants would be one-time funds, the corresponding expenditures allowed for in-person instruction staffing, professional development, social-emotional learning programs and access to school meals. Funds could be as much as \$70,000 and would have to be used by August 2022.

The restricted revenues are projected to **decrease** for the categorical Federal and Special Education for the two subsequent years. However, there has been received one-time federal funds from the Learning Loss Mitigation Funds for the 2020-21 year which consist of federal and state restricted funds to be used the enhancement of distance learning and increased health protection necessary due to the Coronavirus pandemic. **Not included in this multi-year budget projects are any pending funds due to legislative action either at the federal or state level.**

The District has projected the funds for the Forest Reserve for the 2020-21 Second Interim Budget and subsequent years with decreases each year. Without this one-time funding source, the District will have to reduce staff, supplies and operating expenditures by even more of approximately \$50,000 in these years. These revenues have been projected in the subsequent two years if the District is able to apply for this entitlement to report those enrolled students who live in the federal forest area. With the carry-over of the 2019-20 Forest Reserve funds of approximately \$57,000, this has helped in decreasing the deficit spending for this one year 2020-21.

In this current year, there were planned major facility repairs with the use of the Deferred Maintenance and Capital Facility funds. Necessary and routine repairs and maintenance must be completed for the safety of the students, staff and the District. Currently, the routine maintenance must be funded with the unrestricted General Fund revenues from LCFF, and allowing for a transfer to help with the maintenance and repairs from the Deferred Maintenance Fund.

ADA

ADA projections for the 2020-21 Second Interim Budget year and two subsequent years have declined substantially from the last five years. With the current number of students planned, the District staff and families must be more proactive in attendance, creating more instructional opportunities and providing class time programs that will increase participation and therefore decrease the days of non-attendance for subsequent years.

Pursuant to *EC* Section 43502(b) added by SB 98, ..., the 2019–20 reported ADA will be used to calculate 2020–21 funding. All other data used to calculate 2020–21 apportionments, such as California Longitudinal Pupil Achievement Data System (CALPADS) enrollment and unduplicated pupil counts for the Unduplicated Pupil Percentage calculation, class size penalties, and local revenue will be based on 2020–21 data.

Based on current statute, for FY 2021–22 LCFF apportionments, the CDE will compare for a school district the following two data points and LCFF will be determined using the greater of the two ADA figures pursuant to *EC* Section 42238.05:

- The **prior year** ADA will be equal to the ADA reported by the school district for the 2019–20 FY, adjusted for any applicable charter school closures, changes in Necessary Small School status, or district reorganization, pursuant to *EC* Section 43502(b), paragraphs (2) through (4). For school districts that received an apportionment pursuant to *EC* Section 43505(b)(2) added by SB 820 in 2020–21, the prior year ADA will be equal to the proxy 2020–21 ADA used for funding.
- The **current year** ADA will be equal to the ADA reported by the school district for the 2021–22 FY.

Maintaining the enrollment and attendance has already been difficult at the district, but the additional complexities of the Coronavirus and its impact on student learning in the classroom to the challenges of distant learning and providing a hybrid method to meet all student, family and staff needs is going to be another increasing challenge.

The projected enrollment and ADA for these budget years are very conservative. This shows that the District was decreasing in attendance of approximately 10 ADA per year and 15 students each year.

- 2015-16 P2 Report of ADA was at 96.50
- 2016-17 P2 Report of ADA was at 84.65
- 2017-18 P2 Report of ADA was at 74.54
- 2018-19 P2 Report of ADA was at 74.27
- 2019-20 P2 Report of ADA is at 65.90
- 2020-21 Projected ADA is at 65.90 due to the safe harbor in SB820 and prior year ADA
- 2021-22 Projected ADA is at 50
- 2022-23 Projected ADA is at 50

It is not just the current economic downturn and the state budget reductions that have caused the District to have reduced funding, but the loss of 40 ADA over a five-year period is the loss of approximately \$400,000.

STATE AID - LOCAL CONTROL FUNDING FORMULA

The statutory COLA for the Second Interim Budget Report 2020-21 is 0% and eliminating the 10% deficit reduction project from the May Revision Budget that equated to a reduction of 7.69% on the LCFF revenues in the Adopted Budget. Based on the Governor's Proposed Budget in January 2021, the statutory COLA for 2020-21 is 2.31 percent. The estimated statutory COLA for 2021-22 is 1.5 percent, 2.98 percent for 2022-23 and 3.05 percent for 2023-24. Reminder – Statutory COLA does not always equate to funded COLA. Because the 2020-21 LCFF funds were left at 0% COLA, it has been recommended that the 2020-21 COLA of 2.31% be added to the 2021-22 COLA of 1.53% giving the increase in the base grant funding for 2021-22 of 3.84%. This has been used in the projections for the LCFF funding for the subsequent year of 2021-2022.

In the LCFF calculations, the districts are to receive their revenues based on the greater of the prior or current year ADA. The ADA projected at 67.39 for the 2020-21 the Second Interim and the two subsequent years had been reduced to 50 due to the declining enrollment. Since the district can take advantage of being funded on the higher of the prior year ADA or current year ADA, as well as the elimination of the deficit COLA projected in the Adopted Budget, there is a change in the revenues.

	20-21 Second Interim	20-21 Adopted Budget
• LCFF Base Grant	\$ 549,229	\$ 505,748
• Augmentation Grant		
• Supplemental Grant	80,550	73,870
• Concentration Grant	50,337	45,493
• HTS & TIIG	<u>56,762</u>	<u>51,086</u>
Total LCFF Target	\$ 736,878	\$ 676,297

To calculate the LCFF Supplemental and Concentration Grants, Gorman’s Unduplicated Count for 2020-21 is projected at the average of 58 students for the low income, English learners and foster youth resulting in a three-year average unduplicated percentage of 73% which is an increase of .79% from the 2019-20 average percentage. These two grants add approximately \$130,000 to the base to calculate the target revenues with the District being over 55% of low income.

The LCFF revenues estimated for 2020-21 is approximately \$549,000 of the state aid portion. The property tax rate used by the district for this First Interim Budget Report is \$233 per ADA totaling the property tax to be \$21,714, which is a very slight decrease from the prior years of \$30 per ADA.

The total State Aid which also includes the EPA funds is projected for 2020-21, 2021-22 and 2022-23 to be \$736,878, \$580,663 and \$596,489, respectively. Due to the elimination of the deficit COLA and having a 0% COLA, this has allowed for an increase in the LCFF funds of approximately \$60,000 for this 2020-21 First Interim Budget. However, with the increased COLA percentage, the LCFF funds are projected to decrease due to the decline in enrollment and ADA.

The estimated EPA funds calculated on the LCFF & FCMAT worksheet projects these at \$164,389 for each budget year and are included in the total state aid; however, the EPA funds are paid separately at the end of each quarter.

FEDERAL REVENUES

Unrestricted Federal revenues for 2020-21 have been projected on this Second Interim Budget for the Forest Reserve funds with a conservative projection of approximately \$50,000 due to the decreased enrollment. The Forest Reserve was originally applied for during the 2015-16 year and at this time, it is not known if the District will meet the requirements for the coming years, although we will continue to apply for the program funds. Deferred Forest Reserve revenues from the 2019-20 year and along with the new funds to be applied for this coming spring, there will be an increase in these federal funds totaling \$57,000. *This helped to alleviate a small portion of any possible deficit spending in the 2020-21 year only as this was a one-time deferral.*

The restricted programs that the District receive funds are Title II – Improving Teacher Quality, Title VI – Rural Education, and Special Education IDEA. The Small Rural School funds are planned to be applied for in the spring of the 2020-21 year for a new grant. The District’s restricted federal programs have been projected for approximately \$5,600 for 2020-21 and subsequent years.

OTHER STATE REVENUES AND OTHER LOCAL REVENUES

Lottery revenues for this coming year are projected at \$199 per ADA - \$150 for unrestricted and \$49 for restricted lottery expenses. As the lottery is paid on the prior year ADA, this decrease in the lottery revenues are projected for 2020-21 and in subsequent budget years.

The Mandated Block Grant which allows a district to participate in the mandated claiming process is at \$32.18 per ADA with projected revenues of \$1,770.

There will be a carry-over of restricted funds of \$1,291 from the State for Coronavirus cleanup that were approved by the Legislature and Governor through SB-117. These funds were received in April 2020 but have been restricted in the fund balance to be used in 2020-21 fiscal year.

The District continues with one charter with a five-year agreement which has been recently renewed in 2019-20. Projected oversight fees are budgeted at \$105,000 which are the lesser of 1% or actual costs of oversight and projected to increase to \$120,000 due to the Charter's ADA growth in the subsequent years.

The rental property has been rented and is projected to generate approximately \$8,400 in the subsequent years. Other local revenues have been materially decreased include the Community Development funds, rebates and e-rate funds.

Interest income is projected to decrease from prior years due to the unsteady economic conditions and even with the District's more conservative use of cash, which will be decreasing with the deficit spending and deferral of the state revenues during February – June 2020.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

LCFF BUDGET OVERVIEW for PARENTS

For 2020-21, the requirement to adopt a Local Control and Accountability Plan (LCAP) was replaced with the requirement to adopt a Learning Continuity and Attendance Plan in September. The District adopted 2020-21 LCFF Budget Overview for Parents (BOP) with the First Interim Report on December 8, 2020.

On January 25, 2021, the California Department of Education (CDE) released the template for the Local Control and Accountability Plan (LCAP) Annual Update that must be used as part of the 2021-22 LCAP. Senate Bill 820 (Chapter 110/2020) required the Annual Update template to be revised to include the 2020-21 Learning Continuity and Attendance Plan and the 2019-20 LCAP. The annual update for the 2021-22 LCAP will look back to the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

The District will be engaging with stakeholders, measuring progress towards meeting goals, and determining if any changes need to occur to their actions and services. The LCAP will follow the traditional schedule which requires a public hearing of the LCAP and the proposed budget at one meeting. At a subsequent meeting, both the LCAP and proposed budget will need to be adopted.

Because of the severe, unexpected, and ongoing disruptions to the District's operations caused by the COVID-19 pandemic, the District will need to be particularly thoughtful and clear about how they communicate about these matters to their stakeholders. There is likely to be more disconnect between

planned expenditures and what happens. As the District was unable to carry out some of the actions and services called for in the Adopted 2019-20 LCAPs due to the shutdown last spring and have had to implement many unplanned actions and services to help the needs for at-risk students. Similarly, the plans documented in Learning Continuity and Attendance Plans, which are on a very tight timeline, may not all come to fruition as the pandemic operating environment continues to evolve.

EXPENDITURES

CERTIFICATED SALARIES

For the 2020-21 and subsequent years, certificated salaries are budgeted with the step and column salary schedule for three full-time teachers, one part-time principal and one superintendent/principal.

Stipends included in the salary costs are for Master's and vehicle allowance.

It is noted that during the school year, one full-time teacher resigned and has been replaced with a long-term substitute until the end of June 2020. The Art stipend that was originally budgeted for this teacher has been reclassified for an art vendor consultant. However, for the two subsequent years of 2021-22 and 2022-23, the budget report still includes three full-time teachers.

A part-time Special Education salary is budgeted for the three years to oversee the district's students and to participate in the SELPA meetings and complete necessary reports.

CLASSIFIED SALARIES

For the 2020-21 and subsequent fiscal years, the District will continue the necessary classified staff which include three part-time instructional aides, one clerical staff, one custodian, two part-time van drivers and one part-time substitute instruction aide. For the Second Interim Budget Report, a part-time bus driver has been hired by the District to help facilitate the use of an 80-passenger school bus with the District being back to in-class instruction through the end of the school year.

The classified salaries have been projected to hold constant in the subsequent years even with the continuing annual increases for the minimum hourly wage rate, by monitoring the hours of the classified staff. Again, with the declining enrollment, the number of hours for classified staff are being monitored to be used more efficiently with the decreased funding and still meeting the needs of the teacher and students.

LA County Board of Supervisors approved the minimum wage increase starting at \$13.00 on January 2021, \$14.00 on January 2022 and \$15.00 in January 2023. These increases are reflected in the projected budgets.

The business manager position has been budgeted as a part-time position or as a consultant within the Second Interim Budget for the three years as it would not be necessary or prudent at this time to hire a full-time position.

EMPLOYEE BENEFITS

Health Coverage

As noted in the past budget reports, the District will plan to continue to pay the full costs of employer paid medical health benefits. The employee contribution of \$100 per month for each employee enrolled in the program is projected for the current and subsequent budget years. Health benefit costs are projected to be approximately \$85,000 for the three budget years. Health costs are approximately 44% of staff benefits, and approximately 11% of total staff costs.

As recommended in prior reports, both the employer cost and the employee contribution will continue to be reviewed in the coming months to comply with the Health Care Act. It is again stated that with these probable increases that have continued to impact the total budget, the administration and district must consider other health coverage options to help alleviate the growing deficit spending. Eligible employees not enrolled for health benefits will receive a monthly stipend that is projected to remain at \$500 to offset their health insurance benefit costs. Although it is good that the District is working to provide health coverage for the eligible staff, it is one area that is ever-increasing and needs to be seriously reviewed in order that the District can stabilize the budget.

California State Teachers' Retirement System (CalSTRS) California Public Employees Retirement System (CalPERS)

The decrease in rates from the previous budget year is a result of the one-time, non-Proposition 98 investment to buy down the employer contribution rates. Under current law, once the statutory rates are achieved, CalSTRS will have the authority to marginally increase or decrease the employer contribution rate but must be legislatively approved.

CalSTRS Rates

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
14.447%	16.28%	17.10%	16.15%	15.92%	18.00%	18.00%	18.00%

CalPERS Rates

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
13.888%	18.062%	19.721%	20.70%	23.00%	26.30%	27.30%	27.80%

Certificated retirements costs for the 2020-21, 2021-22 and 2022-23 budget years are approximately \$62,000 each year will be approximately 27% of employee benefits and 8% of total staff costs.

The PERS retirement costs for these three budget years are \$11,000, \$7,000 and \$12,000, which is approximately 10.0% of employee benefits and 2.5% of total staff costs.

Other employer paid benefits include Social Security (OASDI), Medicare, State Unemployment Insurance (SUI) and Workers' Compensation which are regulatory.

Due to the increased costs of salaries and benefits total projected costs are increasing each year compared to total revenues, at 63% for 2020-21, 71% for 2021-22 and 73% for 2022-23.

BOOKS, MATERIALS AND SUPPLIES

Supplies and materials have been planned for the 2020-21 Second Interim Budget based on only necessary textbook replacements and materials to meet the student and staff needs for both distance learning and in-classroom instruction. Also, expenditures are reflected in student materials for intervention programs, additional on-line instructional software, classroom equipment, science fair supplies, arts & music program supplies and library resource materials.

The COVID-19 funds that were received in April 2019 have been budgeted for cleaning supplies to be directly used for the facility cleanup due to the Coronavirus as required by SB-117. As well, supplies for office staff, meetings, maintenance and custodial were continued to be budgeted for the increase needs of sanitization and providing personal protection equipment (PPE) for students and staff.

Continued costs are budgeted for the school van maintenance and fuel to help transport the students in the mountain areas to be the primary source of transportation for the students that are not brought to school by a parent. Projected transportation costs are included in the subsequent two years for a bus driver and probably bus lease.

With the Learning Loss Mitigation Funds provided for this year, increased technological equipment devices and peripherals have been planned for the students and staff as well as replacement costs due to the increased use of technology for distance learning and remote meetings online. Additional funds have been budgeted for software applications being used for the instructional needs in the distance learning. It is planned that the District's student needs for technological equipment will be purchased in this 2020-21 school year and planned to reduce these technology expenses in the subsequent two years.

SERVICES AND OPERATING EXPENSES

As most school meetings have been moved to some on-line platform, mileage reimbursements have not been projected for these subsequent budget years to reduce unnecessary expenditures. Additionally, the conference budgets have not been budgeted for the three years knowing that webinars, zoom meetings, teleconferences have not been a primary tool rather than a physical meeting place. Training will still be required and provided for staff to stay current with regulations and changes and for the teachers to have professional development to educate themselves with enhancing classroom management and efficiency techniques and to replace the previous professional development provider with PBIS. *For budget stabilization, it is recommended that the areas of travel and conferences and related costs be eliminated for this coming year. The budget for these areas have not been budgeted in the 2020-21 through the 2022-23 school years.*

Utilities are projected to have some increases, especially with the water costs to the District. With the help of the staff to conserve use of these utilities, it is planned that some of the increases will be minimized. Repair and replacement costs have continued to be budgeted to maintain the safety and cleanliness of the facility with needed increases. Communication services are planned to increase due to the monthly internet contract. These are a necessary and essential facility costs to continue to provide a safe school and work environment.

Previously the transportation contract was planned for \$90,000 for the Home to School which expired in the 2019-20 school year. Transportation revenue of \$56,752 is included in the LCFF add-ons which was insufficient to cover the transportation contract costs. Additional funds from the unrestricted EPA funds and LCFF revenues were used to help defray the costs of the student transportation. Transportation is

vital for the District, however, with the increasing costs, options are being discussed by the Board and administration for a more viable course for student transportation. Transportation needs have still been budgeted currently for the three years at the same as the revenues received in LCFF. The District will be pursuing the leasing of a bus and hiring a qualified bus driver.

Legal costs are projected in the 2020-21 budget due to any concerns that the District must address. The consultant contracts are being maintained at current levels necessary for this year to allow more funds for services to be maintained with the District staff, especially for business manager, technology, psychologist, speech and resource providers that are provide services to the special education students.

Any changes in the Special Education costs for student needs have been budgeted for the 2020-21 and subsequent years for the current student needs for services and materials. This District will be engaging in a new program for the elementary grades for increased technology instruction with Online Coding. The start-up costs for this year have been added to the services expenditures.

CAPITAL OUTLAY – OTHER OUTGO

Since 2014-15 and subsequent years, the deferred maintenance funding has been folded into the LCFF base grant with no restrictions; funds that were previously specifically ear-marked for deferred maintenance are now included in the LCFF allocation. To comply with the Williams requirements and to maintain safe, clean and functional environments for student success the district will be setting aside funds from the LCFF for deferred maintenance. As specified in AB 104, there is a gradual increase in the required contribution for the RRM to 3 percent. For 2016-17, the RRM contribution is the lesser of 3 percent of the total General Fund expenditures or the amount deposited in 2014-15. For 2019-20 and subsequent years, the RRM contribution is the greater of (1) the lesser of 3 percent of the total General Fund expenditures or the current amount deposited in 2014-15 or (2) 2 percent of the total General Fund expenditures. In 2020-21 and beyond, at full LCFF implementation, the minimum RRM contribution is 3 percent of the total General Fund expenditures.

Funds are budgeted from the General Funds for some necessary equipment replacement and purchases as needed especially for the distance learning and moving the District forward into more enhanced student technology instruction.

There are no major repair or improvement projects that will be planned or have been budgeted for from the General Fund.

DIRECT SUPPORT / INDIRECT COSTS-TRANSFERS

Oversight allowance from the one charter school has been projected to continue through 2022-2023 in Local Revenues with the approved MOU between the District and Charter approved a five-year charter renewal which includes the agreement for oversight fees of 1%. With the projected Charter ADA to be approximately 1,095 ADA, the District has planned for oversight revenue of approximately \$105,000.

The District will also be passing through the In Lieu of Property Tax of approximately \$255,000. The In Lieu of Property Tax is not included in the Second Interim Budget Report as they are pass-through revenues.

Transfers are projected at \$25,000 to the Cafeteria fund in 2020-21 and reducing transfers in the subsequent years. Due to the reduction in ADA and revenues, a transfer of \$20,000 from the Deferred Maintenance fund is budgeted to the General Fund for normal operation repairs and maintenance costs to cover these expenditures for the facility.

ENDING FUND BALANCE AND DEFICIT SPENDING AND CASH DEFERRALS

Deficit Spending

It is anticipated that two of the three years of the Second Interim Budget Report will have deficit spending - \$403 for 2020-21, (\$233,658) for 2021-22 and (\$146,211) for 2022-23. This represents a reduction in the deficit spending of \$140,000 for 2020-21 which is due primarily to the deferred revenue for the Forest Reserve and the change of the deficit COLA on the LCFF state funds. This is the same result for the reduction in the deficit spending for the 2021-22 and 2022-23 years which is about \$40,000 which is due to the LCFF funding change on the elimination of the deficit COLA and little in the reductions of expenditures.

Due to the economic impact of the coronavirus, the declining enrollment of the District which affects all the funding sources, and the split of the charter which reduced the charter oversight revenues, the District must project staffing reductions and operational reductions rather than continue to project deficit spending in the subsequent years. The administration must address the deficit spending as much as possible. Without doing so, the District's reserves will slowly be eliminated.

Any restricted programs that show a deficit fund balance before year-end closing will reflect the proper unrestricted-restricted transfers to make the program fund balance zero.

CASH DEFERRALS

The State Enacted Budget in July 2020 included a substantial amount (in excess of \$11 billion) of principal apportionment cash deferrals from 2020-21 to 2021-22. The estimated effects of these cash deferrals on the principal apportionment schedule for February through June 2021 are as follows:

Period	Deferral Percentage
February 2021 to November 2021	45 percent
March 2021 to October 2021	70 percent
April 2021 to September 2021	70 percent
May 2021 to August 2021	70 percent
June 2021 to July 2021	100 percent

In addition, if sufficient Federal Funds are provided to the State for the 2020-21 fiscal year that may be used to offset the deferral amounts, the Director of Finance shall reduce the deferral amounts starting with the deferrals occurring earliest in the fiscal year.

It is projected that the total of the cash deferrals for the months of February – June 2020 in full will not exceed \$198,000 for the District which is at the full 100% and this is reflected on the Cash Flow for year 1 and being received in Year 2 from July 2021 to November 2021.

It was **not expected** that the District need to apply for the Deferral Exemption which was due by December 25, 2020 as there are currently sufficient cash sources to be able to meet the expenditures for the next two years, especially payroll and other obligations.

The Proposed Budget proposes to pay off the full K-12 deferral from the 2019-20 and pays down \$7.3 billion of the K-12 LCFF deferrals for 2020-21 year, effectively eliminating the ongoing deferrals scheduled for February **2022** through May **2022** but leaves the \$3.7 billion from the June 2022 deferral in effect to be paid in July 2022. This pay down does not impact the deferrals currently scheduled for February 2021 through June 2021. The repayment schedule for these deferrals remains, with LEAs receiving these apportionments from July through November 2021 (see above statement)

FUND BALANCE RESERVES

For the 2020-21 Second Interim Multi-year projections, the Reserve for Economic Uncertainties (REU) are required a minimum of 5%, however with the increased monthly costs of operations, the REU is being estimated at approximately \$378,000 for 2020-21 which is 33% of projected expenditures. The two subsequent years, the REU is being maintained at \$378,000 to \$325,000 due to the expenditures that would need to be covered.

Included in the fund balance reserves for the General Fund are the Restricted balances for the restricted programs and the Non-spendable revolving cash and prepaids. A reserve assignment of \$75,000 for the District's rental property has been included for any unforeseen repairs or improvements for each of the budget years, facility costs of \$360,000, facility and curriculum adoption of \$45,000 and for unrestricted lottery of \$27,000 for 2020-21. Similar reservations for curriculum, facility, rental and lottery have also been assigned for 2021-22 and 2022-23.

OTHER FUNDS

The Cafeteria Fund is projected for decreases in revenues for the federal or state lunch program reimbursements and on the lunch sales. Expenditures for the Cafeteria Funds are projected to decrease with less staffing costs and the new food vendor that was started in the 2019-20 year and less meals being prepared. As well, the Corona Relief Funds in the LLMF are being used in the General Fund to pay for food costs during this pandemic. The General Fund contribution for 2020-21 is projected to be no more than \$25,000 for current year.

Projects budgeted from the Deferred Maintenance Fund include smaller repair projects for the District's facilities

Other major facility upgrades and improvements that are budgets include roof replacement from Capital Facilities Funds. The well upgrades and replacement were completed and paid from State School Building Fund. The final paperwork for the well closure has been completed and has been approved by the County.

CASH FLOW

Even with the projected deficit spending in these coming years, it is projected that the cash balance will still be positive and able to pay all the district's responsibilities the next three years.

LOS ANGELES COUNTY PLAN FOR EXPELLED STUDENTS 2021

A description of educational services under
California Education Code Section 48926

Prepared by



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators



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Los Angeles County Plan for Expelled Pupils

(Education Code Section 48926)

Prepared by:

Division of Student Support Services
Division of Pupil Services
Division of Student Programs

Los Angeles County Office of Education

Los Angeles County Plan for Expelled Pupils

Los Angeles County Office of Education

and

ABC Unified School District	Long Beach Unified School District
Acton-Agua Dulce Unified School District	Los Angeles Unified School District
Alhambra Unified School District	Los Nietos School District
Antelope Valley Union High School District	Lowell Joint School District
Arcadia Unified School District	Lynwood Unified School District
Azusa Unified School District	Manhattan Beach Unified School District
Baldwin Park Unified School District	Monrovia Unified School District
Bassett Unified School District	Montebello Unified School District
Bellflower Unified School District	Mountain View School District
Beverly Hills Unified School District	Newhall School District
Bonita Unified School District	Norwalk-La Mirada Unified School District
Burbank Unified School District	Palmdale School District
Castaic Union School District	Palos Verdes Peninsula Unified School District
Centinela Valley Union High School District	Paramount Unified School District
Charter Oak Unified School District	Pasadena Unified School District
Claremont Unified School District	Pomona Unified School District
Compton Unified School District	Redondo Beach Unified School District
Covina-Valley Unified School District	Rosemead School District
Culver City Unified School District	Rowland Unified School District
Downey Unified School District	San Gabriel Unified School District
Duarte Unified School District	San Marino Unified School District
East Whittier City School District	Santa Monica-Malibu Unified School District
Eastside Union School District	Saugus Union School District
El Monte City School District	South Pasadena Unified School District
El Monte Union High School District	South Whittier School District
El Rancho Unified School District	Sulphur Springs Union School District
El Segundo Unified School District	Temple City Unified School District
Garvey School District	Torrance Unified School District
Glendale Unified School District	Valle Lindo School District
Glendora Unified School District	Walnut Valley Unified School District
Gorman School District	West Covina Unified School District
Hacienda-La Puente Unified School District	Westside Union School District
Hawthorne School District	Whittier City School District
Hermosa Beach City School	Whittier Union High School District
Hughes-Elizabeth Lakes Union School District	William S. Hart Union High School District
Inglewood Unified School District	Wilsona School District
Keppel Union School District	Wiseburn Unified School District
La Cañada Unified School District	
Lancaster School District	
Las Virgenes Unified School District	
Lawndale School District	
Lennox School District	
Little Lake City School District	

Los Angeles County Plan for Expelled Pupils

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- California Education Code, Section 48926
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- County Community Schools Operated by the Los Angeles County Office of Education

Los Angeles County Plan for Expelled Pupils (Education Code Section 48926)

Introduction

The Los Angeles County Superintendent of Schools, in conjunction with the superintendents of the school districts within the county, have developed the following county-wide plan for providing educational services to expelled pupils within the county pursuant to California Education Code, Section 48926. In addressing the needs of all expelled pupils, the countywide plan shall:

- enumerate existing educational alternatives for expelled pupils;
- identify gaps in educational services to expelled pupils;
- identify strategies for filling those gaps in services; and,
- identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Section 48916.1 provides that at the time an expulsion of a pupil is ordered, the governing board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any educational program provided pursuant to this section may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

To address the needs of expelled pupils, a number of alternative education programs have been developed by local school districts and the Los Angeles County Office of Education to provide continuing educational opportunities.

Profile

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency. Los Angeles County, the most populous county in the nation, has over 10 million residents, including about 1.4 million students in 80 public school districts. Our largest district, Los Angeles Unified School District, has an enrollment of 440,365 students, while our smallest, Gorman School District, has 74 students. Our countywide service area encompasses 88 cities and 4,084 square miles.

LACOE is a premier provider of integrated, educational programs and services from birth to adulthood in a richly diverse and multicultural global environment.

LACOE uses a variety of service delivery systems to eliminate the educational barriers associated with poverty and racial divisiveness in education, enabling students to exceed state and national standards. These services include universal, quality, early childhood education, effective data driven programs for all students, and state of the art technical assistance.

LACOE organizes its infrastructure to provide leadership in creating unique, nationally recognized models in education, including models for innovative staff development and training. LACOE earns the public's confidence by: making the school the hub of the community, making the most efficient use of financial resources, bridging the "digital divide" in technology access and content, and developing collaborative partnerships for students, parents, and community. LACOE embraces a culture of diversity that promotes an inclusive, prosperous learning and workplace environment.

Division of Student Programs

The Division of Student Programs (DSP) serves approximately 3,000 students throughout Los Angeles County. DSP provides instructional and educational services in a variety of settings, including 2 juvenile hall schools, 5 camp schools, 5 County Community Schools, 5 independent study programs, and 2 specialized high schools. All school sites are WASC accredited offer Common Core curriculum and a variety of supplemental services intended to address the learning needs of individual students. Additionally, school personnel work closely with the Probation Department and the Department of Mental Health to provide comprehensive educational services for all students. The mission of the Division of Student Programs is to ensure student success by providing quality academic programs, supported by an organizational culture that is focused on data and Professional Learning Communities. DSP is responsible for the placement and services for expelled students who are referred to LACOE.

Division of Pupil Services

The Division of Pupil Services (DPS) supports the Principal Administrative Units (PAUs) in the implementation of programs and initiatives to facilitate the academic, emotional, mental, social, and physical health of all students. This support is provided through professional development and the collaborative efforts of staff members in the Camps Assessment Unit, Compliance Support Services, Health Services, Neglected/Delinquent and Homeless youth services, as well as Counseling, Nursing and Aftercare Services. The mission of the Division of Pupil Services is to meet the academic, social, emotional, and physical needs of the students we serve in LACOE's Educational Programs.

Division of Student Support Services

The Division of Student Support Services (SSS) serves school districts and LACOE programs, by providing technical assistance in the areas of student discipline, pupil records, custody of minors, education support for students experiencing homelessness or in foster care, compulsory attendance and truancy reduction, counseling and mental health, school violence reduction, safe school planning, emergency response and crisis intervention, health services, expanded learning and alcohol, tobacco and drug intervention and prevention. SSS is responsible for handling expulsion appeals to the county board of education of students expelled from the school districts, and providing support for students, parents, and school districts who are participating in the expulsion appeal process.

Educational Alternatives for Expelled Pupils

School districts located within Los Angeles County provide a number of options for expelled pupils, depending on the specific violation of Sections 48900, 48900.2, 48900.3, 48900.4 and 48900.7 of the California Education Code. The alternative education program to which an expelled pupil may be assigned is preceded by a decision of the local governing board which may provide for one of the following expulsion orders which describes the students' educational placement:

1. Suspended enforcement of the expulsion order with placement on the same school campus [EC § 48917 (a)];
2. Suspended enforcement of the expulsion order with placement on a different school campus within the district or a district alternative program such as school or continuation high school programs [EC § 48917(a)];
3. Expulsion with a referral to a District Community Day School program, if available [EC § 48660]; or,
4. Expulsion with a referral to a County Community School or other appropriate programs operated by the Los Angeles County Office of Education [EC § 1981(c)].

A pupil who is expelled for violation for an act listed in subdivision (c) of EC § 48915 (mandatory expulsion section), shall be assigned to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any education program provided may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

District Operated Programs

The range of alternative programs currently offered by school districts throughout Los Angeles County includes the following options:

- Community Day Schools;
- Independent Study (offered in conjunction with a classroom option);
- Opportunity School/Class;
- Continuation High School;
- Charter School;
- Adult Education Programs; and,
- Special Education.

If a school district is unable to provide a suitable program or if the expelled pupil fails to meet the terms and conditions of his or her rehabilitation plan or if the student continues to pose a danger to other district pupils, as determined by the governing board, the district may refer the expelled pupil to the Los Angeles County Office of Education for possible placement in a program operated by the Division of Student Programs (DSP).

County Operated Programs

The Los Angeles County Office of Education currently provides a variety of alternative education programs that are designed to help pupils:

- take a renewed interest in school and learning;
- recover credits and get back on track for graduation, attend school consistently; and,
- set and attain academic and career goals.

Specifically, these programs are designed to serve:

- Students who are having trouble at home or school;
- Homeless and Foster Children and Youth;
- Students who are on probation or students who need to work full-time to support themselves and/or their families; and,
- Students who have been expelled and for whom a district operated education program is not available.

Programs designed to serve the above identified pupil populations include those operated by the LACOE Division of Student Programs (DSP) include:

- County Community Schools;
- Independent Study (operated in conjunction with a classroom option)

As previously stated, *at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided for the pupil subject to the expulsion order.* For districts that may be unable to provide *pupils who commit serious behavior violations* with an alternative program that meets the restrictive requirements of California Education Code Section 48915 (d) (see appendix), selected county programs may provide viable options.

It is anticipated that the majority of expelled pupils who are referred to the county office for placement in an alternative program will be assigned to a *County Community School program*. County Community Schools operated by the county are designed to provide interventions for middle school students in grade 8, and high school students, grades 9 to 12.

Educational Service Gaps and Strategies to Address Service Gaps

Section 48926 of the California Education Code provides that each county superintendent of schools in counties that operate community schools pursuant to Section 1980: ... *shall develop a plan for providing education services to all expelled pupils in that county.* One of the required elements of the plan is to *identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.*

To address this element and identify additional service needs to expelled pupils, a survey of all school districts in Los Angeles County was conducted (see appendix: AB 922 District Questionnaire).

As a result of that survey, the following service gaps were identified, including a discussion of each issue along with a proposed strategy:

Service Gap 1 – Access and engagement in distance learning

Discussion: Although four districts reported that students fared better in distance learning settings, twenty-four districts expressed the shift to distance learning as a significant challenge in meeting the needs of expelled students. Due to students attending school online, lack of access to technology or a reliable internet, ability to turn cameras off during class, or teaching methods not being adapted to online delivery were reported as significant barriers to engaging students.

Proposed Strategy: LACOE developed an initiative to help close the digital divide with the distribution of just over 48,000 devices and more than 32,000 hotspots to students in need in 55 districts. Acting on a proposal from LACOE, the Los Angeles County Board of Supervisors in October 2020 allocated \$12.5 million in federal coronavirus relief funds for technology and internet connectivity needed by students to successfully participate in distance learning.

The Board of Supervisors later allocated additional funding for the effort, making available a total of \$17.2 million. The funding not only enabled the purchase of devices and hotspots, but also supports internet service plans for families through Dec. 30, 2021. The need will continue even when campuses re-open as schools are likely to continue physical distancing and adopt hybrid learning models. It is recommended that schools continue to allocate state and federal relief funds to securing technology resources to support in-person, hybrid, and distance learning models, including a shift between all three models.

To address engagement, promote the incorporation of social-emotional learning throughout the curriculum and provide professional development, and social-emotional support, for teachers in order to build capacity and adapt teaching strategies for distance learning, with strategic plans in place that address hybrid learning environments.

Service Gap 2 – Access to counseling and mental health resources

Discussion: Seven districts reported discipline issues stemming from behavioral challenges and a lack of mental health and counseling resources as a service gap, including lack of online options for counseling or lack of capacity at the school site level (counselors/school based mental health).

Proposed Strategy: The Division of Student Support Services conducts formal training for school districts and LACOE schools in Positive Behavior Interventions & Support (PBIS), a school-wide discipline framework that helps to reduce suspensions and expulsions. The framework assists

school districts in identifying strategies to reduce the number of discipline issues, but also promotes a positive school climate. Included in the framework are Restorative Practices, a strategy that creates opportunities for victims, offenders and others to discuss the offense and develop resolutions. Counseling programs that included therapeutic counseling, attendance interventions, drug education, mental health interventions, behavior interventions that include parent education for ADD/ADHD, bipolar syndrome, and the use of medications, group counseling strategies, and the utilization of social work interns have proven helpful to school districts.

Seven school districts operate Alternative Education centers that include counseling, credit recovery, mentoring, job training, Career Technical Education courses such as fashion design and auto mechanics, foreign language courses, and community college courses.

The Los Angeles Unified School District employs AB 922 Counselors who ensure the appropriate educational placement of expelled students, provide case management, monitor social behavior and academic progress, and consult and collaborate with school staff and community agencies.

Service Gap 3: Transportation to and Lack of Alternative Placement Programs for Expelled Students

Discussion: Seven school districts reported that transportation to alternative programs was an obstacle for students that have been expelled, and particularly for students with IEPs. One school district, located in a rural area, and six in an urban area did not have any alternative education placements in the immediate area and lacked local options.

Proposed Strategy: If a LACOE school is not available in the immediate area, it is recommended that local school districts enter into a Memorandum of Understanding (MOU) with neighboring school districts. Another strategy mentioned by districts was to offer online, blended courses (a combination of online and traditional instruction) as an alternative placement for expelled students.

Education Code 48915 (a)(1) Circumstances for recommending and ordering expulsion, states that the principal or superintendent of schools shall recommend expulsion for serious infractions unless it is determined that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct. Education Code 48900.5, Limitations on imposing suspension, states that Suspension, shall be imposed only when other means of correction fail to bring about proper conduct. Education Code 48917, Suspending enforcement of expulsion order, provides that district governing boards may suspend the enforcement of an expulsion order for a period of not more than one calendar year, and assign a student to school, class or program that is deemed appropriate to the rehabilitation of the pupil.

Other means of correction, and suspended enforcement of an expulsion order to allow students to remain in the school district in an alternative placement should first be considered, in particular for students in grades Kindergarten through five, rather than expulsion.

Examples of alternative means of correction and rehabilitation include referrals to the school psychologist or counselor for case management and counseling, study teams to develop an individualized behavior plan, referral for a comprehensive psychosocial or psycho educational assessment, enrollment in an anger management program, participation in a restorative justice program, community service, or enrollment in after-school programs that expose students to positive activities and behaviors.

It is recommended that local school districts implement programs such as Positive Behaviors Interventions and Support (PBIS), Restorative Practices, and others. When implemented with fidelity, these proven programs can successfully address a variety of student behaviors and needs. When other means of correction and alternative placements within the school district have been exhausted, local school districts could then enter into a Memorandum of Understanding (MOU) with neighboring school districts. LACOE's Division of Student Programs could support districts by providing its expertise in the establishment of such consortiums between school districts.

Alternative Placements for Pupils who Fail to Meet the Terms and Conditions of their Rehabilitation Plan or who Pose a Danger to Others

California Education Code, Section 48926 requires the county-wide plan to *further identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.*

In Los Angeles County, expelled pupils who are unsuccessful in a district operated community day school and/or who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils may be referred to a County Community School or other appropriate alternative program operated by the county office of education.

Options for students who fail to meet the terms and conditions of their rehabilitation plan may, in select cases, include referral and placement in a juvenile hall setting or juvenile camp or in select cases, a transfer to a program operated by an adjacent county office of education.

Currently, the Los Angeles County Office of Education does not have any formal agreements with adjacent county offices of education.

Contract for Alternative Services

To further address the requirements of Section 48926 of the California Education Code, and to ensure that an educational program is provided for all expelled pupils, referred to and accepted by the County, the Division of Student Programs (DSP) will enter into a contract with each participating school district to identify agreed-to responsibilities for serving expelled pupils, including those served in both regular and special education programs. A plan to address any identified service gaps will be included in the contract.

Appendix

California Education Code
Section 48915 (d)

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

California Education Code
Section 48915 (f)

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

California Education Code
Section 48915.01

If the governing board of a school district has established a community day school pursuant to Section 48661 on the same site as a comprehensive middle, junior, or senior high school, or at any elementary school, the governing board does not have to meet the condition in paragraph (2) of subdivision (d) of Section 48915 when the board, pursuant to subdivision (f) of Section 48915, refers a pupil to a program of study and that program of study is at the community day school. All the other conditions of subdivision (d) of Section 48915 are applicable to the referral as required by subdivision (f) of Section 48915.

California Education Code
Section 48916.1

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools. (c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. The subdivision, as it relates to the separation of pupils by grade levels does not apply to community day schools offering instruction in any of the kindergarten and grades 1 to 8 inclusive, and established in accordance with Section 48660.

(e) (1) Each school district shall maintain the following data:

(A) The number of pupils recommended for expulsion.

(B) The grounds for each recommended expulsion.

(C) Whether the pupil was subsequently expelled.

(D) Whether the expulsion order was suspended.

(E) The type of referral made after the expulsion.

(F) The disposition of the pupil after the end of the period of expulsion.

(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

California Education Code
Section 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.



District Operated Community Day School Programs

District	School	Grades Served
Antelope Valley Union High	Phoenix High Community Day	9-12
Bellflower Unified	Bellflower Alternative Education Center	7-12
Burbank Unified	Burbank USD Community Day	7-12
Centinela Valley Union High	South Bay Academy Community Day	9-12
Charter Oak Unified	Bridges Community Day	K-12
Claremont Unified	Claremont Community Day	7-12
Compton Unified	Compton Community Day High	9-12
Compton Unified	Compton Community Day Middle	6-8
Eastside Union Elementary	Eastside Academy/Transitional Learning Center	K-8
El Monte Union High	El Monte Union High School Community Day	9-12
Glendale Unified	Jewel City Community Day	7-10
Hacienda la Puente Unified	Valley Community Day	7-12
Keppel Union Elementary	Desert View Community Day	K-8
Lancaster Elementary	Crossroads Community Day	7-12
Long Beach Unified	Select Community Day (Secondary)	7-12
Los Angeles Unified	Aggeler Community Day	7-12
Los Angeles Unified	CDS Elementary	K-6
Los Angeles Unified	CDS Secondary	7-9
Los Angeles Unified	Dorothy V. Johnson Community Day	7-12
Los Angeles Unified	Jack London Community Day	9-12
Los Angeles Unified	Richard A. Alonzo Community Day	7-12
Los Angeles Unified	Tri-C Community Day	7-12
Los Angeles Unified	William J. Johnston Community Day	7-12
Lynwood Unified	Lynwood Community Day	7-12
Monrovia Unified	Quest Academy Community Day	7-12
Montebello Unified	Montebello Community Day	7-12
Palmdale Elementary	Oak Tree Community Day	K-8
Paramount Unified	Paramount Unified Community Day	7-12
Pomona Unified	Pomona Community Day	7-12
Redondo Beach Unified	Redondo Beach Learning Academy	9-12
Rowland Unified	Rowland Unified Community Day	7-12
Torrance Unified	Gene Drevno Community Day	7-12
Westside Union Elementary	Westside Academy	K-8
Whittier City Elementary	Whittier Area Community Day	6-8
Wilsona Elementary	Wilsona Achievement Academy	1-8

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SPECIALIZED HIGH SCHOOLS JASON HASTY Ed.D., EXECUTIVE DIRECTOR						
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IPOLY	(909) 839-2320	(562) 469-4375	3851 W. Temple Ave. Pomona 91768	Ginger Merritt-Paul	Susan Sarrategui	Nathalie Hinkson
LACHSA	(323) 343-2550	(562) 469-4379	5151 State University Dr. Los Angeles 90032	John Lawler	Tina Vartanian Natalie Spevak	Mona Garcia
ALTERNATIVE EDUCATION - RENAISSANCE PAU DIANA VELASQUEZ Ed.D., DIRECTOR ADRIAN GONZALEZ-PACHECO, ASSISTANT PRINCIPAL						
Bermudez CCS & IS	(562) 801-0687	(562) 469-4381	9055 Bermudez St. Pico Rivera 90660			
Boys Republic Monrovia CCS	(626) 357-6249	(562) 469-4381	128 East Palm St. Monrovia 91016			
Jonas Salk CCS	(310) 970-9910	(562) 469-4381	14600 Cerise Ave. Hawthorne 90250		Adrian Gonzalez - Pacheco	
La Brea IS	(310) 677-7257 (310) 677-0196	(562) 469-4381	110 S. La Brea Ave., Suite 320A Inglewood 90301			
Mujeres y Hombres Nobles CCS & IS (MAIN OFFICE)	(323) 262-2263	(562) 469-4381	1260 Monterey Pass Rd. Monterey Park 91754	Adriana Hernandez		Monique Fisher Lyn Sahagun (TOW)
Second Chance IS	(323) 361-3245	(562) 469-4381	5000 Sunset Blvd., 7th Floor Los Angeles 90027			
Tri-Community CCS	(310) 635-4531	(562) 469-4381	12721 S. Willowbrook Ave. Compton 90222			
Valley IS	(818) 896-7776	(562) 469-4381	11243 Glenoaks Bl., Suite 5 Pacoima 91331			
Visions Learning Center CCS	(562) 273-0722	(562) 469-4381	14181 Telegraph Rd. Whittier 90604			

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JUVENILE COURT SCHOOLS						
JUVENILE HALL PAUs JASON HASTY, Ed.D., EXEC. DIRECTOR	PHONE	FAX	ADDRESS	PRINCIPAL	ASST. PRINCIPAL(S)	SCH. ADMIN. SECY.
BARRY J. NIDORF Barry J. Nidorf School	(818) 367-5942 Ext 7778 direct	(562) 469-4355	16350 Filbert St. Sylmar 91342	Telaya Coleman	Bridget Whitaker	Robert Amaya
CENTRAL Central School	(323) 225-4362 Ext 7143 direct	(562) 469-4358	1605 Eastlake Ave. Los Angeles 90033	Michael Massa, Ed.D.	Chien-yi Yang	Maria Garcia
Kirby, D. School	(323) 263-5106 Ext 7479 direct	(562) 469-4358	1500 S. McDonnell Ave. City of Commerce 90040		Glrum Jiru Donna Baker	
CAMP SCHOOL PAUs DIANA VELASQUEZ, Ed.D.,DIRECTOR	PHONE	FAX	ADDRESS	PRINCIPAL	ASST. PRINCIPAL(S)	SCH. ADMIN. SECY.
ANGELES FOREST Afflerbaugh-Palge School	(909) 593-4926 Ext 7007 direct	(562) 469-4356	6621 Stephens Ranch Rd. La Verne 91750	John Cotton		Rose Flores
Rockey, Glenn School	(909) 599-8435	(562) 469-4356	1900 N. Sycamore Canyon Rd. San Dimas 91750		Gilbert Gaytan	
SANTA MONICA MTNS. Campus Kilpatrick	(661) 723-1155 ext 224	(562) 469-4380	5300 W Avenue I Lancaster, CA 93536	Ruben Carranza		Glenda Sharp
Scott, Joseph School - Currently Closed	(661) 296-8444 Ext 7813 direct	(562) 469-4359	28700 N. Bouquet Canyon Rd. Santa Clarita 91390			

**COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO
EXPELLED STUDENTS
QUESTIONNAIRE – SUMMARY OF DATA
January 25, 2021**

Introduction

The section includes an overview of the themes generated by the AB 922 survey. The survey was provided via email to all school district superintendents, many of whom delegated completion of the survey to the director of student support services, supervisor of child welfare and attendance, or director of alternative education of each of the districts. All 80 school districts completed the survey.

Suspended enforcement of the expulsion

In order to facilitate the participation of an expelled student in programs located within the school district, school districts are required to suspend the enforcement of the expulsion order. The student must comply with all stipulations of the expulsion order related to behavior, attendance, and participation in rehabilitation programs such as counseling. Failure to comply with the expulsion order stipulations could trigger a full expulsion and removal from the district's program. A referral to a LACOE County Community School would be an alternative placement for such students.

Current Educational Alternatives Available

Community Day Schools

Districts use both their own community day schools (CDS) and LACOE County Community School (CCS) programs as placements for expelled students. District CDS programs cannot be located on or adjacent to a district K-12 educational program.

- Twenty nine out of eighty districts reported that they operate a district CDS: seven schools for grades K-5, twenty-one schools for grades 6-8, forty-two schools for grades 9-12.
- Nineteen out of eighty districts reported that they use a LACOE CCS program: three schools for grades K-5, fourteen schools for grades 6-8, fifteen schools for grades 9-12.

Opportunity Programs

Some districts operate opportunity programs, minimum day programs housed on K-12 sites, as an alternative for expelled students.

- District Opportunity Programs: Grades K-5 (2 district), 6-8 (14 districts), or 9-12 (9 districts).

Continuation High Schools

Continuation high schools were used by nine districts for expelled students.

Charter Schools

Four districts use the Opportunities for Learning Charter School, one district uses Options for Youth Charter School, one district uses Learning Works Charter, one district uses West Covina Learning Academy, and one district uses School of Extended Options.

Independent Study Programs

Districts that did not have any other alternative programs referred students to their own independent study program. LACOE independent study programs are also available.

- District Independent Study (IS): Grades K-5 (28 districts), 6-8 (41 districts), 9-12 (36 districts). Although these programs are available as an alternative, districts noted that they rarely use IS as an alternative for suspension or expulsion.

Other Alternative Programs

Districts also included the following as alternatives for expelled students:

- Work with neighboring districts
- Home instruction (determined by IEP)
- Home Hospital
- Alternative placement in neighboring district

Have these strategies/services been successful? If not, what were the obstacles or gaps?

Thirty-seven districts surveyed felt that the available alternative programs were successful. Thirty-five responded with either a not applicable due to lack of expulsions, lack of placement options or other challenge, and four left the answer blank.

- Fourteen school districts did not have any expulsions during the past 2019-2020 school year, while three other districts said they rarely expel. One district has prevented expulsions for the last six years.
- Challenges related to distance learning environment such include student engagement and supervision (12), adapting online teaching strategies (5) access to technology (7), lack of access to resources such as counseling, mental health, drug/alcohol rehabilitation services (7), distance from the community and lack of transportation (7 responses), and limited local options particular for students with IEPs or in elementary (10 responses) were the service gaps most frequently mentioned by the school districts that completed the survey.

Comments on Service Gap 1: Access and engagement in the distance learning environment

Although four districts reported that students fared better in distance learning settings, twenty-four districts expressed the shift to distance learning as a significant challenge in meeting the needs of expelled students. Due to students attending school online, challenges with motivation occurred as students either did not have access to technology or a reliable internet, turned their camera off during class, or had trouble engaging with the material due to the teaching methods not being adapted to online delivery were significant barriers to engaging students.

Comments on Service Gap 2: Access to counseling and mental health resources

Seven districts reported access to mental health and counseling as a gap, including lack of online options for counseling or lack of capacity at the school site level (counselors/school based mental health).

Comments on Service Gap 3: Transportation to and Lack of Alternative Placement Programs for Expelled Students

Seven school districts felt that transportation to alternative programs was an obstacle for students that have been expelled. One school district, located in a rural area, and six in an urban area did not have any alternative education placements in the immediate area and lacked local options.

Suggestions or strategies for filling any service gaps which limit the ability to ensure the availability of educational services for expelled students

School district personnel shared the following suggestions and strategies:

- Focus on increasing other means of correction instead of expulsion
- LACOE to offer more support with alternative programs for smaller districts who cannot maintain their own alternative programs due to low numbers.
- Designated funding to operate an opportunity program to have additional staff to support working with this population of students.
- Adapt teaching to student learning styles, provide high quality professional learning for adapting teaching strategies for distance learning, and offer advanced courses including AP or honors. Expelled students have to relinquish these types of courses.
- Increase funding and partnership for increased mental health support/crisis counseling

- Increase and embed social emotional learning throughout the curriculum
- Develop clear referral process as well as transition strategies and case management to ensure student re-entry back into school from alternative programming.
- Allow high needs students/students with IEPs to remain on campus to receive additional support and services during school closures.
- Increase county community school locations throughout county, including elementary, in areas where local options are scarce, possibly modeled after a SELPA, cost-sharing agreement between districts.
- Hiring well-qualified, trauma-informed staff that place a strong emphasis on social emotional learning.
- A LACOE Liaison that could provide updates on student progress.
- Service gaps during distance learning are addressed by identifying the student's barriers to accessing technology, internet connectivity, and engagement with the following general action plans: following up with students with 3 or more absences in a week; daily/weekly check-in meetings with students, coordinating with District, specialized support staff as needed; conducting Student Engagement Team (SET) meetings via Zoom
- AB 922 Counselor and support staff to identify and address the barriers to the student/family's commitment to regular engagement to distance learning; and referring student/family to District/community services as needed
- Pursue meaningful partnerships with local workforce investment board and other stakeholders to create opportunities for youth to gain valuable work experience, including at-promise youth and students experiencing educational and social challenges.
- Build positive relationships with families and caregivers, build capacity of parents/caregivers to support social emotional learning, regularly communicate with the student, assign staff to maintain contact with struggling students.
- Consider partnerships with neighboring County Offices of Education (San Bernardino/Ventura/Orange) to support bordering school districts with placement options

Alternative placements for students who fail to meet the terms and conditions of the expulsion rehabilitation plan or pose a danger to other district students as determined by the governing board

The following responses indicate what referral strategies districts use when a student has failed to meet the conditions of their expulsion order or pose a danger to other district students that would necessitate a transfer to another program:

- Thirteen districts refer students to LACOE programs.
- One district refers students to LACOE programs or placed in group homes or camps, when appropriate.
- One district refers students to LACOE programs, Boys Republic, Valley Alternate High School, or their Independent Study Program.
- One district refers students to LACOE programs, Opportunities for Learning or K12.
- One district refers students to Opportunities for Learning.
- Four districts enroll students in independent study.
- Two districts allow students to remain at CDS until requirements are completed.
- One district uses a Virtual online program.
- One district refers students to independent study or to Del Norte ROP.
- One district refers students to Bellflower Alternative Education Center.
- One district refers students to Margett Pathway Academy.
- One district refers students to Sunburst Academy.
- Four districts transfer the student to another school within their school district, or to a neighboring school district.

Other comments:

- Governing Boards can accept provisionally, but if they continue to pose a threat, sometimes complete their expulsion conditions in a LACOE placement or previous district, if applicable.
- Independent study or full-time virtual learning is all we have available. If the parent refuses IS we do not have anything to offer in our area. We have a need for a full day alternative in the Antelope Valley.
- While IUSD does not operate district CDS programs, they work directly with the pupils and their families to identify alternatives to expulsion, including intra-district transfers to other IUSD schools, and linking them to partner agencies that provide restorative services and diversion strategies as opposed to expulsion or arrest in some cases. IUSD and its partners go through great lengths to avoid expulsion and arrest, focusing instead on the child's responsibility to make things right and to realize and build upon one's personal assets.
- It depends on the direction of the California legislation. Some kids need positive role models, others need mental health help and some need drug addiction help.
- We partner with parents, school, and resources to ensure students are successful.
- If needed, expelled students are typically provided a change of placement from their original interim placement within the District's alternative education options. Moreover, if the student has exhausted the District's options and/or poses an increased risk of danger to pupils and staff, these students are referred to LACOE for placement in a County Community School.
- When appropriate, one district works with the parent to create a home education option.

What are your best practices, at the site and district levels, of behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsions, of expulsions being ordered, and to support students returning from expulsions?

The following are best practices that were shared by the school districts that have minimized the number of suspensions and expulsions, in keeping with EC 48900.5, Other Means of Correction, which encourages alternatives to suspension and expulsion:

- Nine districts use a Multi-Tiered System of Support (MTSS), including Student Study Teams (SSTs), Grade Level Intervention Teams, Behavior Support Plans, Behavior Contracts
- Twenty districts mentioned Counseling: full-time counselors to assist with behavior and social skills, social emotional counseling by counselors and social workers, guidance and student services provided, group counseling and check-in
- Positive Behavior Interventions and Supports (PBIS) is a strategy used by thirty-four school districts
- Leader in Me Program
- Two districts use Second Step curriculum
- Four districts participate in the Capturing Kid's Hearts Program
- Four districts use Trauma Informed Practices
- Restorative Practices is used by 12 school districts
- Restorative Justice Youth Court program
- Alternatives to Suspensions strategies are a part of thirteen school districts
- One district uses Wellness Centers, staffed with behaviorists
- Saturday School is used by two districts
- Community Service is used by two districts
- Peer Mediation
- Mentors for L.I.F.E. Program
- Five districts use mentoring
- Parent Engagement & Support programs
- Consulting, collaborating, and coordinating services with District staff and community agency personnel (e.g., Department of Probation, Department of Children and Family Services, Department of Mental Health, and the Los Angeles County Office of Education).

- Response to Intervention (RTI) is a multi-tiered early intervention and identification system used by six school districts
- Thirty-seven districts use SEL (Social and Emotional Learning)
- Six districts encourage partnerships with families, conferences, interventions, SSTs, and good communication
- School Attendance Review Team (SART)
- School Attendance Review Board (SARB)
- Communicated they have very few expulsions
- Communicated they prevented expulsions for more than six years
- Progressive discipline practices Education Code 48900.5 are emphasized in two districts

In particular, how do these best practices relate to any disproportionate representation of student subgroups in such interventions?

Fourteen districts believe they do not have a disproportionate representation in the number of students being suspended or expelled among their subgroups. Four districts were unaware of the data, and five districts plan to begin to analyze the data this year.

- Positive Behavior Interventions & Support (PBIS) was mentioned districts as a practice that teaches appropriate behavior and instills high expectations in all students and staff.
- The California School Dashboard will assist districts in identifying sub groups in need of support and assistance.